

Module specification

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Module Code	PSY625
Module Title	Research Project
Level	6
Credit value	40
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
BSc (Hons) Criminal Psychology	Core

Breakdown of module hours

Learning and teaching hours	14 hrs
Placement tutor support hours	0 hrs
Supervised learning hours e.g. practical classes, workshops	0 hrs
Project supervision hours	10 hrs
Active learning and teaching hours total	24 hrs
Placement hours	0 hrs
Guided independent study hours	176 hrs
Module duration (Total hours)	200 hrs

Module aims

To stimulate the critical evaluation and judgment formation skills of the student through consolidation of the research knowledge and skills acquired at Levels 4 and 5.

Module Learning Outcomes

At the end of this module, students will be able to:

1	Critically appraise relevant theory and research
2	Critically evaluate and assess methodologies used within psychological research, justifying the research methodology selected.
3	Demonstrate awareness of ethical considerations through the course of their research.
4	Undertake data collection via the chosen methodology, evaluating the interpretation of the resulting data and the implications of data analysis, synthesising this interpretation with relevant literature.
5	Produce an academic research report which integrates knowledge and understanding of a body of evidence
6	Critically discuss the research conducted, having clear justifications as to why the research was conducted in the way it was.
7	Critically reflect on the process of conducting their 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.

Assessment 1:

A 7000 – 8,000 - word dissertation based on a chosen research project.

Assessment 2:

A 20-minute Oral VIVA. The student will be asked to present a 5-minute synthesis of their research. Following this the student will be asked a series of questions relating to the research the student conducted. These questions will cover topics such as existing literature and psychological theory, justifications for methodology and research design, ethics, data analysis, interpretation of findings and their contribution to the field (implications and future research).

Assessment number	Learning Outcomes to be met	Type of assessment	Duration/Word Count	Weighting (%)	Alternative assessment, if applicable
1	1, 2, 3, 4, 5	Dissertation/Project	7,000 – 8,000 words	70	N/A
2	6, 7	Oral Assessment	20-minutes	30	N/A

Derogations

None.

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. These seminars and/or workshops will follow a 'hands-on' approach whereby students will be given the space to work on elements of their project with the support of their peers and the module leader. For example, students could work on the ethics application in a collegiate and supportive environment or discuss aspects of their project using their peers and the module leader as sounding boards.

Students have access to a maximum of 10 hours individual supervision which can take place in a variety of ways (i.e., emails, virtual Teams meetings, face-to-face meetings). These are student led and is the responsibility of the student to arrange any supervisory sessions with their supervisor.

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

Content will be identified and negotiated in and through individual and group supervision sessions.

Indicative Bibliography

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



Essential Reads:

Harrison, E., & Rentzelas, P. (2020). *Your psychology dissertation*. SAGE Publications Ltd.

Other indicative reading:

Forshaw, M. (2013). *Your undergraduate psychology project: A student guide* (2nd ed.). John Wiley & Sons.

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

Will depend on the subject area selected for study.

Administrative Information

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