



University of Derby Online Learning

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**Assessment Brief**

### **Module name: Advanced Quantitative Methods in Health Psychology**

### **Module code: 7PS537**

### **Trimester: T3 – 2017/18**

# Introduction

Welcome to your new module. We hope you enjoy your studies. This document specifies the assessment/s for this module. We want you to be successful at the highest possible levels. You should find the assessment/s to be clear, relevant, accessible, appropriate and challenging.

From September 2017, all assessment briefs have a set structure. So, you will become familiar with the main sections in them. This assessment brief tells you:

1. what the module is about overall
2. what the module Learning Outcomes are
3. what assessment/s you must pass, in order to successfully complete the module
4. what you need to do in the assessment/s
5. how your work will be assessed and marked
6. how to present your work for marking
7. where to access the University of Derby Assessment regulations

# Module Overview

All modules have an overview. This gives you an indication of the aim or purpose of the module, and its content. This module’s overview is below.

This module will provide students with an advanced knowledge and understanding of the methods and practice in different types of assessment techniques used in Health Psychology research. Through a series of lectures and practical exercises, using real-world data, this module will equip students with a wide range of conceptual, methodological and statistical skills that will allow them to turn a research question in Health Psychology into a rigorous quantitative study, to develop an in-depth knowledge and to develop advanced skills related to the design, implementation and evaluation of health-related research and psychometrics. This module will provide students with a research knowledge base that is necessary and sufficient to prepare students for further training to become a Chartered Psychologist with the British Psychological Society and/or Practitioner Psychologist with the Health Care and Professions Council.

The module will include learning materials covering the following areas:

* Psychometrics
* Measures of quality of life and their applications
* Planning, implementing, and evaluating an intervention
* Advanced quantitative methods including mediation and moderation

# Learning Outcomes

All modules in UK Higher Education have learning outcomes that you will study towards and then demonstrate you have met them. In order to do this, you will draw on many factors such as:

* your prior learning and experience
* the module learning units and task
* your wider reading, reflection (and possibly practice)
* and, also the expertise of your tutors and other students.

In most modules, it will be clear exactly which of these learning outcomes is assessed in which of the assessments you have to submit and pass.

On successful completion of this learning, and this module, you will be able to:

1. Design, explore and evaluate a psychometric scale
2. Analyse and interpret advanced statistical techniques using appropriate software for statistical analysis (SPSS)

# Assessment types used in this module

### Formative Feedback Opportunities

Formative activities are opportunities for you to apply, practice and make sense of the learning materials and content that you have worked with. These will mainly be located in the End of Unit Activities.

We have written these to help you to (for example) practise some academic or professional skills, such as referencing, literature searching and analysing materials. You can choose how much time and effort you put into these activities.

These may take the form of individual tasks, such as: reading some text, or watching a video and documenting your reaction to it; responding to some discussion points on the discussion forum; considering a case study; or, participating in a live online classroom session.

The main aim of formative activities is for you to receive feedback on your contribution, performance, or progress that will help you prepare for and complete your final summative module assessment.

All modules you take will vary in several ways, and the type of feedback you get for each formative assessment or activities will vary too. If your tutors give you marks as part of the feedback, these will not be counted in your final module grade.

### Summative Assessment

Summative assessments are the pieces of coursework that you **must** complete which contribute towards your final grade in this module. If you have a Support Plan you can discuss with your module tutor what reasonable adjustments you need.

Summative assessment in this particular module is via two pieces of submitted work.

You will be expected to submit your summative assessments via: the Turnitin assessment points on the Assessment page in My Learning section of the module, or the Assessment Handler.

You should take the feedback that you receive from the completion of summative assessments in this module and use it to help you improve your performance in future assessments.

