

LEVEL 5 ASSESSMENT SPECIFICATION

Student name:	Anonymous Submission	Student ID number:	Anonymous
Programme:	BSc Psychology BA Counselling Studies and Psychology		
Module:	Research Design and Analysis		
Module code:	M5X00913	Contribution to Overall Module Assessment (%):	25%
Lecturer:	Stacey Coleman	Internal Verifier:	Dr Paul Hutchings
Assignment Title:	Ten minute academic interview on proposed dissertation idea.	Word count (or equivalent):	10 minute interview
Submission deadline:	Interviews will take place on Tuesday 21 st May 2019.	Return date of provisional marks & written feedback:	18 th June 2019
Submission method:	All written assessments, where practical and possible, must be submitted via Turnitin unless otherwise instructed by the Lecturer. (Please DO NOT put this assessment specification into Turnitin or it will match many similarities with other students' submissions.) Alternative submission method (if applicable): Late submission of the assessment will result in a late penalty mark. Penalties for late submission: Up to one week late, maximum mark of 40%. Over one week late, 0%. Only the Extenuating Circumstances Panel may approve a change to submission dates.		
Academic honesty / referencing:	Academic honesty is required. In the main body of your submission you must give credit to authors on whose research and ideas your work is based. Append to your submission a reference list that indicates the books, articles, etc. that you have used, cited or quoted in order to complete this assessment.		

Module Learning Outcomes (from module syllabus)

Upon the successful completion of this module, the student should be able to demonstrate the ability to:

- Understand and evaluate the link between theory and research design;
- Demonstrate a strong awareness of ethical issues associated with qualitative and quantitative research design;
- Carry out and report a quantitative study using appropriate tools and software; and
- Analyse and evaluate qualitative data using appropriate data analysis tools and software.
- The ability to present work suitable for an academic audience through appropriate media

TASK DESCRIPTION

You are required to orally convey, through a ten minute academic interview, a suitable dissertation research proposal. You may use the written proposal form attached to this proformas as a basis on which to base your argument. However, you will **NOT** be assessed on the written proposal itself; you will only be assessed on the academic interview based upon the following criteria:

- Understanding of theoretical issues associated with your research proposal
- Consideration of practical issues (such as recruitment and data collection) with the intended design
- Consideration of the ethical dilemmas associated with the proposed project

Individual interviews will then take place **Tuesday 21st May 2019**. Please consult Moodle for your individual interview time.

Points to address for the academic interview

1. Tell us, in general terms, what your proposed research is about
2. What are the key psychological theories or models that underpin your proposal?
3. Talk us through the design of the study.
 - a. In what way is the intervention/manipulation/development of questions based upon the theory covered in point 2 above?
 - b. How has the design of your study been influenced by these theoretical constructs or models?
 - c. How are you going to measure these theoretical constructs/models in your study?

4. What is novel about your study which will add to the psychological literature that is already available on this topic?
5. Explain to us what taking part in your study would involve, from the perspective of one of your participants.
6. What type of data are you expecting to collect and how will you analyse this data?
7. What specific ethical considerations have to be considered in relation to your study? How are you going to deal with these issues for your study?
8. How have you calculated the number of participants you require for your study?

Academic Interview and the Psychology Dissertation Process

Please note: It is **not** a requirement of the Academic Interview assessment that the study you present at the interview **has to be** your dissertation proposal; however, in the second semester of Level Five we encourage you to start engaging with potential academic supervisors for your Level Six dissertation, and so there may be information from these discussions that guides you in your interview. Also, it would be making extra work for yourself if you devise and research a study for the academic interview and then a completely different study for your dissertation. Finally, feedback from your Academic Interview may provide some useful guidance for you as you put your dissertation proposal together over the summer. Therefore the academic team recommends that you approach the Academic Interview assessment as if it will be your Psychology Dissertation proposal.

To this end we have made available the dissertation proposal form, which you will have to complete for the Psychology Dissertation module in your final year. You may wish to use this for your own guidance alone, but we will also allow you to submit this to the academic team in the week before your interview, and we will use it for guidance (that is, we will look at it before the interview but it will form no part of our assessment of your interview for this module); there is no summative requirement for you to submit this proposal but we have often found that those students who do submit it do better in the interview (it helps to clarify your own understanding of the study idea and methodology process and enables us to have an idea of what you will be talking about in your interview).

DISSERTATION PROPOSAL 2018-19

(Non-Assessed: to be submitted by Midday Monday 20th May 2019 if you wish to do so)

Student Name	
Provisional Dissertation Supervisor	
Date submitted	

Title of Research (this must reflect the essence of your proposed research question, study design and study population and should be more specific than the broad topic area provided in the dissertation topics selection book).

