1. **Title of the module**

ANTB5590 (SE559) Quantitative Research Methods

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

School of Anthropology and Conservation

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

Level 5

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

15 credits (7.5 ECTS)

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

Spring

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

None

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

BSc Anthropology

BSc Biological Anthropology

1. **The intended subject specific learning outcomes.
On successfully completing the module students will be able to:**

8.1 Understand scientific methods including hypothesis building, methods of data collection, and research design.

8.2 Propose a research project, and report its results.

8.3 Demonstrate an in-depth understanding of statistics and data handling, including use of appropriate computer software.

8.4 Critically evaluate the results of new research in the field.

1. **The intended generic learning outcomes.
On successfully completing the module students will be able to:**

9.1 Think critically

9.2 Communicate information through the development of writing and analytical skills

9.3 Manage their time to facilitate study and learning.

9.4 Organise information in a clear way

9.5 Demonstrate skills in quantitative research methods, data handling, and analysis

1. **A synopsis of the curriculum**

This module will introduce students to quantitative research methods, with particular reference to biological and scientific anthropology, as well as basic statistics and data handling, through a combination of seminars and practical classes on research methods, statistics, and instruction in the use of computer software to analyse data. The goal of this module is to provide students with an understanding of how scientific research proceeds, and thus how to design and undertake an independent research project. Topics covered include an introduction to parametric and non-parametric statistical techniques, how to use programmes such as SPSS, how to build and tests hypotheses, and how to structure a research proposal.

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

Brace, N., Snelgar, R., and Kemp R. (2016). SPSS for Psychologists, and everybody else (6th ed.). Palgrave Macmillan.

Field, A (2013) Discovering statistics using SPSS (4th ed.), SAGE Publications.

Gastel, B and Day, R.A. (2016). How to Write and Publish a Scientific Paper (8th ed). Cambridge: Cambridge University Press.

1. **Learning and teaching methods**

Total contact hours: 22

Private study hours: 128

Total study hours: 150

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

Practical Assignment (50%)

Research Proposal (2000 words) (50%)

13.2 Reassessment methods

Reassessment Instrument: 100% coursework.

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

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | *8.1* | *8.2* | *8.3* | *8.4* | *9.1* | *9.2* | *9.3* | *9.4* | *9.5* |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |
| **Private Study** | **X** | **X** |  | **X** | **X** | **X** | **X** | **X** | **X** |
| *Seminars* | **X** | **X** |  | **X** | **X** |  |  |  | **X** |
| *Lectures* | **X** |  | **X** | **X** | **X** |  |  |  | **X** |
| *Practical Classes* | **X** | **X** | **X** |  |  |  | **X** | **X** | **X** |
| **Assessment method** |  |  |  |  |  |  |  |  |  |
| *Practical assignment* | **X** | **X** | **X** |  | **X** | **X** | **X** | **X** | **X** |
| *Proposal* | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |

1. **Inclusive module design**

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

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

a) Accessible resources and curriculum

b) Learning, teaching and assessment methods

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

Canterbury

1. **Internationalisation**

This module is agnostic with regard to internationalisation. As a ‘methods’ module, the skills taught are not restricted to any particular nation or region of the world; at the same time, an explicitly international dimension to the content would neither be appropriate nor feasible.

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

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| --- | --- | --- | --- | --- |
| Date approved | Major/minor revision | Start date of the delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
| 02/08/17 | Major | January 2018 | 1,6,8,9,10,12,13,14 | Yes |
|  |  |  |  |  |

Revised FSO Jan 2018