

C8321 – Research Methods and Data Analysis (RMDA)

Class Statement

Module Leader: Timothy Eschle (timothy.eschle@strath.ac.uk)

Lecturers: David Robertson (david.j.robertson@strath.ac.uk), Victor Shiramizu (victor.shiramizu@strath.ac.uk)
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Academic Level: Third Year (Undergraduate)

Credits: 20

Educational Aim(s):

The rationale for this class is to continue the introduction to research methods and statistical analysis, following on from the second-year class C8203 Introduction to Research Design and Analysis, therefore prior knowledge of the content of this course is a prerequisite for this third-year class. Students will be introduced to more advanced forms of quantitative analysis (moving beyond the one factor methodological designs introduced in the second year to two (or more) factorial designs, as well as a range of qualitative methodologies. Students will be provided with a range of learning resources to support their learning of the material covered in lectures (e.g., quizzes, practise data sets, SPSS guides etc.).

Students will have the opportunity to work collaboratively in group work to explore the importance of ethical frameworks within human research, before practising their oral presentational skills. Students will also gain experience of analysing qualitative data, interpreting, writing up the results for an individual report.

Content:

Part 1: Introduction to the class content and the highlighting of material introduced in second year classes.

Part 2: Introduction to ethical considerations in research on human participants, while also focusing on the importance of professional practice and considerations for ethical research.

Part 3: Critical issues in research design and evaluation.

Part 4: Introduction to issues around validity as well as design and use of surveys, questionnaires, and interviews.

Part 5: Introduction to a range of multi-factorial ANOVA analysis (between groups, repeated measures and mixed designs) and how to analyse interactions between factors & levels.

Part 6: Introduction to the concepts behind multivariate analysis, including an introduction to simple regression and an overview of multiple regression.

Part 7: A brief introduction to meta-analysis and a review of qualitative methods as a whole.

Part 8: Consideration of conceptual and historical issues in qualitative research methods. Overview of key analytical approaches, with a particular emphasis on thematic analysis.

Part 9: The use of a range of data collection methods for qualitative research, such as interviews and focus groups.

Learning Objectives:

Knowledge and Understanding

1. To provide students with knowledge of the use of multi-factorial analysis and understanding the assumptions on which these analyses are based.
2. To provide students with knowledge and understanding of basic qualitative methods & analyses.
3. To provide students with knowledge and critical understanding of the contemporary issues involved in the different stages of the research process, from research design, data analyses, and publication.
4. To provide students with the knowledge and understanding of the issues involved in the ethics of research involving human participants.

Practical Skills

5. Students will have the ability to carry out simple and multi-factorial forms of statistical analysis using standard computer software SPSS.
6. Students will be able to carry out a review of relevant literature.
7. Students will be able to conduct an analysis of qualitative data, evaluate their findings and critique them in line with previous scientific literature.
8. Students will gain experience of explaining their research to others, via group oral presentations to peers.

Generic/Transferable Skills

9. Students will further develop the ability to write clear and concise practical reports in conventional APA format.
 10. Students will further develop the ability to select and adopt appropriate methods of statistical analysis, use statistical software package SPSS, draw logical conclusions from statistical analyses, and communicate the meaning of numerical and statistical information.
 11. Through the group research projects, students will develop teamwork skills via collaboration of an ethics project and when delivering oral presentations as part of a group.
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Teaching, Learning and Assessment Methods:

Methods of Teaching and Learning

- a) Students will typically have 3 hours of lectures per week, covering the main class content.
- b) To gain further experience of entering data and conducting statistical analysis in SPSS, students will have five statistical analysis practical sessions that will involve using the statistical tests discussed in lectures.
- c) Students will work in small groups to critically review the ethical implications of scientific research within a chosen field, before presenting their findings to their peers.
- d) Students will take part in group presentations, where they will present their group project to their peers and a member of staff.

Assessment and Feedback

The assessments for this class are designed to support, and measure, students' learning of the class material. The criteria for assessing students' work are available in [Appendix 1](#) of this document.

Recommended Reading:

Core texts:

Hanna, D. & Dempster, M. (2013). Psychology statistics for dummies. Chichester: John Wiley & Sons.

Willig, C. (2013). Introducing Qualitative Research in Psychology (3rd edition). Berkshire: Open University Press.

Other useful reading:

Dancey, C. & Reidy, J. (2011). Statistics without Maths for Psychology. Harlow: Pearson.

