

Module specification

When printed this becomes an uncontrolled document. Please access the Module Directory for the most up to date version by clicking on the following link: [Module directory](#)

Module Code	PSY424
Module Title	Research Methods 1
Level	4
Credit value	20
Faculty	Social and Life Sciences
HECoS Code	100497
Cost Code	GAPS
Pre-requisite module	None

Programmes in which module to be offered

Programme title	Core/Optional/Standalone
BSc (Hons) Psychology	Core
BSc (Hons) Psychology with Foundation Year	Core

Breakdown of module hours

Learning and teaching hours	36 hrs
Placement tutor support hours	0 hrs
Supervised learning hours e.g. practical classes, workshops	0 hrs
Project supervision hours	0 hrs
Active learning and teaching hours total	36 hrs
Placement hours	0 hrs
Guided independent study hours	164 hrs
Module duration (Total hours)	200 hrs

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 and the philosophical positions that underpin these research methodologies.
2	Discuss the ethical issues inherent in psychological research.
3	Work collaboratively to produce and present a research proposal which demonstrates an understanding of the different considerations that underpin the planning and designing of research.
4	Reflect academically on the process of working collaboratively.

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 – A key transferable skill that the BPS requires students to develop is their ability to collaborate. Group projects provide an opportunity for real-world scenarios to be simulated, ensuring that graduates are industry ready and possess effective communication and conflict resolution skills. As a result of this a key standard that is set out by the BPS is that collaborative research training, active assessment and the development of core professional competencies is assessed.

Therefore, as part of this module's assessment students will be required to work collaboratively 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 indicative assessments therefore are:

- A group project, which includes completion of:
 - an individually produced research pro forma providing information on the research project being proposed (20%)
 - a 15-minute group presentation of the research proposal (50%)

- An 800-word individual reflection on the experience of working collaboratively on the group project (30%).

Assessment number	Learning Outcomes to be met	Type of assessment	Duration/Word Count	Weighting (%)	Alternative assessment, if applicable
1	1,2,3	Group Project	15 minutes	70%	N/A
2	4	Written Assignment	800-word	30%	N/A

Derogations

N/A

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.

Welsh Elements

Students can present their work, access forms, resources, email correspondence, placement support and personal tutorials in Welsh.

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:

Banyard, P., Dillon, G., Norman, C., & Winder, B. (Eds.). (2024). *Essential psychology* (4th ed.). SAGE.

Clark-Carter, D. (2024). *Quantitative psychological research: The complete student's companion* (5th ed.). Psychology Press.

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.

Administrative Information

For office use only	
Initial approval date	April 2026
With effect from date	September 2026
Date and details of revision	
Version number	