# Specific Assessment Component Guidelines

|  |  |
| --- | --- |
| Assessment description: | Scale development report |

|  |  |  |  |
| --- | --- | --- | --- |
| Assessment Component: | Assessment weighting: | Assessment limits: | Assesses module learning outcome/s: |
| 1 | 70% | Maximum word count = 3,000 words | 1 |

|  |  |
| --- | --- |
| Last submission Date/Time: | Provisional feedback released: |
| 07.08.18 by 21.00 hrs UK time | After 15 working days |

## Detailed guidance

**Assignment Overview**

For Coursework 1, you will be provided with a dataset of scale data. You will choose the appropriate tests to summarise the scale and calculate the reliability and validity of the scale. You will then conduct a factor analysis on the data to indicate subscales, which you will name and produce a written report.

You should include the following sections:

• Prediction(s): These should be clearly written and explain what you would predict based upon the description of the research question.

• Results: This section should begin with coverage of data screening. You should then write up the results of the validity and reliability tests in the reporting style you will be shown during the module. You should also write up the results of the factor analysis and provide a rationale for the factors you have reported.

• Discussion: There should be a brief (i.e. a few sentences) discussion of the findings of the results in light of the research question.

• Appendix *(not included in word count):* Please include any calculations and all relevant SPSS outputs (e.g. data screening checks, analyses etc.) as appendices.

**Assignment Question**

A researcher wants to measure women’s quality of life and after some focus groups and consultation with experts has designed a new measure. They have asked nearly 300 women to complete the new scale along with two established measures: the Short Form Health Survey (SF-36) and the EQ-5D. Missing values are coded as 99 and 999 in the database. You are asked to help refine the scale by examining its validity and reliability, and by providing advice about any subscales. Using factor analysis, you should provide advice about how many subscales there are and what they appear to measure. Finally, you are asked to recommend any further testing that should be performed in the future to ensure the measure’s psychometric properties.

Please refer to section 5 for marking guidelines and assessment criteria for this assignment.

|  |  |
| --- | --- |
| Assessment description: | SPSS exercise portfolio |

|  |  |  |  |
| --- | --- | --- | --- |
| Assessment Component: | Assessment weighting: | Assessment limits: | Assesses module learning outcome/s: |
| 2 | 30% | N/A, but recommended approximately 300-500 words per question | 2 |

|  |  |
| --- | --- |
| Last submission Date/Time: | Provisional feedback released: |
| 09.08.18 by 21.00 hrs UK time | After 15 working days |

## Detailed guidance

**Assignment Overview**

For Coursework 2, you will be presented with **three** research questions and accompanying data sets. For each question, you are required to conduct and then report the findings of an appropriate analysis of the data provided, in the reporting style shown during the module. You should screen the data prior to any analyses and routinely report appropriate estimates of effect size and other relevant statistical information where appropriate. You should also include appropriate and clearly expressed predictions.

For each question/exercise you should include the following sections:

• Prediction(s): These should be clearly written and explain what you would predict based upon the description of the research question.

• Results: This section should begin with coverage of data screening. You should then write up the results of the chosen statistical test(s) in the reporting style you will be shown during the module.

• Discussion: There should be a brief (i.e. a few sentences) discussion of the findings of the results in light of the research question.

• Appendix *(not included in word count):* Please include any calculations and all relevant SPSS outputs (e.g. data screening checks, analyses etc.) as appendices. (Please provide an appendix for each question, rather than a single appendix at the end).

**Assignment Questions**

**Question 1**

A researcher asks 50 patients undergoing long-term haemodialysis to complete two scales: Pritchard’s (1981) Response to Illness Questionnaire (RIQ) and the COPE Inventory (Carver, Scheier & Weintraub, 1989).