Wilson, S. & MacLean, R. (2011). Research Methods and Data Analysis for Psychology. London: McGraw-Hill. (Includes a student support website with good learning resources).

Brace, N., Kemp, R., & Snelgar, R. (2012). SPSS for Psychologists. Houndsmills: Palgrave MacMillan.

Braun, V. & Clarke, V. (2013) Successful qualitative research: A practical guide for beginners. London: Sage.

Mulhern, G. & Greer, B. (2011). Making Sense of Data and Statistics in Psychology. London: Palgrave MacMillan.

Silverman, D. (2010) Doing qualitative research (3rd edition – though older editions are also useful). London: Sage

Silverman, D. (2011) Interpreting qualitative data (4th edition – though older editions are also useful). London: Sage.

Electronic Resources (if applicable):

It is recommended that students using personal computers should download copies of SPSS and G*Power. Details on how to do this can be found on the class Myplace page.

C8321 Handbook

1. Approach (overview)

This class aims to further develop student's research skills and analysis by introducing more advanced forms of quantitative analysis (e.g., multiple factorial designs), as well as a range of qualitative methodologies. This class will be delivered via a team-teaching approach, with contributions made by several staff members. A variety of teaching and learning methods will be employed to promote the acquisition of knowledge and develop key research competencies, including lectures, practical classes, and independent study. To facilitate independent study, students will be provided with a range of learning resources to support their learning of the material covered in lectures (e.g., quizzes, fictitious data sets to analyse & SPSS guides). Students will also work collaboratively in group work where they will gain experience practising their oral presentation skills. Finally, student will learn to analyse qualitative data, interpreting and writing up the results for an individual scientific report.

2. Communication and staff contact

2.1 Updates

Please ensure to check regularly for any the "Class Notices" on Myplace for announcements relating to teaching and assessment activities. This is the main method of communication of updates from the module team and students.

2.2 General inquires

All class-related questions and inquires (including those about class content, lectures, tutorials & revision) should be posted on the C8321 – General Discussion Forum on Myplace. Note, there are separate discussion forums for each assessment (under their respective tabs on Myplace). These discussion forums will be the main method of communication for students to ask questions and have them answered by staff. Please ensure that your post to the correct thread within the forum and be mindful to check previous questions as to not duplicate questions already answered by staff. Do not email members of staff directly about general module enquires (including assessment related questions). Any questions of a personal nature can be emailed to the class lead Dr Tim Eschle (timothy.eschle@strath.ac.uk).

3. Teaching content

The content for this module can be seen to be split into two sections: (1) Teaching weeks 1-6 will cover Quantitative methods and (2) Teaching Weeks 7-11 will cover Qualitative Methods. Lectures 1-15 and practical sessions 1-5 will therefore be based on the quantitative methods, while Lectures 16-23 and practical session 6 will cover qualitative methods.

3.1 Quantitative Methods (Part I)

The lecture series will begin with a recap of key concepts from last year, while also introducing how these links with content of the weeks ahead. Students will be introduced to research designs and approaches and will begin to think critically about the research process and the critical issues in research design and evaluation. Lecture material will then focus on a range of multi-factorial ANOVA analysis (between groups, repeated measures and mixed designs) and how to analyse interactions between factors & levels. These will pave the way for understanding as student learn to conduct this analysis within the practical tutorial sessions. Introduction to the concepts behind multivariate analysis will then take place (including simple regression and multiple regression) before finally a brief overview to meta-analysis and qualitative methods as a whole will be provided.

3.2 Qualitative Methods (Part II)

The start of the qualitative content will begin with a consideration of conceptual and historical issues in qualitative research methods. This will then progress with an overview of key analytical approaches, with a particular emphasis

on thematic analysis. Students will be familiarised with the use of a range of data collection methods for qualitative research, such as interviews and focus groups, while also being provided with a tutorial session on how to approach data analysis via thematic analysis.

4. Teaching delivery

The RMDA lectures and tutorials will be delivered in person, on campus. Lectures and tutorials **will not be recorded**, therefore attendance at these lessons is required as no recordings will be shared on Myplace after these occurred. Lectures will typically occur on Mondays and Thursdays and tutorials will run (albeit less frequently) on Tuesdays. Please refer to the Timetable for further information. Note, lectures or tutorials may be subject to modification (class times / locations) at short notice. Please ensure you follow any updates on the Myplace page.

4.1 Tutorials

The characteristic pedagogical approach to the SPSS tutorial sessions (i.e., the first 5 sessions) will be student-led progression through a worksheet with relevant learning tasks (e.g., analysis) with tutor support. Solutions of these workshop tasks will be released following the completion of all tutorial sessions for the week. At the start of the semester, students will be able to sign up for a 2-3pm or a 4-5pm session. Those who don't sign up for a session will be randomly assigned to one of sessions with the highest remaining capacity. Students are advised to double check the session time and room number prior before attending the first session (see Myplace page). Students cannot attend a session that they haven't signed up for or been allocated to. Attending a session that a student is not allocated will lead to their mark not being recorded. Switching classes will not be possible if there is no availability for the relevant tutorial group.

4.2 Additional Materials

Additional materials have been designed to allow students to practice their SPSS competencies and learning of inferential statistics learning. Given that these are supplementary resources, these may not necessarily be within the same week that they have been set. Where students have questions about these resources or would like to request further resources, it is advised they ask any questions via the discussion forum.

4.3 Timetable

A full timetable can be sourced from the top of the class Myplace page and [Appendix 2](#) of this document.

4.4 Attendance

Attendance will be monitored and recorded at each session. If you miss a session due to an extenuating circumstance (e.g., illness), it is recommended that you update your personal circumstances information on Pegasus. Attendance means your physical or virtual presence at in-person or online teaching and learning activities including timetabled lectures, seminars, tutorials, workshops, and practical work such as labs.

Departments will monitor and review the attendance of taught students in the Faculty of Humanities and Social Sciences (HaSS). The purpose of this is to ensure we can identify any students who may benefit from academic and/or pastoral support. Attendance is also monitored so we can:

1. provide appropriate advice and/ or support to students to engage with their studies regularly;
2. to comply with our responsibilities as a sponsor, and maintain this status;
3. and make sure we provide accurate information to external government bodies.

If you have not attended classes for more than 10 consecutive working days, you will be contacted by email to ascertain the reason for your absence, and if appropriate, direct you to relevant student support services. You should respond immediately to any contact you receive from your Department.

If you do not respond to the email communication, a staff member will try to phone you (via the telephone number you have logged on Pegasus). This will be an opportunity for you to discuss concerns and direct you to relevant student support services if appropriate. You may be invited to meet face to face with a member of staff, on campus or online, as appropriate to your degree programme.

If you do not respond to this phone call and/ or concerns are raised about your wellbeing, staff will escalate the concern to the Head of Department and inform the Vice Dean Academic. Where there is significant concern regarding your wellbeing, a wellbeing check may be carried out as per the [University Emergency and Wellbeing Contact Procedure](#).

If you are unable to meet your attendance requirements due to disability or illness, it is important you speak with relevant staff in your programme as early as possible. If you have any queries regarding this, please contact your Department to discuss.

University holidays: Typically, attendance monitoring does not apply during university holiday periods for students on undergraduate and postgraduate programmes. Any students participating in work placement during university holiday periods may have their attendance monitored and this process will be outlined in specific Programme Handbooks.

5. Assessment

This module has two assessments, each weighted at 50%. The first assessment is a SPSS Class exam (which takes place online) followed by a group presentation (weighted at 5%) and finally second is a practical report. Students are required to obtain an overall passing grade for the module ($\geq 40\%$). Should a student fail to meet this threshold, they will be required to resit the component(s) they have failed.

5.1 SPSS Class Exam (50%) –Students will be examined on their knowledge of research analysis and design via a computerised (online SPSS exam. This will take place on the 30th October 2023 (12-2pm). Due to the nature of the exam, no individual feedback can be provided. Cohort wide, general feedback will be provided to the whole class.

5.2 Group Presentation (5%) – Students will work together in groups of 5 or 6. The group will be required to choose/agree upon a topic area of interest and then critically evaluate the ethical considerations and implications of conducting research in this area. All group members will then be required to present their project as part of an oral presentation. Failure to attend the presentation will result in a score of zero. The presentations will take place 12-2pm on 20th November. The same group grade will be awarded to all students of that group. Cohort wide feedback will be provided.

5.3 Practical Report (45%) – Students are required to apply thematic analysis to a transcript to generate a scientific report. The upper word limit is 2500 words, excluding references. Students must write up the report on their own and not collaborate on this report. Brief individual written feedback will be provided on each script (in the form of two strengths and two areas of improvement). Cohort wide feedback will be collated and provided to detail feedback for each key section of the report (Abstract-Discussion). This way students can benefit from all feedback generated by the marking team. Work should be submitted before 1pm, on Wednesday 29th November 2023.

