



## Module Descriptor

<b>Title</b>	Data Analysis for the Social Sciences		
<b>Session</b>	2025/26	<b>Status</b>	Active
<b>Code</b>	SOCY09055	<b>SCQF Level</b>	9
<b>Credit Points</b>	20	<b>ECTS (European Credit Transfer Scheme)</b>	10
<b>School</b>	Education and Social Sciences		
<b>Module Co-ordinator</b>	N Jenkins		
<b>Summary of Module</b>			
<p>This practical module equips students with work-ready skills in quantitative data analysis (analysing numerical information) and qualitative data analysis (analysing non-numerical information). Part 1 focuses on developing knowledge and skills in data analysis - such as how to formulate and structure empirical research, as well as how to condense, display and draw inferences from qualitative information. Part 2 enables students to specialise in either quantitative data analysis or qualitative analysis by conducting a secondary data analysis project under the direction of the teaching team. Across the module students learn how to use specialist analysis software (e.g. R, Taguette) to undertake their data analysis, skills which can be applied during their 4th year dissertation projects. On successful completion of the module, students will have the skills and the confidence necessary to conduct robust data analysis, which will enhance students' employment prospects and help prepare students for their honours year dissertation projects. Students planning to collect real world data for their dissertation projects are therefore <b>** strongly encouraged**</b> to take this module.</p>			

<b>Module Delivery Method</b>	<b>On-Campus<sup>1</sup></b>	<b>Hybrid<sup>2</sup></b>	<b>Online<sup>3</sup></b>	<b>Work -Based Learning<sup>4</sup></b>
	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Campuses for Module Delivery</b>	<input type="checkbox"/> Ayr <input type="checkbox"/> Dumfries	<input checked="" type="checkbox"/> Lanarkshire <input type="checkbox"/> London <input checked="" type="checkbox"/> Paisley	<input type="checkbox"/> Online / Distance Learning <input type="checkbox"/> Other (specify)	

<sup>1</sup> Where contact hours are synchronous/ live and take place fully on campus. Campus-based learning is focused on providing an interactive learning experience supported by a range of digitally-enabled asynchronous learning opportunities including learning materials, resources, and opportunities provided via the virtual learning environment. On-campus contact hours will be clearly articulated to students.

<sup>2</sup> The module includes a combination of synchronous/ live on-campus and online learning events. These will be supported by a range of digitally-enabled asynchronous learning opportunities including learning materials, resources, and opportunities provided via the virtual learning environment. On-campus and online contact hours will be clearly articulated to students.

<sup>3</sup> Where all learning is solely delivered by web-based or internet-based technologies and the participants can engage in all learning activities through these means. All required contact hours will be clearly articulated to students.

<sup>4</sup> Learning activities where the main location for the learning experience is in the workplace. All required contact hours, whether online or on campus, will be clearly articulated to students

<b>Terms for Module Delivery</b>	Term 1	<input checked="" type="checkbox"/>	Term 2	<input type="checkbox"/>	Term 3	<input type="checkbox"/>
<b>Long-thin Delivery over more than one Term</b>	Term 1 – Term 2	<input type="checkbox"/>	Term 2 – Term 3	<input type="checkbox"/>	Term 3 – Term 1	<input type="checkbox"/>

<b>Learning Outcomes</b>	
<b>L1</b>	Demonstrate critical knowledge, skills and understanding in quantitative data analysis.
<b>L2</b>	Demonstrate critical knowledge, skills and understanding in qualitative data analysis
<b>L3</b>	Conduct a secondary data analysis project using either quantitative data or qualitative data, under the supervision of the teaching team.
<b>L4</b>	Demonstrate critical understanding of the strengths and the limitations of one's own data analysis work.
<b>L5</b>	

<b>Employability Skills and Personal Development Planning (PDP) Skills</b>	
<b>SCQF Headings</b>	<b>During completion of this module, there will be an opportunity to achieve core skills in:</b>
<b>Knowledge and Understanding (K and U)</b>	<b>SCQF 9</b> Demonstrate critical knowledge and understanding of quantitative data analysis and qualitative data analysis, including the role of data analysis in advancing social theory.
<b>Practice: Applied Knowledge and Understanding</b>	<b>SCQF 9</b> Application of critical knowledge and understanding in order to conduct a discrete piece of secondary data analysis
<b>Generic Cognitive skills</b>	<b>SCQF 9</b> Critical presentation and evaluation of the results of secondary data analysis that address a pre-defined research question.
<b>Communication, ICT and Numeracy Skills</b>	<b>SCQF 9</b> Use of specialist, open-source software (e.g. R, Taguette) to manage, organise and analyse data. Use of real-world, high quality data (e.g., British Social Attitudes survey).
<b>Autonomy, Accountability and Working with Others</b>	<b>SCQF 9</b> To complete a secondary data analysis project to an agreed deadline under the supervision of the teaching team.

