

## University of the West of Scotland

## Module Descriptor

Session: 2024-25

<b>Title of Module: Foundations of Quantitative Research Methods</b>			
<b>Code: SOCY08022</b>	<b>SCQF Level: 8 (Scottish Credit and Qualifications Framework)</b>	<b>Credit Points:  20</b>	<b>ECTS: 10 (European Credit Transfer Scheme)</b>
<b>School:</b>	School of Education & Social Sciences		
<b>Module Co-ordinator:</b>	D McDonnell		
<b>Summary of Module</b>			
<p>This module introduces you to quantitative research methods within the social sciences. The module is aimed at providing a firm understanding of core concepts and terms associated with quantitative methods, with a view to applying this knowledge in your own work at levels 9 and 10. Through a combination of lectures and hands-on tutorials, students will learn the following:</p> <ul style="list-style-type: none"> <li>• Principles and theoretical backgrounds of quantitative methods, key terms and statistical concepts including: randomisation, conceptualising and operationalising social phenomena, levels of measurement</li> <li>• Conceptual and technical aspects of descriptive statistics (including central tendency, variation, correlations) and statistical inference (including p-values, significance, type 1 and type 2 errors) as used in the social sciences</li> <li>• Key features of experimental and observational research designs (including questionnaire design, causal effects, sampling frames, methods of sampling, sample size)</li> <li>• The role of trust and ethics in producing and consuming quantitative research findings</li> </ul>			

<b>Module Delivery Method</b>					
<b>Face-To-Face</b>	<b>Blended</b>	<b>Fully Online</b>	<b>HybridC</b>	<b>Hybrid 0</b>	<b>Work-Based Learning</b>
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>See Guidance Note for details.</b>					

<b>Campus(es) for Module Delivery</b>						
The module will <b>normally</b> be offered on the following campuses / or by Distance/Online Learning: (Provided viable student numbers permit) (tick as appropriate)						
Paisley:	Ayr:	Dumfries:	Lanarkshire:	London:	Distance/Online Learning:	Other:
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Add name

<b>Term(s) for Module Delivery</b>					
(Provided viable student numbers permit).					
Term 1	<input type="checkbox"/>	Term 2	<input checked="" type="checkbox"/>	Term 3	<input type="checkbox"/>

<b>Learning Outcomes: (maximum of 5 statements)</b> These should take cognisance of the SCQF level descriptors and be at the appropriate level for the module. At the end of this module the student will be able to:	
L1	Demonstrate critical knowledge and understanding of the fundamental elements of quantitative research.
L2	Demonstrate well-developed capacities for designing rigorous pieces of quantitative research
L3	Critically review and interpret published quantitative social science research
L4	
L5	
<b>Employability Skills and Personal Development Planning (PDP) Skills</b>	
<b>SCQF Headings</b>	During completion of this module, there will be an opportunity to achieve core skills in:
Knowledge and Understanding (K and U)	SCQF Level <b>8</b> Demonstration of knowledge and understanding of research practices and techniques.
Practice: Applied Knowledge and Understanding	SCQF Level <b>8</b> Application of knowledge and understanding of research practices and techniques to produce a research proposal  Apply understanding derived from module readings, workshop activities and independent study to deliver a professional

	assessment in the form of a critical review of published quantitative research	
Generic Cognitive skills	<p>SCQF Level <b>8</b></p> <p>Presentation and evaluation of information and data that addresses a defined research question.</p> <p>Identify a range of approaches to critically evaluate research problems</p>	
Communication, ICT and Numeracy Skills	<p>SCQF Level <b>8</b></p> <p>Communication of complex ideas using appropriate electronic media.</p> <p>Application of technology to facilitate information and data retrieval</p>	
Autonomy, Accountability and Working with others	<p>SCQF Level <b>8</b></p> <p>Work with others in a way that recognizes contribution of self and peers.</p>	
<b>Pre-requisites:</b>	Before undertaking this module the student should have undertaken the following:	
	<b>Module Code:</b>	<b>Module Title:</b> Introduction to Social Research or equivalent
	<b>Other:</b>	
<b>Co-requisites</b>	<b>Module Code:</b>	<b>Module Title:</b>

\*Indicates that module descriptor is not published.