***Do the three selected subscales of the COPE Inventory (Substance use, Use of emotional social support, and Acceptance) predict response to illness score?***

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| ***Participant number*** | ***Substance use*** | ***Use of emotional social support*** | ***Acceptance*** | ***Response to illness score*** |
| ***1*** | 16 | 8 | 11 | 55 |
| ***2*** | 14 | 5 | 9 | 45 |
| ***3*** | 21 | 11 | 5 | 25 |
| ***4*** | 15 | 12 | 5 | 25 |
| ***5*** | 21 | 5 | 7 | 35 |
| ***6*** | 18 | 10 | 12 | 60 |
| ***7*** | 17 | 6 | 11 | 55 |
| ***8*** | 17 | 6 | 12 | 60 |
| ***9*** | 16 | 8 | 5 | 25 |
| ***10*** | 19 | 6 | 10 | 50 |
| ***11*** | 14 | 5 | 6 | 30 |
| ***12*** | 16 | 9 | 11 | 55 |
| ***13*** | 17 | 5 | 11 | 55 |
| ***14*** | 18 | 8 | 9 | 45 |
| ***15*** | 17 | 6 | 6 | 30 |
| ***16*** | 18 | 4 | 4 | 20 |
| ***17*** | 18 | 7 | 8 | 40 |
| ***18*** | 17 | 11 | 10 | 50 |
| ***19*** | 14 | 9 | 4 | 20 |
| ***20*** | 14 | 5 | 12 | 40 |
| ***21*** | 14 | 7 | 11 | 37 |
| ***22*** | 15 | 4 | 10 | 33 |
| ***23*** | 15 | 10 | 7 | 23 |
| ***24*** | 15 | 4 | 4 | 13 |
| ***25*** | 15 | 10 | 5 | 17 |
| ***26*** | 14 | 7 | 5 | 17 |
| ***27*** | 17 | 6 | 4 | 13 |
| ***28*** | 15 | 5 | 12 | 40 |
| ***29*** | 21 | 10 | 4 | 13 |
| ***30*** | 17 | 4 | 5 | 17 |
| ***31*** | 19 | 7 | 10 | 33 |
| ***32*** | 16 | 12 | 10 | 33 |
| ***33*** | 21 | 6 | 7 | 12 |
| ***34*** | 14 | 11 | 5 | 8 |
| ***35*** | 14 | 6 | 11 | 18 |
| ***36*** | 16 | 9 | 8 | 13 |
| ***37*** | 14 | 10 | 7 | 12 |
| ***38*** | 17 | 8 | 8 | 13 |
| ***39*** | 17 | 11 | 5 | 8 |
| ***40*** | 14 | 8 | 10 | 17 |
| ***41*** | 19 | 8 | 11 | 18 |
| ***42*** | 18 | 5 | 10 | 17 |
| ***43*** | 20 | 11 | 5 | 8 |
| ***44*** | 15 | 7 | 12 | 20 |
| ***45*** | 22 | 9 | 10 | 17 |
| ***46*** | 16 | 10 | 10 | 17 |
| ***47*** | 21 | 9 | 10 | 17 |
| ***48*** | 14 | 12 | 11 | 18 |
| ***49*** | 19 | 12 | 4 | 7 |
| ***50*** | 20 | 12 | 10 | 17 |

**Question 2**

A researcher wanted to examine whether a self-management programme was useful in helping to improve adherence with lipid reduction medication use amongst patients with coronary heart disease.

***The researcher has asked you to examine: 1) whether the number of training hours on the programme predicts medication adherence, and 2) whether self-efficacy is a significant mediator within this relationship.***

You have been provided with the following variables:

* Adherence score (number of days adhering to medication);
* Self-efficacy;
* Training hours (number of training hours on the programme);