<b>Prerequisites</b>	<b>Module Code</b> n/a	<b>Module Title</b> n/a
	<b>Other</b> n/a	
<b>Co-requisites</b>	<b>Module Code</b> n/a	<b>Module Title</b> n/a

<b>Learning and Teaching</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>Learning Activities</b>	<b>Student Learning Hours</b>
During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	(Note: Learning hours include both contact hours and hours spent on other learning activities)
Lecture / Core Content Delivery	12
Tutorial / Synchronous Support Activity	22
Asynchronous Class Activity	10
Independent Study	156
Please select	
Please select	
<b>TOTAL</b>	<b>200</b>

<b>Indicative Resources</b>
<p><b>The following materials form essential underpinning for the module content and ultimately for the learning outcomes:</b></p> <p>Fogary, B. (2023). Quantitative social science data with R: an introduction. 2nd Edition. Thousand Oaks: Sage.</p> <p>Miles M, Huberman A, Saldana J. (2019). Qualitative Data Analysis: A Methods Sourcebook. 4th Edition. Thousand Oaks: Sage.</p> <p>Saldana J. (2015). The Coding Manual for Qualitative Researchers. 3rd Edition. Thousand Oaks: Sage.</p>
<p><b>(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)</b></p>

<b>Attendance and Engagement Requirements</b>
<p>In line with the <a href="#">Student Attendance and Engagement Procedure</a>, 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.</p> <p><b>For the purposes of this module, academic engagement equates to the following:</b></p> <p>On-campus attendance of weekly lectures and seminars</p>

<b>Equality and Diversity</b>
<p>The University's Equality, Diversity and Human Rights Procedure can be accessed at the following link: <a href="#">UWS Equality, Diversity and Human Rights Code</a>.</p>
<p><b>(N.B. Every effort will be made by the University to accommodate any equality and diversity issues brought to the attention of the School)</b></p>

**Supplemental Information**

<b>Divisional Programme Board</b>	<b>Social Sciences</b>
<b>Overall Assessment Results</b>	<input type="checkbox"/> Pass / Fail <input checked="" type="checkbox"/> Graded
<b>Module Eligible for Compensation</b>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <b>If this module is eligible for compensation, there may be cases where compensation is not permitted due to programme accreditation requirements. Please check the associated programme specification for details.</b>
<b>School Assessment Board</b>	UG Social Sciences - Sociology and Social Policy
<b>Moderator</b>	D McDonnell
<b>External Examiner</b>	E Matchett
<b>Accreditation Details</b>	
<b>Module Appears in CPD catalogue</b>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
<b>Changes / Version Number</b>	1.02 No changes for 25/26

<b>Assessment (also refer to Assessment Outcomes Grids below)</b>
<b>Assessment 1</b>
Assessment 1 Class Test (30%) Students will complete a timed test that will assess their understandings of key techniques in quantitative data analysis and qualitative data analysis
<b>Assessment 2</b>
Secondary Data Analysis Project (70%) Students will conduct a discrete piece of EITHER quantitative data analysis OR qualitative data analysis under the supervision of the teaching team.
<b>Assessment 3</b>
(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.)

<b>Component 1</b>							
Assessment Type	LO1	LO2	LO3	LO4	LO5	Weighting of Assessment Element (%)	Timetabled Contact Hours
Class Test	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	40	16

<b>Component 2</b>							
Assessment Type	LO1	LO2	LO3	LO4	LO5	Weighting of Assessment Element (%)	Timetabled Contact Hours

Secondary Data Analysis	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	60	20
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Component 3							
Assessment Type	LO1	LO2	LO3	LO4	LO5	Weighting of Assessment Element (%)	Timetabled Contact Hours
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
<b>Combined total for all components</b>						100%	hours

### Change Control

What	When	Who
new template, no changes 25/26	Mar 25	R Gordon