Please state your main research question(s) (specific hypotheses not needed at this stage but may be included)

What empirical evidence supports your research question? (Please provide a 1500 word review of relevant psychological literature and theory and a minimum of eight references). If you have already drafted a review of literature please attach it to the end of this document – you do not need to complete this section if so).

Please describe your participant group (including anticipated number of participants required) and any specific inclusion/exclusion criteria.

Please provide brief details of the anticipated design (e.g., between, within, mixed, regression, focus groups, interviews, experimental, questionnaires) and main procedure for your study (it should be clear from this how you are actually planning to carry out your study, and what will be happening to your participants).

What measures are you planning to use for data collection and how will this data be used in the analysis in order to answer your research question? (Be as specific as possible here – what type of data will you be obtaining, what specific topics/measures/scales/instruments will you be using and what will you do with this data?)

What are the main ethical issues that you will need to address in this study? (Please note all students will need to complete the full ethics form prior to final approval for data collection being given).

Student Name (Please print clearly) _____

Student Signature _____ Date _____

Proposal Outcome	Supervisor to tick one only
Satisfactory proposal (proceed to SREC ethical approval; all final materials to be approved by supervisor before data collection).	
Satisfactory proposal – some minor areas requiring clarification before submitting for SREC approval (see below for required actions)	
Proposal requiring full consideration by Faculty REC due to the nature of the study	
Unsatisfactory – proposal lacking significant detail - must be resubmitted within seven days following feedback (see below)	
Unsatisfactory - proposal is considered unethical/unworkable in practice. New proposal to be developed following feedback from supervisor (see below)	

Supervisory team additional comments/feedback:

Action required:

Date of comments/feedback :

Supervisor's Signature: _____

Date: _____

Interviewer comments: (to be completed by interviewer only)

GUIDANCE FOR STUDENTS IN THE COMPLETION OF TASKS

NOTE: The guidance offered below is linked to the five generic assessment criteria overleaf.

1. Engagement with Literature Skills

Your work must be informed and supported by scholarly material that is *relevant* to and *focused* on the task(s) set. You should provide evidence that you have accessed an appropriate *range* of sources, which may be academic, governmental and industrial; these sources may include academic journal articles, textbooks, current news articles, organisational documents, and websites. You should consider the *credibility* of your sources; academic journals are normally highly credible sources while websites require careful consideration/selection and should be used sparingly. Any sources you use should be current and up-to-date, mostly published within the last five years or so, though seminal/important works in the field may be older. You must provide *evidence* of your research/own reading throughout your work, using a suitable referencing system, including in-text citations in the main body of your work and a reference list at the end of your work.

Guidance specific to this assessment: *Your interview must be informed by prior research and appropriate empirical literature according to the topic you are choosing to research. You will be expected to be able to orally communicate how the literature search you have engaged in has allowed you to construct an idea, and how theory/models will be used to form a basis for your proposed research project (where applicable). Whilst you will not be assessed on the submission of any written work, it is expected that sound peer-reviewed psychological literature will inform your interview.*

2. Knowledge and Understanding Skills

At level 5, you should be able to demonstrate: sound knowledge and critical understanding of the well-established concepts and principles of the subject area and the way in which those principles have developed; knowledge of the main methods of enquiry in the discipline. *Knowledge* relates to the facts, information and skills you have acquired through your learning. You demonstrate your *understanding* by interpreting the meaning of the facts and information (knowledge). This means that you need to select and include in your work the concepts, techniques, models, theories, etc. appropriate to the task(s) set. You should be able to explain the theories, concepts, etc. meaningfully to show your understanding. Your mark/grade will also depend upon the *extent* to which you demonstrate your knowledge and understanding.

Guidance specific to this assessment: *Your interview must demonstrate the extent of your knowledge and understanding of the ethical considerations and design issues that need to be taken into account with the proposed project.*

3. Cognitive and Intellectual Skills

You should be able to critically analyse information, and propose solutions to problems arising from that analysis, including the critical evaluation of the appropriateness of different approaches to solving problems. Your work must contain evidence of logical, analytical thinking, evaluation and synthesis. For example, to examine and break information down into parts, make inferences, compile, compare and contrast information. This means not just describing what! But also justifying: Why? How? When? Who? Where? At what cost? At all times, you must provide justification/evidence for your arguments and judgements. Evidence that you have reflected upon the ideas of others within the subject area is crucial to you providing a reasoned and informed debate within your work. Furthermore, you should provide evidence that you are able to make sound judgements and convincing arguments using data and concepts, with an understanding of the limits of knowledge, and how this influences analyses and interpretations. Sound, valid conclusions are necessary and must be derived from the content of your work. Where relevant, alternative solutions and recommendations may be proposed.

