

SOCIAL STATISTICS COURSE UNIT GUIDE 2017-18

SOST20031 Research Design and Statistical Inference

Semester: 1

Credits: 20

Convenor: Arkadiusz Wiśniowski

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Please read this guide and bring any questions with you to the lecture.

Note: This course guide should be read in conjunction with the Blackboard website for the course and the Degree Handbook for your degree programme. Degree Handbooks for social science programmes are available here:

www.socialsciences.manchester.ac.uk/student-intranet/undergraduate/handbooks/

If your degree is based in another school, please contact your Programme Administrator for your handbook.

1. ESSENTIAL INFORMATION

Contacts

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Times and Dates

Lectures:	Lectures: Tue 15:00 – 17:00, Simon 4.08 Tutorials: Wed 10:00 – 11:00, Ellen Wilkinson B3.3
Reading week:	Monday 30th October – Friday 3rd November 2017
Feedback half-day:	Assignment 1: office hours in week 8 (13 Oct) Assignment 2: office hours in January
Assessed Coursework Submission:	Assignment 1 available – 13 October Assignment 1 deadline for submission – 2pm Fri 27 October Assignment 2 available – 1 December Assignment 2 deadline for submission – 2pm Fri 15 December
Examination Period:	15 th January – 26 th January 2018
Resit Examination Period:	20 th August – 31 st August 2018

Assignments and Assessments

- One 500 word essay worth 10% of the total mark
- One 1000 word essay worth 20% of the total mark
- One two-hour unseen examination to be taken at the end of the course worth 70% of the total mark

Review the following pages for full details of the assignments and assessments required on this course.

Communication

Students must read their University e-mails regularly, as important information will be communicated in this way. It is sometimes necessary to make changes such as seminar rooms and assessment details and such changes will be communicated by email. Failing to check your emails will not be an acceptable excuse for non-attendance or missed deadlines.

2. COURSE CONTENT

Course Aims

This course aims:

- (i) To develop the students' understanding of the concepts underpinning statistical inference.
- (ii) To introduce students to the principles of collecting data, summarizing data, and interpreting data.
- (iii) To explore the importance of sampling and designing appropriate studies in answering research questions
- (iv) To enable students to develop and test evidence for their own hypotheses.

Learning Outcomes

On completion of this unit successful students will be able to:

- (i) evaluate the evidence and debates regarding claims made by academics and the media.
- (ii) apply skills related to good practices in evaluating evidence and data and assessing robustness.
- (iii) develop critical skills in evaluating data and statistical inference through lectures, practicals, group work and independent reading.
- (iv) apply skills in using social statistics with practical experience of data analysis including using Excel and on-line statistical resources.
- (v) apply critical data analysis and evaluation skills.

General Course Readings

Some Recommended readings may be made available electronically via the course website. All other readings should be available from the University Main Library. Most reading is specific to particular topics as described in the reading list below. EC indicates that an electronic copy is available via The Blackboard or the University of Manchester library website. The following are the key texts for this course:

Foster L., Diamond I., Jefferies J. (2001 or 2015 2nd ed.) Beginning Statistics. Sage Publishers. **(EC)**

Agresti, A. and Finlay, B. (2014). Statistical Methods for the Social Sciences (Fourth Edition). Prentice Hall. **(EC)**

Many of the workshops in this course use Microsoft Excel. For those wishing to find out more about Excel in advance, a good resource is available at: <http://www.gcflearnfree.org/excel2010>

Get Organised

Use this guide to find out:

- Where and when to attend classes.
- What to read before lectures and tutorials.
- Where to start your reading for assessments.
- How your progress will be assessed.

Read on to ensure that you know how to get the most out of your degree.

KNOW HOW

Additional reading/material:

Senn S. (2003) Dicing with Death: Chance, Risk and Health. Cambridge University Press. Chapter 1.

Additional material will be provided for specific lectures and workshop.

