Prifysgol Wrecsam
Wrexham University

Module specification

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

Module Code	PSY521
Module Title	Research Methods 3
Level	5
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

Students must have passed **Research Methods 1 and Research Methods 2** prior to starting this module.

Breakdown of module hours

Learning and teaching hours	30 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	**30** hrs
Placement / work-based learning	0 hrs
Guided independent study	170 hrs
Module duration (total hours)	200 hrs

For office use only	
Initial approval date	28 August 2025
With effect from date	September 2025
Date and details of revision	September 2025 – Change in Essential and Indicative Reading Lists
Version number	2

Module aims

The aim of this module is to build on the knowledge and understanding gained during Research Methods 1 and 2 of the different approaches to data analysis within psychological research. Students will begin to gain a working knowledge of the different approaches to data analysis considering both qualitative and quantitative methodologies. Students will gain practical data analysis skills and develop confidence in knowing what analysis method is appropriate given the research question posed. The module will enable students to acquire an appreciation of the strengths and limitations of these different approaches, including both parametric and non-parametric methods. This module will enable students to develop a research proposal, which will inform their dissertation research project.

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

1	Demonstrate a working knowledge of data analysis methods and practical research skills
2	Evaluate different research designs, contrasting their strengths and limitations.
3	Discuss the interpretation of findings and implications of data analysis, synthesising this interpretation with relevant literature.
4	Critically evaluate existing literature and psychological theory, utilising this evaluation to inform a research question.
5	Critically evaluate research methodologies, using this to inform the design of a research proposal for an independent empirical project.

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. 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 quantitative data; conducting, analysing and reporting observational research; conducting non-parametric alternatives when necessary.

2. Written Assignment – 2000-word research proposal, students will be required to complete a research proposal of their desired research project idea for their dissertation.

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)
1	1,2,3	Portfolio	50
2	4,5	Written Assignment	50

Derogations

Research Method 3 must be passed before students can progress to level 6 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. Workshop/seminars will incorporate practical activities such as scale construction, development of qualitative interview schedules, observation tools and observations. Students will be given demonstrations and can practice analysing quantitative and/or qualitative data using software such as SPSS, Excel, Taquette, or NVivo. Individual and group support will be available for dissertation proposal development, and this will involve both peer to peer and module leader input.

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

- Dissertation proposal development
- Inferential statistics (including t-test, correlation, chi square)
- Non-parametric alternatives
- Scale constructs, psychometric testing, reliability and validity
- Principles of additional approaches to qualitative analysis (i.e., IPA, narrative analysis, discourse analysis and grounded theory)
- Observation design

- Questionnaire design
- Experimental design
- Secondary data
- Overview of mixed methods designs – evaluation, analysis methods and presentation
- 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

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

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.

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

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

Other indicative reading

Field, A. (2024). *Discovering statistics using IBM SPSS statistics* (6th ed.). 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.