1. **Title of the module**

PSYC3000 (SP300) - Introduction to Psychology Statistics & Practical

1. **Division or partner institution which will be responsible for management of the module**

HSS, School of Psychology

1. **The level of the module (Level 4, Level 5, Level 6 or Level 7)**

Level 4

1. **The number of credits and the ECTS value which the module represents**

30 Credits (15 ECTS)

1. **Which term(s) the module is to be taught in (or other teaching pattern)**

Autumn and Spring

1. **Prerequisite and co-requisite modules**

None

1. **The programmes of study to which the module contributes**

Compulsory to:

* BSc in Psychology with a Placement Year
* BSc in Psychology with Clinical Psychology and a Placement Year
* BSc in Psychology
* BSc in Psychology with Clinical Psychology
* BSc in Psychology with Forensic Psychology
* BSc in Psychology with Business Psychology
* BSc in Psychology with a year abroad
* BSc in Social Psychology
* BSc in Psychology and Social Anthropology
* BSc in Business Psychology
* BSc in Business Psychology with a Placement Year

Not available as an elective module. Not available to short-term credit students.

1. **The intended subject specific learning outcomes.  
   On successfully completing the module students will be able to:** 
   1. Understand elementary principles of research design, the scientific method, experimental and descriptive research, and to understand how these three topics interact
   2. Understand how principles of scientific method are instantiated in specific research examples taken from the psychological literature and the research done in the department
   3. Understand about relationships between statistics and research hypotheses in psychology
   4. Conduct simple statistical tests that are commonly used in psychology, using commonly used computer software. To interpret results of these inferential tests. To relate these results to psychological theories.
   5. Learn and practice reading psychological papers and to learn how to write reports on psychological research adhering to the psychological standards in publishing (APA guidelines).
2. **The intended generic learning outcomes.  
   On successfully completing the module students will be able to:**
   1. Read, digest and summarise scientific papers
   2. Write research reports that are complete, concise, and well-structured
   3. Present statistical data and numbers in an accessible manner
   4. Use generically available software for psychological statistics (for example, spreadsheet programs like MS Excel) and to use specialist software for psychological statistics (for example, statistical software like SPSS, SAS, or R).
   5. Conduct small research projects with a group of peers
   6. Demonstrate the ability to develop, monitor, and assess own learning
3. **A synopsis of the curriculum**

PSYC3000 is the first of two core statistics and practical modules for the psychology degree at the University of Kent. PSYC3000 is concerned with methodology in psychology, with statistics in psychology, and how they interact. In the lectures, relevant topics in methodology and statistics are introduced over the course of the year (examples are design considerations, counterbalancing, sample versus population, descriptive statistics, histograms, summary statistics, hypothesis testing). There are a number of dedicated lectures looking at how the psychological literature reflects the methodological and statistical issues that have been addressed in the lectures, and how researchers have balanced the requirements of methods, statistics and theory-driven investigation.

1. **Reading list (Indicative list, current at time of publication. Reading lists will be published annually)**

Howitt, D. & Cramer, D. (2011/2014). An Introduction to Statistics in Psychology (5th or 6th Ed.). Pearson.

Howitt, D. & Cramer, D. (2011/2014). Introduction to SPSS in Psychology (5th or 6th Ed.). Pearson.

American Psychological Association (2009). Publication Manual of the American Psychological Association (6th Ed.).

Field, A. (2013). *Discovering statistics using IBM SPSS statistics*. Sage. (Fourth edition)

Navarro, D. (2013). *Learning statistics with R.* (version 0.6 or greater)

1. **Learning and teaching methods**

Total contact hours: 88

Private study hours: 212

Total study hours: 300

1. **Assessment methods**
   1. Main assessment methods

Moodle Participation 20%

Group Project report 2,000 words 10%

Individual Project report 2,000 words 20%

2 x ICTs 45 mins each 25%

2 x In Class Practical Tests 60 mins each 25%

13.2 Reassessment methods

Reassessment instrument: 100% Exam.

1. **Map of module learning outcomes (sections 8 & 9) to learning and teaching methods (section12) and methods of assessment (section 13)**

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | ***8.1*** | ***8.2*** | ***8.3*** | ***8.4*** | ***8.5*** | ***9.1*** | ***9.2*** | ***9.3*** | ***9.4*** | ***9.5*** | ***9.6*** |
| **Learning / teaching method** |  |  |  |  |  |  |  |  |  |  |  |
| Lectures | **x** | **x** | **x** | **x** |  |  | **x** | **x** |  | **x** |  |
| Workshop sessions | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Private study | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| **Assessment method** | | | | | | | | | | |  |
| Group report (2,000 words) | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |  |
| Individual report (2,000 words) | **x** |  | **x** | **x** | **x** | **x** | **x** | **x** | **x** |  |  |
| In Class Practical Test (2x60 mins) | **x** | **x** | **x** | **x** |  |  | **x** | **x** | **x** |  | **x** |
| ICTs (2x45 minutes) | **x** | **x** | **x** | **x** |  |  | **x** | **x** | **x** |  |  |
| Moodle Participation |  |  | **x** | **x** | **x** | **x** |  | **x** | **x** |  | **x** |

1. **Inclusive module design**

The School recognises and has embedded the expectations of current equality legislation, by ensuring that the module is as accessible as possible by design. Additional alternative arrangements for students with Inclusive Learning Plans (ILPs)/declared disabilities will be made on an individual basis, in consultation with the relevant policies and support services.

The inclusive practices in the guidance (see Annex B Appendix A) have been considered in order to support all students in the following areas:

a) Accessible resources and curriculum

b) Learning, teaching and assessment methods

1. **Campus(es) or centre(s) where module will be delivered**

Canterbury

1. **Internationalisation**

This module covers worldwide expertise on the subject matter, and encourages students to review content from a breadth of sources, both domestic and international.

**FACULTIES SUPPORT OFFICE USE ONLY**

**Revision record – all revisions must be recorded in the grid and full details of the change retained in the appropriate committee records.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Date approved | Major/minor revision | Start date of the delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
| 20.11.20 | Minor | Sept 2021-22 | 13 | N/A |
|  |  |  |  |  |

Revised FSO Jan 2018