

MODULE DESCRIPTOR

Module Title	Psychological Research Methods 1
Course Title	BSc (Hons) Psychology (and pathways), BSc (Hons) Psychology with Criminology
School	<input checked="" type="checkbox"/> ASC <input type="checkbox"/> ACI <input type="checkbox"/> BEA <input type="checkbox"/> BUS <input type="checkbox"/> ENG <input type="checkbox"/> HSC <input type="checkbox"/> LSS
Division	Psychology
Parent Course (if applicable)	
Level	4
Module Code (showing level)	PSY_4_RM1
JACS Code (completed by the QA)	
Credit Value	20 credit (CAT) points
Student Study Hours	Contact hours: 44 Student managed learning hours: 156 Placement hours: N/A
Pre-requisite Learning	None
Co-requisites	None
Excluded combinations	None
Module co-ordinator	Name: Dr Alex Marchant Email: alex.marchant@lsbu.ac.uk
Short Description (max. 100 words)	<p>This module provides students with an introduction to the study of Psychology as a science. It does this via the study of some of the key conceptual, methodological, and statistical issues that psychologists face when studying human behaviour. As well as issues surrounding experimental design and ethical principles in psychological research, the module also introduces the ways in which descriptive and inferential statistics can be used to analyse and make sense of experimental data.</p> <p><u>Inclusive practice:</u> Assessment in this module has been designed to provide all students with the opportunity to demonstrate their knowledge, understanding and skills to the best effect. Specific aspects of inclusive practice include: making assessments available as soon as possible, and preferably from the start of the module; providing coursework support in seminars and lectures; providing opportunities for coursework support in</p>

	<p>Psychology Drop-in support sessions; providing formative experience of each assessment method before it is used to assess summatively.</p> <p><i>This module assesses the following BPS core domain(s): Research methods</i></p>
Aims	<ul style="list-style-type: none"> • Introduce students to the science of psychology. • Introduce students to quantitative and qualitative research methods. • Introduce students to descriptive and inferential statistics. • Provide students with the opportunity to begin to develop report writing skills, using MS Word, SPSS, and the Internet to research, analyse, and report experiments
Learning Outcomes (4 to 6 outcomes)	<p>On successful completion of this module, students will be able to:</p> <p>Knowledge and understanding:</p> <ul style="list-style-type: none"> • Demonstrate an awareness of quantitative and qualitative research methods, selecting the correct approach to collecting and analysing behavioural data. • Use SPSS to manage and analyse numerical data. <p>Communication:</p> <ul style="list-style-type: none"> • Communicate the outcomes of research through practical report writing. <p>Employability:</p> <ul style="list-style-type: none"> • Conduct literature searches to place research in context. <p>Critical thinking:</p> <ul style="list-style-type: none"> • Identify strengths and weaknesses in study design
Employability	<p>On completion of the RM1 module, students will have developed a range of numeracy, analytical thinking, communicative and practical skills. This broad base of skills will make students highly employable. Report writing, in particular, is an important skill in many professions, whether or not students choose to pursue a psychology-related career. For instance, the ability to describe investigations and interpret findings will be of particular use to Psychology graduates going into educational, health service, or market research settings, as well as business and charitable organisations. The seminars will also encourage verbal communication skills, another important asset in the workplace.</p>
Teaching and learning pattern	<p>Contact hours includes the following:</p> <p>11 x 4 hour learning and teaching sessions comprising a mixture of lecture and practical-based seminar activities, using a variety of modes of delivery</p>
Indicative content	<p>An overview to psychological research methods; quantitative and qualitative research methods; experimental and correlational design; variables; ethics in psychological research; descriptive statistics; probability, hypothesis testing and statistical significance; introductory inferential statistics; writing research reports.</p>

Assessment method (Please give details – of components, weightings, sequence of components, final component)	<p>Formative assessment:</p> <p>Assessment support and skills development will be enhanced using formative assessment via a variety of workshops where both knowledge and skills development is practiced, discussed, and verbal feedback provided. Students will have the opportunity to have feedback on a partial draft of a practical report.</p> <p>Summative assessment:</p> <p>CW: 1500-word practical report (60% of module mark) Exam: Two-hour short-answer exam (40% of module mark)</p>
Mode of resit assessment (if applicable)	<p>Formative assessment: N/A</p> <p>Summative assessment: make good coursework or submit for the first time, and new resit exam.</p>
Indicative Sources (Reading lists)	<p>Core reading (either):</p> <ul style="list-style-type: none"> • Breakwell, G., Hammond, S., Fife-Schaw, C., & Smith, J. A. (Eds., 2012). <i>Research methods in Psychology</i> (4th ed.). London: Sage. • Coolican, H. (2014). <i>Research methods and statistics in psychology</i> (6th ed.). London: Hodder Education. <p>Optional reading:</p> <ul style="list-style-type: none"> • Brace, N., Kemp, R., & Snelgar, R. (2012). <i>SPSS for psychologists</i> (5th ed.). Basingstoke, Hampshire: Palgrave Macmillan. <ul style="list-style-type: none"> ○ <i>Basic level how to 'do' the statistics in SPSS</i> • Field, A. (2017). <i>Discovering statistics using SPSS</i> (5th ed.). London: Sage. <ul style="list-style-type: none"> ○ <i>From basic to much more advanced level how to 'do' the statistics in SPSS (and the maths behind it)</i>
Other Learning Resources	<p>Other learning recourses will be made available via the VLE (Virtual Learning Environment) when and if required.</p>