Module Specification

Module Title	Research Methods and Statistics in Psychology I	Module Code	PSY109

Credit Value	15	Level	4	Mode of Delivery	On Campus	Semester B

Pre-requisite modules	Co-requisite modules	Overlapping modules

1) Content Description
Provide a description of the module, as it will appear in the Module Directory and on the Student Information System (approx. 70-80 words).

This module is intended for students studying BSc Psychology (C800). This module introduces fundamental skills in experimental design, statistical analysis and other methodologies necessary for conducting research in psychology. The course will combine lectures and practical sessions including hand calculation and computerised statistical analysis using SPSS.

2) Module Aims
Specify the aims of the module, i.e. the broad educational purposes for offering this module.

1. To provide skills and knowledge necessary for understanding the nature of empirical study in psychology and for designing, analysing and reporting student's own empirical investigations To acquaint incoming students with the main areas of research in psychology at Queen Mary and the natural, experimental science approach to the discipline
2. To provide an understanding of basic statistics in psychological research and develop skills in data and information handling
3. To provide knowledge of hand calculations and computer-based implementation of basic statistical analysis. To provide understanding of the career paths and applications of psychology in the real world
4. To cover British Psychological Society (BPS) and QA areas for "research design and quantitative methods in psychology."
5. To provide skills and knowledge necessary for understanding the nature of empirical study in psychology and for designing, analysing and reporting student's own empirical investigations

3) Learning Outcomes
Identify the learning outcomes for this module, i.e. knowledge, skills and attributes to be developed through completion of this module. Outcomes should be referenced to the relevant QAA benchmark statements and the Framework for Higher Education Qualifications in England, Wales and Northern Ireland (2008). The SEEC Credit Level Descriptors for Further and Higher Education 2003 and Queen Mary Statement of Graduate Attributes should also be used as a guiding framework for curriculum design.

Academic Content:	
A 1	To describe a range of experimental methods in psychology and their appropriate use
A 2	To identify the basic properties of research design and quantitative data, such as hypothesis testing and experimental manipulation, independent and dependent variables, validity, counterbalancing, sampling and its types, reliability, questionnaire design
A 3	To understand the basic principles of probability theory, descriptive statistics, parametric and non-parametric testing, z-scores, t-tests, non-parametric alternatives to t-tests, tests of proportions (e.g., chi-square), correlational methods (Pearson's, partial, Spearman's, basic linear regression equations), one-way analysis of variance and its non-parametric alternatives

A 4	To understand the assumptions of the above statistical tests and the appropriate context for their use
A 5	To have a basic understanding of the Statistical Package for the Social Sciences (SPSS) software

Disciplinary skills - able to:	
B1	This module will develop students' understanding, skills and knowledge necessary for designing, analysing and reporting empirical investigations in psychology
B2	Students will acquire the skills to perform basic statistical tests (up to ANOVA level) and develop an understanding of the assumptions underlying those statistics
B3	Students will acquire practical computation skills using statistical software packages.

Attributes:	
C1	This module will enhance students' understanding of research methods and statistics necessary to perform and evaluate scientific psychological research
C2	Through lectures, private study and related practical components students will improve their generic quantitative research skills, planning skills, and competencies in experimental design
C3	The module will improve students' ability to handle information, to conduct independent study and to develop the skills to evaluate psychological research

4) Reading List
Provide an indicative reading list for the module. This should include key texts and/or journals but should not be an exhaustive list of materials.

Coolican, H.(2009). Research Methods and Statistics in Psychology 5th edition Hodder

Brace, N., Kemp, R., & Snelgar, R. (2012). *SPSS for psychologists, 5th edition*. Hampshire, UK: Palgrave.

5) Teaching and Learning Profile

Provide details of the method of delivery (lectures, seminars, fieldwork, practical classes, etc.) used to enable the achievement of learning outcomes and an indicative number of hours for each activity to give an overall picture of the workload a student taking the module would be expected to undertake. This information will form the Key Information Set for each undergraduate programme and will be used to populate the KIS widget found on the QMUL programme information pages. More information can be found online about KIS. You may also wish to refer to the QAA guidance on contact hours when completing this section.

Activity Type	KIS Category	Time Spent (in hours)
Lectures	Scheduled	22
Workshops	Scheduled	6
	Total	28

Specify the total module notional study hours. This should be a total of the hours given for each activity. The notional study hours for each academic credit point is 10. A 15 credit point module therefore represents 150 notional study hours.

Activity Type	Total Time Spent (in hours)	Percentage of Time Spent
Scheduled learning and teaching	28	18.7
Placement	0	0
Independent Study	122	81.3
Total	150	100

Use the information provided in the box above to specify the total time spent and the percentage time spent in each category of teaching and learning activity.

6) Assessment Profile

Provide details of the assessment methods used to assess the achievement of learning outcomes.

Description of Assessment	Assessment Type	KIS Category	Duration/Length	Percentage Weighting	Final element of assessment	Qualifying Mark
Examination	Exam	Examination	2 Hours	50%	Yes	
Coursework	Written Assignment	Coursework		50%	No	

Final element of assessment: The assessment that takes place last. There should normally be only one element of assessment marked as final unless two assessment or submission dates occur on the same day.
 Qualifying mark: A specified minimum mark that must be obtained in one or more elements of assessment in order to pass a module. This is in addition to, and distinct from, the requirement to achieve a pass in the module mark to pass the module.

Reassessment

Provide details of the reassessment methods used, specifying whether reassessment is either standard reassessment or synoptic reassessment.

○ Standard Reassessment   ◉ Synoptic Reassessment

Synoptic reassessment details (if you have indicated synoptic reassessment above, please give details)		
Brief Description of Assessment	Assessment Type	Duration/Length of Examination/ Coursework
Exam	Exam	2 Hours