1. **Title of the module**

SOCI4100 (SO410) Doing Social Research with Numbers

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

School of Social Policy, Sociology and Social Research

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

Level 4

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 term (term 1)

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

None

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

Compulsory module for:-

Q step minor programmes ‘with Quantitative Research’

Business Administration and Business Analytics BBA

1. **The intended subject specific learning outcomes.
On successfully completing the module students will be able to:**
	1. Demonstrate knowledge of validity, reliability and transparency issues when carrying out statistical analyses
	2. Understand the difference between descriptive statistics (i.e. central tendency and dispersion) and inferential statistics (i.e. correlation, regression)
	3. Demonstrate an ability to select the correct method of statistical analysis (description, correlation/association, statistical inference) based on the research question under study, the study design and data available
	4. Demonstrate an ability to read, understand and report/represent (e.g. tables, graphs) the results of regression analyses
	5. Demonstrate an ability to carry out multiple forms of regression analysis with the help of statistical software (e.g. SPSS, Excel)
	6. Demonstrate an ability to investigate the assumptions of regression (e.g. heterocedasticity) and assess whether to take appropriate actions when assumptions are not met (e.g. remove outliers)
	7. Understand the underlying principles of causality and main limitations when assessing causal inference
	8. Understand the advantages and limitations of using regression for the study of causality
2. **The intended generic learning outcomes.
On successfully completing the module students will be able to:**
	1. Demonstrate strong quantitative analytical skills that will enable them to examine complex societal processes
	2. Understand the strengths and weaknesses of quantitative methods of analysis and apply sound judgement when selecting the statistical method of analysis
	3. Demonstrate proficiency in the use of one or various statistical software packages (e.g. SPSS)
3. **A synopsis of the curriculum**

This module aims to develop key statistical skills in students on their arrival at Kent, which they can build on in their further research and substantive modules in their degree. Learning will be oriented towards:

1. Assessing the strengths and limitations of using regression analysis for the establishment of causal inference; This includes:
	* Distinction between causality, correlation or association
	* Levels of measurement (e.g. nominal, ordinal, interval, ratio)
	* Methods of regression analysis (e.g. OLS and logistic regression) and related assumptions
2. Learning how to respond to research questions with the application of statistical methods of analysis, mainly regression methods, with the help of statistical software.

Learning how to interpret the outcome of regression models and contextualise the results within broader theories

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

Agresti, A. (2013). *Categorical Data Analysis*. Wiley

Allison, P.D. (1999), *Multiple Regression: A Primer.* SAGE Publications

deVries, R. (2018) Critical Statistics: Seeing beyond the headlines, Palgrave. .

Field, A. (2013). *Discovering statistics using IBM SPSS statistics*. Sage.

1. **Learning and teaching methods**

 Total contact hours: 22

 Private study hours: 128

 Total study hours: 150

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

Coursework – seminar participation - 5%

Coursework – presentation – 40%

Coursework –research report (2500 words) – 55%

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 | 8.7 | 8.8 |  | 9.1 | 9.2 | 9.3 |  |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Private Study** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |  | **X** | **X** | **X** |  |
| Lectures | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |  | **X** | **X** |  |  |
| Seminars | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |  | **X** | **X** | **X** |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Seminar participation | **X** | **X** | **X** | **X** | **X** | **X** | **X** |  |  | **X** | **X** | **X** |  |
| Presentation | **X** | **X** | **X** |  |  | **X** | **X** |  |  |  | **X** |  |  |
| Research report | **X** | **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**

The subject specific skills obtained through studying the module content are internationally applicable as are the generic skills.

**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 delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
| 08/06/16 | Minor | September 2016 | 1 | No |
|  |  |  |  |  |

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| Updated by SSPSSR into CMA compliant format November 2018 |