The Course (week by week)

Week starting	Lecture (Tuesdays 1500-1700)	Workshop (Wednesdays 1000-1100)
25th Sept (week 1)	Statistical inference: introduction	Good manners in presenting data
2nd Oct (week 2)	Exploratory data analysis	Examining distributions of categorical and continuous data
9th Oct (week 3)	Examining relationships between variables (1)	Descriptive statistics and correlation
16th Oct (week 4)	Examining relationships between variables (2)	Linear regression
23rd Oct (week 5)	Designing a study and surveying	Testing the Mozart effect
30th Oct (week 6)	READING WEEK	
6th Nov (week 7)	Introduction to probability and Central Limit Theorem	Probability distributions for variables
13th Nov (week 8)	Sampling distributions and Confidence intervals	Examining sampling distributions
20th Nov (week 9)	Hypothesis testing I	Calculating confidence intervals around mean
27th Nov (week 10)	Hypothesis testing II	Practical exercise in hypothesis testing
4th Dec (week 11)	Review lecture	Sample exam questions

Lectures and Reading List

Lecture 1 Statistical inference: the big picture

Topics covered:

0. Course essentials
1. Are statistics relevant?
2. What data do/can we have?
3. What is statistical inference?

Learning outcomes:

1. Develop an understanding of the use of statistics.
2. Understand differences between various types of data

Recommended reading

Diamond I., Jefferies J. (2001) Beginning Statistics. Sage Publishers. Chapter 1-3 **(EC)** (lots of graphs!)

Additional reading:

<https://oli.cmu.edu/jcourse/lms/students/syllabus.do?section=434b737680020ca60155c3ed83b9828b> Pages 5-21

Agresti, A. and Finlay, B. (1997). Statistical Methods for the Social Sciences (Third Edition). Prentice Hall. – Chapter 3 p11-14 **(EC)**

Lecture 2 Exploratory data analysis

Topics covered:

1. Examining distributions of variables
2. Using Excel to explore these distributions

Learning outcomes:

1. Summarize and describe the distribution of categorical and continuous variables
2. Graphically present the distribution of variables
3. Relate measures of centre and spread to the shape of the distribution

Recommended reading:

Agresti, A. and Finlay, B. (1997). Statistical Methods for the Social Sciences (Third Edition). Prentice Hall. – Chapter 3 p31-55 **(EC)**

Diamond I., Jefferies J. (2001) Beginning Statistics. Sage Publishers. Chapter 4+ Chapter 5 **(EC)**

De Vaus, D (2002) Surveys in Social Research London: 5th ed., London: Routledge (Social research today) Chapter 13 - Univariate Analysis, p212-228 **(EC)**

Additional reading

Pages 460-465 from Deary, IJ (2012) Intelligence, Annual Review of Psychology Vol. 63: 453-482 DOI: 10.1146/annurev-psych-120710-100353 **(EC)**

Lecture 3 Examining Relationships between variables

Topics covered:

1. What are the correlates and correlation?
2. Examining relationships between social and demographic variables: box plots, 2 by 2 tables, bar charts, scatterplots, correlation.

Learning outcomes:

1. Graphically display the relationship between two variables.
2. Interpret the value of the correlation coefficient.

Recommended reading:

Agresti, A. and Finlay, B. (1997). *Statistical Methods for the Social Sciences* (Third Edition). Prentice Hall. Chapter 3 Descriptive Statistics p55-58 **(EC)**

Diamond I., Jefferies J. (2001) *Beginning Statistics*. Sage Publishers. Pp. 163-170

De Vaus, D (2002) *Surveys in Social Research* London: 5th ed., London: Routledge (Social research today) Chapter 14 Bivariate analysis: Nominal and Ordinal variables p241-253 **(EC)**

<https://oli.cmu.edu/jcourse/lms/students/syllabus.do?section=434b737680020ca60155c3ed83b9828b> Module 2

Lecture 4 Linear regression

Topics covered:

1. Linear Relationships- Least Squares Regression Line
2. Causation and (Confounding) Lurking Variables

Learning outcomes:

1. Use the least squares regression line as a summary of the overall pattern of linear associations and use it to make predictions.
2. Recognize the distinction between association and causation, and identify potential lurking variables that might explain an observed relationship.

Recommended reading

Get to grips with the equation for a straight line using:

http://www.mathsisfun.com/equation_of_line.html

Diamond I., