1. **Title of the module**

MAST5952 (MA5952) Understanding and Synthesising Research

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

School of Mathematics, Statistics and Actuarial Science.

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)**

Autumn

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

Pre-requisite: None

Co-requisite: None

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

\*Standard Programme Title\* with a Year in Data Analytics

1. **The intended subject specific learning outcomes.
On successfully completing the module students will be able to:**
2. demonstrate knowledge and critical understanding of how quantitative research informs our understanding of the social world;
3. demonstrate the capability to understand and critique the methods and results of quantitative academic research projects, including those based on statistical analyses;
4. select and deploy the principles of quantitative analysis (including measurement, sampling, and model building) in their critiques of research outputs;
5. demonstrate the capability to locate multiple relevant quantitative research reports bearing on a specific research question, theory, or proposition, employing systematic principles of evidence gathering;
6. demonstrate the capability to synthesise evidence from multiple quantitative research reports to arrive at an informed position regarding the evidence for a particular theory or proposition;
7. select and deploy the principles of quantitative analysis in balancing evidence from multiple quantitative research reports.
8. **The intended generic learning outcomes.
On successfully completing the module students will be able to:**
9. make effective use of IT facilities for solving problems;
10. demonstrate critical thinking skills;
11. demonstrate the skills needed to work and communicate in a group, including an understanding of the roles of different individuals within a team;
12. communicate straightforward arguments and conclusions reasonably accurately and clearly;
13. manage their own learning and development.
14. **A synopsis of the curriculum**

This module will focus on the application of quantitative methods to substantive areas of social research (such as race, gender or economic inequality). Through this module, students will be encouraged to see the importance of quantitative research to understanding the big issues in society. The module will also furnish students with the knowledge and skills required to interpret the results of quantitative research, and to synthesise the diversity of findings on a particular issue.

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

The University is committed to ensuring that core reading materials are in accessible electronic format in line with the Kent Inclusive Practices.

The most up to date reading list for each module can be found on the university's [reading list pages](https://kent.rl.talis.com/index.html).

Greenhalgh, T. (2010). How to Read a Paper: The Basics of Evidence-Based Medicine. Wiley-Blackwell: Hoboken, NJ.

Dilnot. A., & Blastland, M. (2008). The Tiger That Isn’t: Seeing Through a World of Numbers. Profile Books: London.

Bryman, A. (2012). Social Research Methods. OUP: Oxford

Fielding, J., & Gilbert, N. (2006). Understanding Social Statistics. SAGE: London.

Trieman, D.J. (2009). Quantitative Data Analysis: Doing Social Research to Test Ideas. Wiley: Hoboken, NJ.

1. **Learning and teaching methods**

22 Contact hours comprising lectures, workshops and seminars

128 Hours of private study

Total hours for the module: 150

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

The module will be assessed by 100% coursework.

Group presentation (35%)

Essay – 2,500 words (65%)

13.2 Reassessment methods

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 | 8.5 | 8.6 | 9.1 | 9.2 | 9.3 | 9.4 | 9.5 |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |  |  |
| **Private Study** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| Lecture |  | **X** |  | **X** | **X** | **X** | **X** | **X** |  |  |  |
| Seminar | **X** | **X** | **X** |  | **X** | **X** |  | **X** | **X** | **X** |  |
| Workshops | **X** | **X** | **X** |  | **X** | **X** |  | **X** | **X** | **X** |  |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |  |
| Presentation | **X** | **X** | **X** |  |  |  | **X** | **X** | **X** | **X** | **X** |
| Essay | **X** | **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**

Data analysis is an international language using internationally recognised techniques developed and refined by statisticians and analysts across the globe. Mastery of the subject-specific learning outcomes will equip students to apply the theories and techniques of this module in a wide range of international contexts. The module team is drawn from the School of Mathematics, Statistics and Actuarial Science/School of Social Policy, Sociology and Social Research, which includes many members of staff with international experience of teaching and research collaboration.

In compiling the reading list, consideration has been given to the range of texts that are available internationally and a selection of texts has been identified to complement the delivery of the material.

Examples with an international dimension are included in the module where appropriate.

The support SMSAS/SSPSSR provides to its students is also internationally attuned given our international student body.

**FACULTIES SUPPORT OFFICE USE ONLY**

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

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Date approved | Major/minor revision | Start date of the delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
| 23/02/2023 | Minor | 2023/24 | 11 | No |
|  |  |  |  |  |