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| ***Participant number*** | ***Gender*** | ***Adherence score*** | ***Self-efficacy*** | ***Training hours*** |
| ***1*** | Male | 9 | 51 | 6 |
| ***2*** | Female | 6 | 55 | 6 |
| ***3*** | Female | 6 | 56 | 3 |
| ***4*** | Female | 4 | 55 | 3 |
| ***5*** | Male | 7 | 62 | 5 |
| ***6*** | Male | 7 | 63 | 5 |
| ***7*** | Female | 8 | 64 | 5 |
| ***8*** | Male | 7 | 64 | 4 |
| ***9*** | Female | 8 | 73 | 6 |
| ***10*** | Female | 9 | 74 | 6 |
| ***11*** | Male | 9 | 73 | 5 |
| ***12*** | Female | 11 | 76 | 5 |
| ***13*** | Female | 12 | 77 | 5 |
| ***14*** | Male | 12 | 79 | 6 |
| ***15*** | Female | 12 | 88 | 6 |
| ***16*** | Male | 13 | 89 | 6 |
| ***17*** | Female | 13 | 90 | 6 |
| ***18*** | Male | 13 | 93 | 6 |
| ***19*** | Female | 13 | 95 | 7 |
| ***20*** | Female | 13 | 96 | 7 |
| ***21*** | Male | 13 | 98 | 7 |
| ***22*** | Female | 13 | 102 | 7 |
| ***23*** | Female | 13 | 103 | 7 |
| ***24*** | Female | 14 | 111 | 7 |
| ***25*** | Male | 14 | 112 | 7 |
| ***26*** | Male | 14 | 113 | 7 |
| ***27*** | Female | 14 | 114 | 7 |
| ***28*** | Female | 15 | 119 | 7 |
| ***29*** | Female | 15 | 121 | 7 |
| ***30*** | Male | 20 | 85 | 8 |
| ***31*** | Male | 22 | 70 | 8 |
| ***32*** | Female | 22 | 85 | 8 |
| ***33*** | Female | 26 | 74 | 9 |
| ***34*** | Female | 25 | 124 | 9 |
| ***35*** | Female | 23 | 51 | 9 |
| ***36*** | Male | 27 | 124 | 10 |
| ***37*** | Male | 21 | 63 | 10 |
| ***38*** | Male | 21 | 72 | 10 |
| ***39*** | Male | 11 | 79 | 10 |
| ***40*** | Female | 4 | 72 | 10 |
| ***41*** | Male | 19 | 80 | 10 |
| ***42*** | Male | 4 | 84 | 11 |
| ***43*** | Male | 13 | 113 | 11 |
| ***44*** | Female | 22 | 94 | 14 |
| ***45*** | Male | 14 | 123 | 14 |
| ***46*** | Female | 25 | 83 | 15 |
| ***47*** | Male | 20 | 78 | 11 |
| ***48*** | Female | 18 | 90 | 10 |
| ***49*** | Male | 23 | 93 | 13 |
| ***50*** | Male | 15 | 110 | 12 |
| ***51*** | Male | 14 | 114 | 10 |
| ***52*** | Male | 10 | 94 | 13 |
| ***53*** | Male | 27 | 119 | 14 |
| ***54*** | Female | 4 | 79 | 15 |
| ***55*** | Female | 5 | 89 | 10 |
| ***56*** | Male | 20 | 81 | 12 |
| ***57*** | Male | 28 | 117 | 10 |
| ***58*** | Female | 22 | 60 | 14 |
| ***59*** | Female | 8 | 120 | 14 |
| ***60*** | Male | 15 | 111 | 13 |

**Question 3**

Data on the relationship between personality profile and nicotine dependence may help health professionals to design and improve programs for the treatment and prevention of this dependence. A researcher obtains three groups of 20 participants: current smokers; individuals who have given up smoking for more than twelve months; and individuals who have never smoked. In addition to providing their smoking status, participants completed Costa and McCrae’s (1992) NEO Personality Inventory Revised (NEO-PI-R).

