1. **Title of the module**

SOCI7560 (SO756) Quantitative Research Dissertation

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 6

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

30 credits (15 ECTS)

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

Autumn term (term 1) and Spring term (term 2)

1. **Prerequisite and co-requisite modules**
2. SOC5012 (SO5012) Analysing Data in the Real World**The programmes of study to which the module contributes**

All programmes ‘with Quantitative Research’

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

8.1 Identify a research question

8.2 Identify and critically evaluate the literature relevant to the question

8.3 Identify appropriate data sources (can be primary or secondary data) for investigating selected research question

8.4 Identify and apply appropriate analytical methods for investigating selected research question

8.5 Understand and put into practice links between theory, research questions, quantitative analysis, and findings

8.6 Systematically convey the process of quantitative data gathering, analysis, findings, and their implications of a specified research question.

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

9.1 Demonstrate bibliographic and computer search skills

9.2 Think critically, analyse and synthesise, including ability to evaluate statements in relation to evidence, line of reasoning and implicit values

9.3 Demonstrate advanced skills in the analysis and communication of quantitative data

9.4 Distinguish between technical, normative, moral and political questions

9.5 Critically assess scholarly theory and data and their implications.

1. **A synopsis of the curriculum**

The aim of the module is that students choose and then answer their own research question. The objectives are to develop a research question and appropriate research design. This will be followed by identifying suitable data sources based on existing literature and data analysis techniques to interrogate the data and answer their research question.

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

Allison, P. D. (1999). *Multiple regression: A primer*. Thousand Oaks/London, Pine Forge Press.

Longhi, S., & Nandi, A. (2014). *A Practical Guide to Using Panel Data*. Sage.

Mills, M. (2011). *Introducing survival and event history analysis*. Sage Publications.

Morgan, S. L., & Winship, C. (2014). *Counterfactuals and causal inference*. Cambridge University Press.

Rabe-Hesketh, S.. (2012). *Multilevel and longitudinal modelling using Stata*. Third edition, College Station, STATA press.

Tarling, R. (2008). *Statistical modelling for social researchers: Principles and practice*. Routledge.

1. **Learning and teaching methods**

Total contact hours: 10

Private study hours: 290

Total study hours: 300

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

Coursework- Research Proposal (2000 words) - 25%

Coursework - Dissertation (10000 words) - 75%

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)***

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **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** |  |  |  |  |  |  |  |  |  |  |  |
| Teaching | X |  | X |  |  |  |  |  |  | X | X |
| Supervision | X | X | X | X | X | X | X | X | X | X | X |
| Private study | X | X | X | X | X | X | X | X | X | X | X |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |  |
| Research proposal | X | X | X | X |  |  | X |  |  | X |  |
| Dissertation | 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**

Research dissertations are particularly suitable for Internationalisation of curriculum for two reasons: Firstly, most social science degree programmes around the world include research dissertations and it therefore translates well into different settings. Secondly, students are able to set their own research questions, which means that international students can potentially carry out research on an issue of high importance in their home country.

**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.**

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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) |
| 09/03/20 | Minor | September 2020 | 6,10,11 | No |
|  |  |  |  |  |

Revised FSO Jan 2018