

Module specification

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Module Code	PSY626
Module Title	Research Methods 4
Level	6
Credit value	20
Faculty	Social and Life Sciences
HECoS Code	100497
Cost Code	GAPS
Pre-requisite module	Research Methods 3 (BSc (Hons) Psychology & BSc (Hons) Psychology with Foundation Year only).

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	24 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	24 hrs
Placement hours	0 hrs
Guided independent study hours	176 hrs
Module duration (Total hours)	200 hrs

Module aims

This module will continue to build on the knowledge and understanding gained during the previous research methods modules at level 4 and 5. Students will develop a critical understanding of further approaches to data analysis within psychological research. Students will build on their already working knowledge of the different approaches to data analysis, considering both qualitative and quantitative methodologies. Students will further their practical data analysis skills and 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. The module will enable students to use the knowledge already gained from the previous research methods modules to critically evaluate both the philosophical underpinnings of research methods as well as the different methods and methodologies used within research.

Module Learning Outcomes

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

1	Critically evaluate the philosophical underpinnings of research methods in psychology
2	Critically evaluate the use of different methods and methodologies for specific questions and areas of practice and apply this to research articles.
3	Evaluate the interpretation of findings and implications of data analysis, synthesising this interpretation with relevant literature.
4	Analyse and interpret data using the appropriate quantitative methods
5	Analyse and interpret data using the appropriate qualitative methods

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:

Written Assignment – 2000-word critical appraisal of a journal article focused on methodology and methods.

Assessment 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.

Assessment number	Learning Outcomes to be met	Type of assessment	Duration/Word Count	Weighting (%)	Alternative assessment, if applicable
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1	1, 2, 3	Written Assignment	2,000 words	50	N/A
2	4, 5	Portfolio	2,000 words	50	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. Workshop/seminar sessions will involve practical, hands-on tasks involving various types of research methods and data analysis (both qualitative and quantitative). Students will be practicing and applying practical research skills in individual and group based tasks.

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.

This module is also offered through the medium of Welsh.

Indicative Syllabus Outline

- Research Management
- Additional considerations for qualitative research
- Additional considerations for quantitative research
- Experience of collecting naturally occurring data and conducting appropriate analysis
- Exploratory Factor Analysis
- Inferential statistics (i.e. ANOVA and regression)
- Non-parametric alternatives

- Revisiting the philosophical underpinnings of research methods
- Ethical considerations

Indicative Bibliography

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

Essential Reads:

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

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

Administrative Information

For office use only	
Initial approval date	April 2026
With effect from date	September 2026
Date and details of revision	
Version number	1