***Do levels of extraversion, agreeableness and neuroticism differ amongst these three groups?***

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| ***Participant number*** | ***Smoking status*** | ***Extraversion*** | ***Agreeableness*** | ***Neuroticism*** |
| ***1*** | Current | 138 | 93 | 85 |
| ***2*** | Current | 164 | 120 | 71 |
| ***3*** | Current | 142 | 88 | 98 |
| ***4*** | Current | 150 | 151 | 94 |
| ***5*** | Current | 130 | 86 | 22 |
| ***6*** | Current | 146 | 87 | 101 |
| ***7*** | Current | 167 | 171 | 25 |
| ***8*** | Current | 147 | 111 | 77 |
| ***9*** | Current | 168 | 114 | 95 |
| ***10*** | Current | 153 | 66 | 104 |
| ***11*** | Current | 159 | 85 | 95 |
| ***12*** | Current | 142 | 123 | 87 |
| ***13*** | Current | 168 | 162 | 94 |
| ***14*** | Current | 143 | 135 | 19 |
| ***15*** | Current | 139 | 97 | 57 |
| ***16*** | Current | 166 | 85 | 100 |
| ***17*** | Current | 167 | 68 | 57 |
| ***18*** | Current | 134 | 156 | 27 |
| ***19*** | Current | 144 | 97 | 75 |
| ***20*** | Current | 161 | 65 | 74 |
| ***21*** | Ex-smoker | 155 | 90 | 105 |
| ***22*** | Ex-smoker | 138 | 105 | 88 |
| ***23*** | Ex-smoker | 151 | 108 | 65 |
| ***24*** | Ex-smoker | 160 | 85 | 120 |
| ***25*** | Ex-smoker | 132 | 166 | 44 |
| ***26*** | Ex-smoker | 143 | 94 | 82 |
| ***27*** | Ex-smoker | 160 | 107 | 52 |
| ***28*** | Ex-smoker | 124 | 135 | 98 |
| ***29*** | Ex-smoker | 153 | 93 | 63 |
| ***30*** | Ex-smoker | 168 | 79 | 106 |
| ***31*** | Ex-smoker | 123 | 114 | 88 |
| ***32*** | Ex-smoker | 156 | 75 | 107 |
| ***33*** | Ex-smoker | 120 | 112 | 89 |
| ***34*** | Ex-smoker | 102 | 143 | 114 |
| ***35*** | Ex-smoker | 124 | 56 | 108 |
| ***36*** | Ex-smoker | 148 | 128 | 112 |
| ***37*** | Ex-smoker | 107 | 75 | 111 |
| ***38*** | Ex-smoker | 135 | 57 | 64 |
| ***39*** | Ex-smoker | 127 | 86 | 59 |
| ***40*** | Ex-smoker | 129 | 61 | 83 |
| ***41*** | Never smoked | 100 | 55 | 109 |
| ***42*** | Never smoked | 105 | 83 | 136 |
| ***43*** | Never smoked | 117 | 167 | 61 |
| ***44*** | Never smoked | 109 | 155 | 120 |
| ***45*** | Never smoked | 76 | 108 | 65 |
| ***46*** | Never smoked | 114 | 120 | 141 |
| ***47*** | Never smoked | 105 | 165 | 116 |
| ***48*** | Never smoked | 108 | 111 | 110 |
| ***49*** | Never smoked | 98 | 142 | 103 |
| ***50*** | Never smoked | 86 | 106 | 67 |
| ***51*** | Never smoked | 93 | 129 | 107 |
| ***52*** | Never smoked | 100 | 140 | 134 |
| ***53*** | Never smoked | 96 | 69 | 51 |
| ***54*** | Never smoked | 79 | 89 | 66 |
| ***55*** | Never smoked | 72 | 62 | 87 |
| ***56*** | Never smoked | 86 | 137 | 52 |
| ***57*** | Never smoked | 97 | 134 | 113 |
| ***58*** | Never smoked | 118 | 72 | 139 |
| ***59*** | Never smoked | 87 | 173 | 116 |
| ***60*** | Never smoked | 91 | 75 | 50 |

Please refer to section 5 for marking guidelines and assessment criteria for this assignment.

# Feedback, marking criteria and grading of your assessment

This section tells you how the marker will assess your work fairly. All markers aim for our feedback to be: timely, individual to you, helpful, empowering and manageable.

They will also offer you opportunities to discuss the marking criteria they intend to use, and the type of feedback they intend to give you. You should create a shared understanding of this with them and your peers during the course of the module. They may also give you opportunities to assess your own work and the work of your peers. Look out for these opportunities.