Guidance specific to this assessment: *You will be expected to be able to evaluate the design you are proposing for your research project and consider why this would be the best type of design (or method) to*

use for the specific research area/question you are intending to research. You must be able to justify the use of the proposed method/design, demographic of participant, and intended number of participants/recruitment method. You must also show awareness of reliability of research designs and methods of data collection.

4. Practical Skills

At level 5, you should be able to use/deploy a range of established techniques within the discipline, and apply underlying concepts and principles outside the context in which they were first studied, including, where appropriate, the application of those principles in an employment context. You should be able to demonstrate how the subject-related concepts and ideas relate to real world situations and/or a particular context. How do they work in practice? You will deploy models, methods, techniques, and/or theories, in that context, to assess current situations, perhaps to formulate plans or solutions to solve problems, or to create artefacts, some of which may be creative. This is likely to involve, for instance, the use of real world artefacts, examples and cases, the application of a model within an organisation and/or benchmarking one theory or organisation against others based on stated criteria. You should show awareness of the limitations of concepts and theories when applied in particular contexts.

Guidance specific to this assessment: *You will be assessed on your ability to convey your proposed idea in an academic and professional way. You should be able to demonstrate how you have formulated specific research questions and a proposed methodology for your intended project based upon previous literature.*

5. Transferable Skills for Life and Professional Practice

Your work must provide evidence of the qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and decision-making. This includes demonstrating: professional development to advance existing skills and acquire new competences that will enable you to assume significant responsibility within organisations; that you can initiate and complete tasks and procedures, whether individually and/or collaboratively; that you can use appropriate media to effectively communicate information, arguments and analysis in a variety of forms to specialist and non-specialist audiences; fluency of expression; clarity and effectiveness in presentation and organisation. Work should be coherent and well-structured in presentation and organisation.

Guidance specific to this assessment: *This is a Level Five module and therefore it is expected that you have developed the skills necessary to be able to convey psychological information in a professional manner. There is no requirement for you to submit the dissertation proposal as this will not form part of the assessment or grade you receive, however it is good practice to complete this for your benefit; and submit for your interviewer to see before your individual interview takes place. You must demonstrate the ability to communicate professionally and confidently in your interview.*

STUDENT FEEDBACK FORM

This section details the *extent* to which the assessment criteria are demonstrated by you, which in turn determines your mark. The marks available for each category of skill are shown. Lecturers will use the space provided to comment on the achievement of the task(s), including those areas in which you have performed well and areas that would benefit from development/improvement.

Generic Assessment Criteria	Marks available	Marks awarded
1. Engagement with Literature Skills		
2. Knowledge and Understanding Skills		
3. Cognitive and Intellectual Skills		
4. Practical Application Skills		
5. Transferable Skills for Life and Professional Practice		

Assessment Mark (Assessment marks are subject to ratification at the Exam Board. These comments and marks are to give feedback on module work and are for guidance only until they are confirmed.)

Late Submission Penalties (tick if appropriate)

Up to 1 week late (40% Max)

Over 1 week late (0%)

%

GENERIC ASSESSMENT CRITERIA

Level 5

In accordance with the Framework for Higher Education Qualifications, at the end of Level 5 students will be expected to have developed sound knowledge and critical understanding of the well-established concepts and principles in their field of study, and of the way in which those principles have developed. They will have learned to apply those concepts and principles more widely outside the context in which they were first studied, including, where appropriate, the application of those principles in an employment context. They will have knowledge of the main methods of enquiry in the subject area, and ability to evaluate critically different approaches to problem solving. They will possess an understanding of the limits of their knowledge, and how this influences their analyses and interpretations. They will be able to use a range of established techniques to initiate and undertake critical analysis of information, and to propose solutions to problems arising from that analysis. They will be able to effectively communicate information, arguments and analysis in a variety of forms to specialist and non-specialist audiences, and deploy key techniques of the discipline effectively. They will be able to undertake further training, develop existing skills and acquire new competences that will enable them to assume significant responsibility within organisations. They will have the qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and decision-making.

