

Module specification

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

Module Code	PSY427
Module Title	Research Methods 2
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	28 August 2025
With effect from date	September 2025
Date and details of revision	15.09.2025 - Amended module specification: updated a Learning Outcome; revised indicative assessment type and written assignment word count; refreshed the Indicative Syllabus Outline and Indicative Bibliography.
Version number	2

Module aims

The aim of this module is to introduce students to the different approaches to data analysis within psychological research. Students will gain an appreciation for the different approaches to data analysis considering both qualitative and quantitative methodologies. The module will enable students to acquire a basic level of knowledge and understanding of the data analysis process including an appreciation of the strengths and limitations of these approaches. Students will gain practical research skills that will enable them to be effective researchers. Students will build on the knowledge gained in the Research Methods 1 module and will have an opportunity to conduct a piece of research.

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

1	Demonstrate an understanding of qualitative and quantitative data analysis methods
2	Discuss the strengths and limitations of different analysis methods
3	Apply practical research skills.
4	Produce an academic research report of a qualitative research project that discusses knowledge and understanding of a body of evidence

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.

1. Written assignment – 2000-word research report, students will be required to conduct a qualitative research project.
2. Portfolio – Students will be required to work through a portfolio of tasks that will demonstrate their knowledge and understanding of both qualitative and quantitative data analysis methods and practical research skills.

Indicative tasks may include: analysing and describing quantitative data; creating an interview schedule, conducting interviews and transcribing; qualitative data analysis i.e. thematic analysis and/or content analysis.



Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)
1	3,4	Written Assignment	50
2	1,2,3,	Portfolio	50

Derogations

Research Methods 2 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. The workshop/seminar sessions will involve practical tasks such as participation in group research project, collection and/or analysis of different data types, and discussions/debates around the different methods of data analysis.

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

- Overview of the fundamentals for quantitative and qualitative design in relation to considerations for analysis (including hypothesis and research question generation)
- Introduction to quantitative analysis methods and statistics, including descriptive statistics, hypothesis testing, interval estimation and confidence intervals, and significance testing, awareness of different types of inferential statistics
- Introduction to qualitative analysis methods, including different approaches to analysis, thematic analysis, and content analysis
- Reliability and validity of quantitative analysis, quality check in qualitative research and reflexivity. Strengths and limitations of the different methods of analysis
- Practical research skills (such as data management in qualitative and quantitative research, exploration of experimental and survey approaches to data collection/analysis in practice, generating interview schedules, transcription of qualitative data, active listening and interviewing skills)

- An overview of how to write research reports (differences between qualitative and quantitative studies)
- Ethical and practical considerations when conducting research (including BPS Code of Ethics and Conduct, BPS Code of Human Research Ethics, considerations for socially responsible research such as open science and pre-registration).

Indicative Bibliography:

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

Essential Reads

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.

British Psychological Society Code of Ethics and Conduct. (2021). [Code of Ethics and Conduct | BPS](#)

British Psychological Society Code of Human Research Ethics. (2021). [BPS Code of Human Research Ethics | BPS](#)

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

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

Other indicative reading

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

Braun, V., & Clarke, V. (2022). *Thematic analysis: a practical guide*. SAGE

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

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

Some resources through the medium of Welsh can be found at www.porth.ac.uk, which is the Coleg Cymraeg Cenedlaethol resource portal.