Assessment markers can give you feedback and allocate marks to you using a range of methods and tools that are appropriate to the specific module and assessment. The marker may make comments within your script (in bubbles) and may also give you written comments in the long box. They may give you a form of audio or video feedback.

When they give you feedback on your assessment, as a minimum, your marker will tell you:

* if and how you have met the relevant learning outcomes
* the areas within which you did well in this assessment (they will commend you)
* the areas you could have improved in this assessment (they will make suggestions)
* what activities you can work on to help you in your next studies (you can take these ideas forward with you, and may discuss them with your Personal Tutor. You can also build them into your Action Planning).

In this module specifically, they will use the following tools. This feedback and marking structure will be specific to each component as relevant.

## Coursework 1: Scale development report

**Marking Guidelines**

Most of the exercises do not have precise ‘model answers’ as this can be restrictive. Although examples will be provided throughout the module on how to word answers, these are not necessarily definitive; as long as the answers contain the correct information presented in a clear manner, it is possible for a student to pass (or achieve a high grade) even if they haven’t followed the exemplars word-for-word.

A passing answer will show some ability to state predictions for analyses, but may omit some aspects of the analysis. Screening and treatment of data may be limited or may require clearer justification. The validity and reliability tests chosen will largely be suitable and will be performed and reported adequately, but there may be some errors, lack of detail or lack of understanding evident in places. There will be some relevant discussion of findings but this may be overly brief or require a clearer focus on the research question. Relevant SPSS outputs will be included but some parts may be missing.

A good answer will include clearly stated predictions for all aspects of the analysis (e.g. validity, reliability and factor analysis) with meaningful directions. There will be full screening of data, with clear justification for any treatment of data and for the use of each test. The tests chosen will be suitable, correctly performed and clearly reported in an appropriate format, including interpretation of the factors. Recommendation for future tests will be appropriate and justified. The findings will be clearly discussed with reference to the research question. All relevant SPSS outputs will be included.

Your work will be assessed against the following marking rubric:

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Criteria** | **Excellent** | **Very Good** | **Good** | **Satisfactory** | **Unsatisfactory** | **Poor/Very Poor** |
| Prediction and analysis | Prediction for the question is clearly written and appropriate and explain what you would predict based upon the description of the research question. | Provides prediction for the question based upon the description of the research question, however, there are some minor errors / misunderstandings. | Provides prediction for the question based upon the description of the research question, however, there are some errors / misunderstandings. | Provides prediction for the question based upon the description of the research question, however, there are some errors / misunderstandings. | Fails to provide an accurate or complete prediction for the question based upon the description of the research question. | Fails to provide prediction for the question based upon the description of the research question. |
| Data screening | Provide an insightful description of the data screening process using appropriate psychological terminology. Supported by references where appropriate. | Describes the data screening process in detail using appropriate psychological terminology. | Describes the data screening process using appropriate psychological terminology. | Describes the data screening process for the question. May be some errors / misunderstandings in reporting. | Fails to satisfactorily screen the data for the question. | Fails to screen the data for the question. |
| Results | Provide an insightful description of the stages of scale development and assessment of psychometric properties using appropriate psychological terminology. Supported by references where appropriate. | Describes the scale development process and assessment of psychometric properties in detail using appropriate psychological terminology. | Describes the scale development process and assessment of psychometric properties using appropriate psychological terminology. | Describes the scale development and assessment of psychometric properties approach undertaken. May be some errors / misunderstandings in reporting. | Fails to satisfactorily describe scale development or assess the psychometric properties of the scale. | Fails to describe scale development or assess the psychometric properties of the scale. |
| Discussion | There is a short discussion of the findings of the results, and demonstrate a thorough understanding of what the results can tell us. | There is a short discussion of the findings of relevant results. | There is a short discussion of the findings of the results that are relevant to scale development. There may be some minor errors or missing information. | There is some discussion of the findings for the scale development however, there may be evidence of some weaknesses, errors or missing elements. | The discussion of the findings for the scale development may be missing most of the information or include many errors. | The discussion of the findings for the scale development is missing. |
| Appendices | All relevant calculations and SPSS outputs are included as appendices. | Nearly all relevant calculations and SPSS outputs are included as appendices. | Most of the relevant calculations and SPSS outputs are included as appendices. | Most of the relevant calculations and SPSS outputs are included as appendices, but some material missing. | The relevant calculations and SPSS outputs may be missing from the appendices. | The relevant calculations and SPSS outputs are missing from the appendices. |
| Presentation and Expression | Excellent standard of presentation and expression, with very well structured academic writing. Appropriate psychological language used throughout. | Very good standard of presentation and expression, with very well structured academic writing. Consistent use of appropriate psychological language. | Good standard of presentation and expression, with generally well-structured academic writing. Ability to use appropriate psychological language. | Satisfactory standard of presentation and expression, with adequately structured academic writing. Ability to use appropriate psychological terms. | Unsatisfactory standard of presentation and expression, with inadequately structured academic writing. Limited ability to use appropriate psychological terms. | Poor standard of presentation and expression and academic writing that is not up to postgraduate standard. Inability to use appropriate psychological terms. |