5.4 Academic misconduct

Plagiarism, collusion and or all forms of academic misconduct are taken seriously. By submitting your work, you agree that your work abides by the conventions and rules set out in the student information booklet and relevant University polices. Please familiarise yourself with their contents [here](#) and [here](#).

6. Feedback and Marking Process

Accuracy in marking classwork and exams, and fairness in the way all students are assessed, are crucial to ensuring a high quality degree which students, employers and postgraduate selectors can have confidence in. The Psychology Course Team at Strathclyde implements a range of measures in order to achieve this result. These are detailed below so you know exactly how your mark for each piece of work has been awarded.

The qualifications and experience of all academic staff are checked every 5 years by the British Psychological Society who also monitors the BA curriculum, resources and staff: student ratios. All academic staff are either Fellows of, or are working towards being Fellows of, the Higher Education Academy, which involves gaining a qualification in teaching and learning in higher education. This qualification involves considerable formal training and demonstrates that the individual has acquired a standard of excellence in teaching and assessment.

Exam questions are set in the same way as in Levels 1 and 2, but in addition the questions are sent to an external examiner at another institution for comment. Most classwork and examination answers are moderated (as for Levels 1 and 2) but some elements of assessment are double-marked. This means that two markers independently assess the work and meet to agree upon the final mark to be awarded where each marker points out the strengths and weaknesses of the work and justifies to the other marker why a particular mark was awarded. If markers cannot agree upon a mark then a 3rd marker is required to read the assessment and decide which mark should be awarded. Controversial pieces of work may also be scrutinised by the external examiner.

The course team also try to ensure that where possible, all exam questions are marked by the person who gave the lectures on that topic and where this is not possible, all markers meet to agree the learning objectives and marking criteria for that particular question or assessment. Criteria used for marking are used which are specific to Levels 3 and 4, and at this level moderation also involves 25% of exam scripts being marked by a different marker to check the appropriateness and range of the marks.

Both the BA Academic Affairs Committee and the Course Exam Board scrutinise the mean marks and distribution of marks for each class, both in comparison to other classes and in comparison to previous years. Following this, marks may be adjusted if there is evidence that the marking has been either too generous or too strict. Two external examiners from other institutions sample work across every class to ensure that marks are consistent within and across classes and that marks are also consistent with the marks that would be given at their own institution. External examiners may also request that the exam board adjust marks if they decide that they are in any way unfair.

The Course Exam Board may also adjust marks if a student has serious personal circumstances (supported by evidence) that can clearly be shown to have affected performance in a particular assessment or examination. Further, all students who are close to a borderline for a degree classification have their work examined again by the course team and may also be referred to the external examiner to check if there is a case to be made to consider them for the award of the higher classification. With these very rigorous procedures applied across a large range of assessment, the Course Team is confident that every student is treated fairly and decisions on marks, progression and degree classification are as accurate as possible. The Faculty then has a further appeal system in case any student believes that circumstances have not been taken into account or that assessment procedures have not been followed.

*The Academic Affairs Committee comprises the Course Leader, all four Year Tutors, and the School Disability Contact.

The BA Psychology Exam Board comprises members of psychology academic staff and two external examiners.

7. Personal circumstances

The Personal Circumstances procedure allows students to formally inform the University of any relevant situations/circumstances that may have impacted their studies. This is the only formal process (emailing module staff is not sufficient) of registering such circumstances. Students can access the portal via Pegasus under the '*personal*' tab. Further details on the process can be found here: [**Personal Circumstances Procedure**](#). Such a procedure should be used if a student cannot attend or submit an assessment.

Please note that this submission should be made alongside acceptable supporting evidence that demonstrates that your circumstances. Moreover, it is stressed that submitting your personal circumstances does not guarantee it will result in action being taken by the exam board. For further details on which circumstances won't be taken into account and what supporting evidence is required, see the following link: [**Personal Circumstances**](#).

Appendix 1

Psychology Criteria used in marking: Year 3

These descriptors are guidelines for assessing work on similar criteria across the range of marks, but they do not provide a formula for generating a mark. It is clear, for example, that a piece of work may be excellent in one respect and substandard in another. Markers will have to make decisions on aggregate. It is also important to note that the guidelines given below relate primarily to coursework, and therefore should be used more generously when applied to work produced under exam conditions.

Note: spelling and grammar are not taken into account where they are the subject of reasonable adjustments.

100, 92 Exceptional

Exceptional in most or every respect, the work is well beyond the level expected of a highly competent student at their level of study. Could not be bettered at relevant undergraduate level of study.

