

Module specification

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Refer to guidance notes for completion of each section of the specification.

Module Code	PSY424
Module Title	Research Methods 1
Level	4
Credit value	20
Faculty	Social and Life Sciences
HECoS Code	100497
Cost Code	GAPS

Programmes in which module to be offered

Programme title	Is the module core or option for this programme
BSc (Hons) Psychology	Core
BSc (Hons) Psychology with Foundation Year	Core

Pre-requisites

None

Breakdown of module hours

Learning and teaching hours	36 hrs
Placement tutor support	0 hrs
Supervised learning e.g. practical classes, workshops	0 hrs
Project supervision (level 6 projects and dissertation modules only)	0 hrs
Total active learning and teaching hours	36 hrs
Placement / work based learning	0 hrs
Guided independent study	164 hrs
Module duration (total hours)	200 hrs

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Initial approval date	16 September 2025
With effect from date	September 2025
Date and details of revision	September 2025: Revisions to the Module Specification include updates to the Indicative Bibliography (Essential Reading), with the removal of two texts and the addition of one replacement text.
Version number	2

Module aims

The aim of this module is to introduce students to the nature, philosophy, and scope of research methods in psychology. Students will gain an appreciation for the different philosophical positions that underpin research, as well as the fundamentals and principles of different approaches, covering both qualitative and quantitative methodologies. The module will enable students to acquire a basic level of knowledge and understanding of the research process and research methods, including an understanding of the considerations that underpin planning and designing research. Students will discuss ethics and research conduct and will gain an appreciation for current debates in research.

Module Learning Outcomes - at the end of this module, students will be able to:

1	Demonstrate an appreciation for the difference between qualitative and quantitative research.
2	Discuss the different philosophical positions that underpin research and how this applies to the methodologies used.
3	Discuss the ethical issues inherent in psychological research.
4	Describe the different considerations that underpin planning and designing research.

Assessment

Indicative Assessment Tasks:

This section outlines the type of assessment task the student will be expected to complete as part of the module. More details will be made available in the relevant academic year module handbook.

Group Project – Students will be required to work in groups to produce and present a research proposal plan, which demonstrates an appreciation for the different considerations that underpin planning and designing research, including: philosophical position, methodology, ethics and the differences between qualitative and quantitative research. The group project includes completion of:

- a research pro forma (20%)

- a 15 minute group presentation of their research proposal (60%)
- An individual reflection on the group project (20%).

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)
1	1,2,3,4	Group Project	100

Derogations

Research Methods 1 must be passed before students can progress to level 5 study.

Learning and Teaching Strategies

A range of different learning and teaching strategies will be utilised in this module, including lectures, seminars, group, and individual activities, directed and self-directed learning, and tutorials. Module content will include pre-recorded asynchronous online content that will inform synchronous sessions. This will allow students time to reflect on and further develop their knowledge ahead of consolidating learning through group workshops and/or seminars. Seminars and workshops will involve activities such as reflective discussions, group debates, and research ethics case study evaluation.

All learning and teaching methods are supported by the University's virtual learning environment, Moodle, where students will be able to access clear and timely information to support the delivery of content such as videos, links to relevant online information, discussion forums, and pre-recorded lectures.

The University's Active Learning Framework (ALF) is embedded within the module to achieve optimal accessibility, inclusivity, and flexibility in terms of teaching and learning. This is in line with the principles of Universal Design for Learning (UDL). A learning blend is used that combines synchronous and asynchronous digitally enabled learning with best use of online opportunities and on-campus spaces and facilities.

Indicative Syllabus Outline

- Philosophical assumptions, fundamentals and principles underpinning research
- How to approach planning and designing research
- Ethics and conduct
- Debates in research
- Data collection and analysis considerations for research

Indicative Bibliography:

Please note the essential reads and other indicative reading are subject to annual review and update.

Essential Reads

McBride, D.M. (2024). *The Process of Research in Psychology* (5th ed.). SAGE.

Sullivan, C., & Forrester, M. A. (Eds.). (2018). *Doing qualitative research in psychology: A practical guide* (2nd ed.). SAGE.

Willig, C. (2022). *Introducing qualitative research in psychology* (4th ed.). Open University Press.

Other indicative reading

Bourne, V. (2017). *Starting out in methods and statistics for psychology: A hands-on guide to doing research*. Oxford University Press.

Braun, V. & Clarke, V. (2013). *Successful qualitative research: A practical guide for beginners*. SAGE.

Horst, J.S., (2015). *The psychology research companion: From student project to working life*. Routledge.