**Feedback Information**

All work is marked electronically through Grademark in Turnitin. Students will receive their grade with general comments as well as comments throughout the text. Feedback will be linked back to the module learning outcomes and university grading criteria for PG programmes. It will also outline how you have met the above requirements (from the marking rubric).

## Coursework 2: SPSS exercise portfolio

**Marking Guidelines**

Most of the exercises do not have precise ‘model answers’ as this can be restrictive. Although examples will be provided throughout the module on how to word answers, these are not necessarily definitive; as long as the answers contain the correct information presented in a clear manner, it is possible for a student to pass (or achieve a high grade) even if they haven’t followed the exemplars word-for-word.

A passing answer will show some ability to state predictions for analyses, but may omit some aspects of the analysis and may not include meaningful directions. Screening and treatment of data may be limited or may require clearer justification. The tests chosen will largely be suitable and will be performed and reported adequately, but there may be some errors, lack of detail or lack of understanding evident in places, and effect sizes and power calculations may not always be included. There will be some relevant discussion of findings but this may be overly brief or require a clearer focus on the research question. Relevant SPSS outputs will be included but some parts may be missing.

A good answer will include clearly stated predictions for all aspects of the analysis (e.g. main effects and interactions) with meaningful directions. There will be full screening of data, with clear justification for any treatment of data and for the use of each statistical test. The tests chosen will be suitable, correctly performed and clearly reported in an appropriate format, including effect sizes and power calculations where appropriate. The findings will be clearly discussed with reference to the research question. All relevant SPSS outputs will be included.

Your work will be assessed against the following marking rubric:

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Criteria** | **Excellent** | **Very Good** | **Good** | **Satisfactory** | **Unsatisfactory** | **Poor/Very Poor** |
| Prediction and analysis | Prediction for the question is clearly written and appropriate and explain what you would predict based upon the description of the research question. | Provides prediction for the question based upon the description of the research question, however, there are some minor errors / misunderstandings. | Provides prediction for the question based upon the description of the research question, however, there are some errors / misunderstandings. | Provides prediction for the question based upon the description of the research question, however, there are some errors / misunderstandings. | Fails to provide an accurate or complete prediction for the question based upon the description of the research question. | Fails to provide prediction for the question based upon the description of the research question. |
| Data screening | Provide an insightful description of the data screening process using appropriate psychological terminology. Supported by references where appropriate. | Describes the data screening process in detail using appropriate psychological terminology. | Describes the data screening process using appropriate psychological terminology. | Describes the data screening process for the question. May be some errors / misunderstandings in reporting. | Fails to satisfactorily screen the data for the question. | Fails to screen the data for the question. |
| Results | The correct test is identified, justified and reported with no errors and with all relevant information. Effect sizes and power calculations have been correctly reported where appropriate. | The correct test is identified and reported clearly and accurately with minimal errors or missing elements. Effect sizes and power calculations have been reported where appropriate, with minimal errors. | The correct test is identified and reported competently, but there may be some errors or missing elements. Effect sizes and power calculations have been reported where appropriate, however, there may be a number of errors or misunderstandings. | The correct test is identified and reported to a passing standard, but there may be weaknesses, errors or missing elements. No evidence of reporting of effect sizes or power calculations. | The correct test is not identified or expressed to a passing standard, and there may be considerable weaknesses, errors or missing elements. No evidence of reporting of effect sizes or power calculations. | The correct test is not identified and the answer is expressed very poorly, with considerable misunderstandings, errors or missing elements. No evidence of reporting of effect sizes or power calculations. |
| Discussion | There is a short discussion of the findings of the results that are relevant to the research question and demonstrate a thorough understanding of what the results can tell us. | There is a short discussion of the findings of the results that are relevant to the research question. | There is a short discussion of the findings of the results that are relevant to the research question. There may be some minor errors or missing information. | There is some discussion of the findings for the exercise, however, there may be evidence of some weaknesses, errors or missing elements. | The discussion of the findings for the exercise may be missing most of the information or include many errors. | The discussion of the findings for the exercise is missing. |
| Appendices | All relevant calculations and SPSS outputs are included as appendices. | Nearly all relevant calculations and SPSS outputs are included as appendices. | Most of the relevant calculations and SPSS outputs are included as appendices. | Most of the relevant calculations and SPSS outputs are included as appendices, but some material missing. | The relevant calculations and SPSS outputs may be missing from the appendices. | The relevant calculations and SPSS outputs are missing from the appendices. |
| Presentation and Expression | Excellent standard of presentation and expression, with very well structured academic writing. Appropriate psychological language used throughout. | Very good standard of presentation and expression, with very well structured academic writing. Consistent use of appropriate psychological language. | Good standard of presentation and expression, with generally well-structured academic writing. Ability to use appropriate psychological language. | Satisfactory standard of presentation and expression, with adequately structured academic writing. Ability to use appropriate psychological terms. | Unsatisfactory standard of presentation and expression, with inadequately structured academic writing. Limited ability to use appropriate psychological terms. | Poor standard of presentation and expression and academic writing that is not up to postgraduate standard. Inability to use appropriate psychological terms. |

**Feedback Information**

All work is marked electronically through Grademark in Turnitin. Students will receive their grade with general comments as well as comments throughout the text. Feedback will be linked back to the module learning outcomes and university grading criteria for PG programmes. It will also outline how you have met the above requirements (from the marking rubric).

# Assessment Presentation

When marking this assessment, the markers will also be looking for the following.

* Legible and clear presentation.
* Good use of spelling, grammar and language throughout.
* Appropriate focus, meeting learning outcomes/assessment criteria.
* Logical progression and structure of arguments.
* Evidence of a range of relevant supporting reading.
* Use of accurate, evidence-based information to support the arguments made.
* Follow normal Academic Regulations in terms of Academic Offences, style and language.
* Use of the appropriate system of referencing (APA style).
* A declaration statement which says you have checked your Turnitin originality report and that you are certain that the work is your own (and has never been submitted for marking before by you, or anyone else).

You will note that most of these will have been incorporated within the marking criteria (on the previous page) and marks will have been allocated to them. Different modules will give different priority to these.

# Assessment regulations

The standard University assessment regulations apply for this assessment. Please note that in line with the University common assessment regulations, failure to submit coursework (i.e. non-submission) could lead to you failing the module.

Details of assessment regulations are available at: <https://www.derby.ac.uk/about/organisation/academic-regulations/> (sections F and E).

Work submitted late, will be marked according to University regulation, please see [the University guidance on Late Submissions.](https://udo.derby.ac.uk/sites/udohe/MyStudyGuidance/Pages/Deadline-Submissions.aspx)