84 Outstanding

Very good or excellent in most respects, the work is what might be expected of a very competent student.

- Explores the topic under discussion fully
- Shows some complexity of argument
- Demonstrates an advanced understanding of the subject matter
- Draws in a comprehensive relevant literature base
- Demonstrates critical analysis of the literature
- Is well focused, with concentration on the main issues to be addressed
- Presents a good case by means of clear logically structured argument or debate, supported by evidence
- Shows a competent standard of fluent academic writing
- Has, where appropriate, complete and correct referencing
- Shows a good standard of grammar and spelling

For reports, the introduction and discussion sections will meet the criteria noted above. In addition, there will be clear, complete and accurately described methods and results sections.

72, 75, 78 Excellent (First)

Good or very good in most respects, the work displays thorough mastery of the relevant learning outcomes.

- Answer is well aligned to the question
- Draws on wide and relevant references
- Demonstrates good synthesis, analysis, reflection and critical evaluation of the literature
- Concentrates on the main issues to be addressed
- Presents an adequate case by means of clear, well structured, logical argument supported with evidence.
- Has, where appropriate, complete and correct referencing of sources
- Shows a good standard of grammar and spelling

For reports, the introduction and discussion sections will meet the criteria noted above. In addition, there will be clear, complete and accurately described methods and results sections.

68, 65, 62 Upper Second

The work clearly meets requirements for demonstrating the relevant learning outcomes.

- Shows knowledge of the area but may have limited understanding of the material
- Uses references appropriately to support the argument, though they may be limited in number or reflect restricted reading.
- Demonstrates limited critical analysis and evaluation of sources of evidence.
- Addresses the question though some irrelevant material may be presented.
- Has good structure, presentation, and expression
- Has, where appropriate, complete referencing of sources, though there may be minor flaws in referencing technique

For reports, the introduction and discussion sections will meet the criteria noted above. In addition, the method section will generally be clear, but there may be minor omissions of detail. The correct analysis will be conducted and reported in the Results section, although there may be minor errors (e.g., in format) in reporting of statistical tests and/or their interpretation.

58, 55, 52 Lower Second

The work meets some requirements for demonstrating the relevant learning outcomes.

- Demonstrates a reasonable knowledge base and understanding though may have minor inaccuracies
- Lacks detail, elaboration or explanation of concepts and ideas.
- Displays limited synthesis of the literature
- Presents a highly descriptive account of the topic with no critical analysis
- Argument is not strong or found only in sub-section. May not be logically structured and may lack clarity. Parts may be based on unsubstantiated statements
- Has, where appropriate, almost complete referencing of sources and there may be flaws in referencing technique.
- May have frequent grammar or spelling errors but prose is comprehensible

For reports, the introduction and discussion sections will meet the criteria noted above. In addition, the method section will adequately describe the methods used, but there may be inaccuracies, omissions of detail, and/or repetition. The correct analysis will be conducted and reported in the Results section, although there may be substantial problems in reporting of statistical tests and/or interpretation of results.

48, 45, 42 Pass (Third)

The work meets minimum requirements for demonstrating the relevant learning outcomes.

- Demonstrates a basic level of knowledge and understanding
- May not adequately address the question but describes associated and relevant issues
- Presents a poorly structured, poorly developed, or incoherent argument, or no argument at all
- Has an awkward writing style or poor expression of concepts
- A lack of references and/or exemplars and offers poor description of them
- May have poor spelling and grammar.

For reports, the introduction and discussion sections will meet the criteria noted above. In addition, key details will be absent from the method section, making replication impossible. It may not be clear that the correct data analysis has been conducted, as the Results section is incomplete or contains major errors.

38, 35, 32 Marginal fail

The work fails to meet minimum requirements for demonstrating the relevant learning outcomes.

- Displays poor or confused knowledge and understanding
- Does not address the question
- Content relates to associated and relevant issues but is erroneous, anecdotal or sparse
- Has an awkward writing style or poor expression of concepts
- Has incomplete or inadequately presented references, if any

For reports, the introduction and discussion sections will meet the criteria noted above. In addition, key details will be absent from the method and results sections, making replication and interpretation of findings impossible.

20 Clear fail

The work is very weak or shows a decided lack of effort.

- Displays very poor or confused knowledge and understanding of the area in question
- Presents incomplete and/or muddled material
- Has incomplete or inadequately presented references, if any

For reports, the introduction and discussion sections will meet the criteria noted above. In addition, key sections (e.g. method, results or discussion sections) may be omitted.