<b>Learning and Teaching</b>	
<b>In line with current learning and teaching principles, a 20-credit module includes 200 learning hours, normally including a minimum of 36 contact hours and maximum of 48 contact hours.</b>	
<p><b>Learning Activities</b></p> <p>During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:</p>	<p><b>Student Learning Hours</b> (Normally totalling 200 hours): (Note: Learning hours include both contact hours and hours spent on other learning activities)</p>
Lecture/Core Content Delivery	12
Tutorial/Synchronous Support Activity	24

Asynchronous Class Activity	8
Independent Study	166
	Hours Total 200

**\*\*Indicative Resources: (eg. Core text, journals, internet access)**

The following materials form essential underpinning for the module content and ultimately for the learning outcomes:

Bryman A. (2016). *Social Research Methods*. Oxford: Oxford University Press

de Mesquita, E. B., and Fowler, A. (2021). *Thinking clearly with data: a guide to quantitative reasoning and analysis*. Princeton: Princeton University Press

Imai, K. (2017). *Quantitative social science: an introduction*. Princeton: Princeton University Press

Please ensure the list is kept short and current. Essential resources should be included, broader resources should be kept for module handbooks / Aula VLE.

Resources should be listed in Right Harvard referencing style or agreed professional body deviation and in alphabetical order.

(\*\*N.B. Although reading lists should include current publications, students are advised (particularly for material marked with an asterisk\*) to wait until the start of session for confirmation of the most up-to-date material)

**Attendance and Engagement Requirements**

In line with the [Student Attendance and Engagement Procedure](#): Students are academically engaged if they are regularly attending and participating in timetabled on-campus and online teaching sessions, asynchronous online learning activities, course-related learning resources, and complete assessments and submit these on time.

For the purposes of this module, academic engagement equates to the following:

On-campus attendance of weekly seminars

Synchronous or asynchronous engagement with weekly lectures

### Equality and Diversity

The University's Equality, Diversity and Human Rights Procedure can be accessed at the following link: [UWS Equality, Diversity and Human Rights Code](#).

Please ensure any specific requirements are detailed in this section. Module Co-ordinators should consider the accessibility of their module for groups with protected characteristics..

(N.B. Every effort will be made by the University to accommodate any equality and diversity issues brought to the attention of the School)

### Supplemental Information

<b>Divisional Programme Board</b>	Social Sciences
<b>Assessment Results (Pass/Fail)</b>	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
<b>School Assessment Board</b>	UG Social Sciences - Sociology and Social Policy
<b>Moderator</b>	M Sapouna
<b>External Examiner</b>	E Matchett
<b>Accreditation Details</b>	e.g. ACCA <a href="#">Click or tap here to enter text.</a>
<b>Changes/Version Number</b>	2

### Assessment: (also refer to Assessment Outcomes Grids below)

Assessment 1 – Research Design (60%). Students will be required to design a piece of quantitative research that addresses a contemporary social science topic. The design must address developing theories and hypotheses, conceptualising and operationalising key factors, and constructing appropriate measurement instruments (e.g., survey questions).

Assessment 2 – Critical Review (40%). Students will be required to critically review and interpret the findings from a published piece of quantitative social science research.

Assessment 3 –

(N.B. (i) **Assessment Outcomes Grids** for the module (one for each component) can be found below which clearly demonstrate how the learning outcomes of the module will be assessed.

(ii) An **indicative schedule** listing approximate times within the academic calendar when assessment is likely to feature will be provided within the Student Module Handbook.)

### Assessment Outcome Grids (See Guidance Note)

Component 1							
Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Learning Outcome (5)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Research Design	v	v				60	20

Component 2							
Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Learning Outcome (5)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Critical Review	v		v			40	16

Component 3							
Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Learning Outcome (5)	Weighting (%) of Assessment Element	Timetabled Contact Hours
<b>Combined Total for All Components</b>						<b>100%</b>	<b>XX hours</b>

### Change Control:

What	When	Who
Further guidance on aggregate regulation and application when completing template	16/01/2020	H McLean
Updated contact hours	14/09/21	H McLean
Updated Student Attendance and Engagement Procedure	19/10/2023	C Winter
Updated UWS Equality, Diversity and Human Rights Code	19/10/2023	C Winter
Guidance Note 23-24 provided	12/12/23	D Taylor
General housekeeping to text across sections.	12/12/23	D Taylor