Level 5	FAIL	MARGINAL FAIL	SATISFACTORY (3 rd / Pass)	GOOD (2.2 / Pass)	VERY GOOD (2.1 / Merit)	EXCELLENT (1 st / Distinction)	EXCEPTIONAL (1 st / Distinction)
Category	0-29%	30-39%	40-49%	50-59%	60-69%	70-84%	85-100%
Engagement with literature (including reading, referencing, academic conventions and academic honesty)	Little or no evidence of reading and/or reliance on inappropriate sources. Views and findings mostly unsupported and non-authoritative. Referencing conventions used incoherently or largely absent.	Poor engagement with essential reading. No evidence of wider reading. Reliance on inappropriate sources, and/or indiscriminate use of sources. Heavily reliant on information gained through class contact. Inconsistent and weak use of referencing.	Engagement with a limited range of mostly relevant and credible sources. Some omissions and minor errors. Referencing conventions evident though not always applied accurately or consistently.	Engagement with an appropriate range of literature, including sources retrieved independently. Some over-reliance on texts. Referencing may show minor inaccuracies or inconsistencies.	Engagement with a wide range of literature, including sources retrieved independently. Selection of relevant and credible sources. Very good use of referencing, with no/very few inaccuracies or inconsistencies.	Engagement with an extensive range of relevant and credible literature. Consistently accurate application of referencing.	Exceptional engagement with an extensive range of relevant and credible literature. High-level referencing skills consistently applied.
Knowledge and understanding (Sound	Major gaps in knowledge with unsatisfactory, uncritical	Fragmentary knowledge, with only superficial critical	Limited but adequate knowledge and critical	Knowledge is reasonably detailed and accurate. A good	Knowledge is reasonably extensive. Exhibits very	Excellent, detailed knowledge and highly critical	Exceptionally detailed knowledge and outstanding

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Category	0-29%	30-39%	40-49%	50-59%	60-69%	70-84%	85-100%
knowledge and critical understanding of the well-established concepts and principles in their field of study; knowledge of the main methods of enquiry in the discipline.)	understanding of the subject matter. Much irrelevant material. Substantial inaccuracies. Significantly flawed understanding of the main methods of enquiry in the discipline.	understanding. Some significant inaccuracies and/or irrelevant material. Incomplete or partially flawed understanding of the main methods of enquiry in the discipline.	understanding of the well-established concepts and principles within the subject area, with a few gaps in the selection of material. A narrow critical understanding of the main methods of enquiry.	critical understanding of the well-established concepts and principles and the main methods of enquiry, with minor gaps in the selection of material.	competent critical understanding of the well-established concepts and principles of the subject and the main methods of enquiry. Breadth and depth of knowledge.	understanding of the well-established concepts and principles of the subject and the main methods of enquiry.	critical understanding of the well-established concepts and principles of the subject and the main methods of enquiry. May go beyond established theories.
Cognitive and intellectual skills (Critical evaluation and analysis of concepts and principles; argument and judgement; the limits of their knowledge, and how this influences their analyses and interpretations.)	Wholly or almost wholly descriptive work. Little or no critical evaluation and analysis of concepts and principles. Failure to develop arguments, leading to illogical or invalid judgements. Unsubstantiated generalisations or opinion, made without use of any credible evidence.	Largely descriptive work, with superficial use of critical evaluation and analysis of concepts and principles. Weak development of arguments and judgements. Information accepted uncritically, uses generalised statements made with scant evidence and unsubstantiated opinions. Ideas sometimes illogical and contradictory.	Limited attempt at critical evaluation and analysis of concepts and principles, tending towards description. Some evidence to support arguments and judgements but these may be underdeveloped, with a little inconsistency / mis-interpretation or failure to fully recognise limits of knowledge.	Some critical evaluation and analysis of concepts and principles, though descriptive in parts. An emerging awareness the limits of their knowledge and ability to use evidence to support the argument though with some tendency to assert/state opinion rather than argue on the basis of reason and evidence. Mostly valid arguments and	Sound critical evaluation and analysis of concepts. Is selective in the range of evidence used and synthesises rather than describes. Ability to devise arguments that show awareness of different stances, and use evidence convincingly, to support appropriate and valid judgements.	Excellent critical evaluation and analysis of concepts and principles leading to logical, evidence-based, reasoned arguments and judgements. Explicit recognition of other stances and a strong awareness of the limits of their knowledge. A capacity for independent thought and ability to 'see beyond the question', suggesting some grasp of the	Outstanding critical evaluation and analysis of concepts and principles. Uses evidence exceptionally well to connect ideas, and support highly logical and persuasive, arguments and judgements. Evidence of independent thought and ability to 'see beyond the question', suggesting a clear grasp of the broader field and wider concepts.