10 Minimal demonstration of learning outcomes

The work is extremely weak.

- Displays no knowledge or understanding of the area in question
- Deficient evidence of learning
- Presents incomplete, muddled, and/or irrelevant material
- Has incomplete or inadequately presented references, if any

0 No relevant work submitted for assessment

Appendix 2

Timetable of lectures, assessments, and other class activities 2023-2024

W/C	Week	Monday 12-2 pm	Tuesday 2-3pm or Tuesday 4-5pm	Thursday 2-3pm
11/09/2023	7 (0)	No lectures / seminars scheduled.		
18/09/2023	8 (1)	Lecture 1 & 2: Research Methods: A recap (TE) RC667	Statistical Analysis 1 SPSS revision 2-3pm - JW410 (TE) / SW601a (JM)	Lecture 3: Advanced Research Methods: An introduction (DR) TG312
	4-5pm - GH634 (TE) / LT501 (JM)			
25/09/2023	9 (2)	University closed	Statistical Analysis 2 SPSS: ANOVA 2-3pm - JW410 (TE) / SW601a (JM)	Lectures 4: The scientific approach: A Critique (TE) TG312
	4-5pm - GH634 (TE) / LT501 (JM)			
02/10/2023	10 (3)	Lectures 5 & 6: Ethical research and reflective practice (DR) RC667		Lecture 7: Design, sampling and validity (TE) TG312
09/10/2023	11 (4)	Lecture 8 & 9: ANOVA and follow-up analyses for independent designs and repeated-measures designs (MPR) RC667	Statistical Analysis 3 SPSS: Factorial ANOVA (1) 2-3pm - JW410 (TE) / SW601a (VS)	Lecture 10: ANOVA and follow-up analyses for mixed designs (MPR) TG312
	4-5pm - GH634 (TE) / LT501 (VS)			
16/10/2023	12 (5)	Lecture 11 & 12: Regression design and analysis (VS) RC667	Statistical Analysis 4 SPSS: Factorial ANOVA (2) 2-3pm - JW410 (TE) / SW601a (DR)	Lecture 13: Revision of Quantitative methods (MPR) TG312
	4-5pm - GH634 (TE) / LT501 (DR)			
23/10/2023	13 (6)	Lecture 14 & 15: Systematic Review & Meta-analysis (DH) RC667	Statistical Analysis 5 SPSS: Regression 2-3pm - JW410 (TE) / SW601a (VS)	Independent revision time for Online Assessment
	4-5pm - GH634 (TE) / LT501 (VS)			
30/10/2023	14 (7)	Online SPSS Assessment		Lecture 16: Intro to Qualitative Approaches (KD) TG312
		(See MyPlace)		
06/11/2023	15 (8)	Lecture 18 & 19: Qualitative Methods and Analyses (KD) RC667		Lecture 20: Qualitative Methods and Analyses (KD/DH) TG312
13/11/2023	16 (9)	Lecture 21 & 22: Qualitative Methods and Analyses (KD/DH) RC667	Qualitative Analysis 1 – Thematic analysis: A practical overview. 2-3pm - JW410 (KD) / SW601a (DH)	Independent time for working on Group Presentations.

			4-5pm - GH634 (KD) / LT501 (DH)	
20/11/2023	17 (10)	Tutorial Group presentations (See MyPlace) Graham Hills Building		Lecture 23: Qualitative Methods and Analyses (KD) TG312
27/11/2023	18 (11)	Report Drop-In (KD) RC426		

Locations of lectures: In addition to the information above, please see your own personal timetable to ensure you go to your designated session and classroom.

Wk 0: No class or session is scheduled for welcome & induction week.

Note: Students will attend a 1 hour statistical analyses practical slot on Tuesdays from either 2-3pm or 4-5pm in weeks 1, 2, 4, 5 and two thematic analysis practical's in week 9.

Online assessment: Week 7, Monday 30th October 12 – 2pm: See Myplace for further details.

Group Presentations: Week 10, Students will attend a 1-hour presentation session on Monday 20th November (either 12-1pm or 1-2pm): See Myplace for specific locations and times for group presentations in due course.

Practical report deadline: Formal assessment period, Wednesday 29th November at 1pm.

Note: TE: Timothy Eschle, DR: David Robertson, VS: Victor Shiramizu, MPR: Mario Parra-Rodriguez, KD: Karen Deakin. DH: David Hamilton. JM: Joshua March.