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1. **Title of the module**

SOCI8190 (SO819) – Analysis of Quantitative Data

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 7

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

20 credits (10 ECTS)

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

Spring term (term 2)

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

None

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

Methods of Social research MA

Two year Master’s in Methods of Social Research MA

Option module for other SSPSSR taught MAs

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

8.1 Demonstrate a critical understanding of the theoretical and methodological basis of quantitative research, as well as some of the limitations it may have. This includes the ability to evaluate the strength and the weaknesses of the analysis methods as well as knowing how and when to use or combine quantitative research

8.2 Demonstrate a critical understanding of the statistical techniques applied in social science research. More specifically, students are expected to be able to manage data using SPSS and run analysis using basic methods of descriptive and inferential statistics as required by the ESRC Guidelines to critically support one’s own research. This would include comparative as well as longitudinal methods.

8.3 Demonstrate the ability to present one’s own quantitative analysis outcome both verbally and in written work. In addition, have the ability to critically evaluate the statistical methods used in the research literature as well as policy documents.

8.4 Demonstrate a critical understanding of how to find and evaluate existing secondary data sets. This includes accessing data from the UK Data Archive, as well as other comparative data from other sources. In addition, students are expected to know how to choose a valid sample from the existing data to fit their own research interest

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

9.1 Consolidate their skills in presentation and debate, both written and verbal, to a level commensurate with postgraduate study

9.2 Identify and solve problems that are common in social research

9.3 Consolidate their skills in collating complex material using databases and the internet as appropriate

9.4 Manage their time, prioritise workloads and manage stress as well taking responsibility for their learning and professional development

1. **A synopsis of the curriculum**

The module will provide an introduction to the use of Statistical Analysis within the Research Process. It will begin by introducing and discussing different types of measurement and the practical use of SPSS. After discussing basic data description and transformation the focus will shift to Exploratory Data Analysis and the need to examine the data carefully. Approaches to summarising data and distributions will then be examined. This will then be followed by methods to test research hypotheses through bi-variate and multivariate regression methods, including more advanced techniques such as logistic regression, and interaction terms. The final part of the module will look at various issues surrounding the practical quantitative data analysis, such as how to find appropriate data and about presenting research outcomes.

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

Field, A.P. (2013) *Discovering statistics using IBM SPSS: (and sex and drugs and rock 'n' roll). Fourth Edition. UK: Sage.*

Pallant, J. (2010) *SPSS Survival Manual*, 4th edition, McGaw-Hill.

Bryman and Cramer (2011) *Quantitative Data Analysis with SPSS: A Guide for Social Scientists,* Taylor & Francis.

1. **Learning and teaching methods**

Total contact hours: 33

Private study hours: 167

Total study hours: 200

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

Coursework 3,000 word essay/research report – 60%

Coursework - In class test – three of – 30% (10% per test)

Coursework - In class 10 minute seminar presentations – 10%

13.2 Reassessment methods

Reassessment instrument - 100% coursework.

1. **Map of module learning outcomes (sections 8 & 9) to learning and teaching methods (section 12) and methods of assessment (section 13)**

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| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | *8.1* | *8.2* | *8.3* | *8.4* | *9.1* | *9.2* | *9.3* | *9.4* |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |
| Private Study | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| Lectures | **X** | **X** | **X** | **X** |  |  |  |  |
| Seminars/ workshops | **X** | **X** | **X** | **X** | **X** | **X** | **X** |  |
| **Assessment method** |  |  |  |  |  |  |  |  |
| Essay /research report - 3000 words | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| In class test | **X** | **X** | **X** |  |  | **X** | **X** | **X** |
| Presentations | **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 includes internationally relevant elements in subject content and assessment tasks. Research problems from a variety of international contexts are discussed and evaluated using quantitative data analysis. The primary data source for the workshops and assessments is normally an international social survey dataset including data from a number of European countries.

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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) |
| 24/03/2017 | Minor | September 2017 | 8, 9, 13, 14 |  |
|  |  |  |  |  |

Revised FSO Feb 2018