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Category	0-29%	30-39%	40-49%	50-59%	60-69%	70-84%	85-100%
				logical judgements.		broader field and wider concepts.	Perceptive recognition of the limits of their knowledge, and how this influences their analyses and interpretations.
Practical skills (Apply underlying concepts and principles more widely outside the context in which they were first studied; use a range of established techniques; propose solutions to problems arising from analysis.)	Limited or no use of established methods, materials, tools and/or techniques. Little or no appreciation of the context of the application. Limited understanding of the application of theory to practice or making appropriate links between the two. Very weak problem-solving skills outside the context in which they were first studied.	Rudimentary application of established methods, materials, tools and/or techniques but without consideration and competence. Flawed appreciation of the context of the application. Weak understanding of the application of theory to practice, with only occasional evidence of making appropriate links between the two. Weak problem-solving skills outside the context in which they were first studied.	An adequate awareness and mostly appropriate application of established methods, materials, tools and/or techniques. Basic appreciation of the context of the application. Theoretical knowledge and understanding applied in practice, but not always making logical links between the two. Can identify problems and propose basic solutions outside the context in which they were first studied.	A good and appropriate application of established methods, materials, tools and/or techniques. Clear appreciation of the context of the application. Mainly consistent, accurate and logical application of theory to practice, making appropriate links between the two. Can identify problems and propose mostly appropriate solutions outside the context in which they were first studied.	A very good application of a range of established methods, materials, tools and/or techniques. Very good consideration of the context of the application, with perceptive insights. Consistent, accurate and logical application of theory to practice, making appropriate links between the two. Can identify problems and propose appropriate solutions outside the context in which they were first studied. Evidence of some creativity.	An advanced application of a range of established methods, materials, tools and/or techniques. The context of the application is well considered, and insightful. Consistent, accurate and logical application of theory to practice, making well-developed links between the two. Can identify problems and propose excellent, creative solutions outside the context in which they were first studied.	Exceptional levels of application and deployment skills using established methods, materials, tools and/or techniques. Consistent, accurate and logical application of theory to practice, making highly developed links between the two. Can identify routine and non-routine problems and propose quite sophisticated, creative solutions outside the context in which they were first studied.

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Category	0-29%	30-39%	40-49%	50-59%	60-69%	70-84%	85-100%
Transferable skills for life and professional practice (Effectively communicate in a variety of forms to specialist and non-specialist audiences; the qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and decision-making.)	Communication medium is inappropriate or misapplied. Work is poorly structured, disorganised and/or confusingly expressed. Very weak use of language and/or very inappropriate style. Failure to work effectively as part of a group. Little or no evidence of the skills for employment requiring the exercise of personal responsibility and decision-making.	Communication medium is poorly designed and/or not suitable for the audience. Work is poorly presented in a disjointed manner. It is loosely, and at times incoherently, structured, with information and ideas often poorly expressed. Weak use of language and/or inappropriate style. Flawed approach to group work, meeting only partial obligations to others. Limited evidence of the skills for employment requiring the exercise of personal responsibility and decision-making.	Can communicate in a suitable medium for the audience but with some room for improvement. Mostly ordered presentation and structure in which relevant ideas / concepts are reasonably expressed. Work may lack coherence in places. Can work as part of a group, meeting most obligations to others but perhaps with limited involvement in group activities. Demonstrates the basic skills for employment requiring the exercise of personal responsibility and decision-making, with some areas of minor weakness.	Can communicate effectively in a suitable medium for the audience, but may have minor errors. Mostly coherent, organised work, in a suitable structure and is for the most part clearly expressed. Can work effectively independently and/or as part of a team, with clear contribution to group activities. Demonstrates the skills for employment requiring the exercise of personal responsibility and decision-making, with some areas of strength and some of minor weakness.	Can communicate well, confidently and consistently in a suitable medium for the audience. Work is coherent, fluent, well-structured and organised. Can work very well autonomously and/or as part of a team, with very good contribution to group activities. Demonstrates very good skills for employment requiring the exercise of personal responsibility and decision-making, with just occasional minor weakness.	Can communicate professionally confidently and consistently in a suitable medium for the audience. Work is coherent, very fluent and is presented proficiently. Can work autonomously with initiative. Where relevant can work professionally within a team, showing leadership skills as appropriate, and meeting obligations. Demonstrates excellent skills for employment requiring the exercise of personal responsibility and decision-making and an appetite for further development.	Can communicate with an exceptionally high level of professionalism, highly suitable for the audience. Work is exceptionally coherent, very fluent and is presented professionally. Can work exceptionally well within a team, showing leadership skills. Demonstrates exceptional skills for employment requiring the exercise of personal responsibility and decision-making and an appetite for further development.

THIS DOCUMENT IS ALSO AVAILABLE IN WELSH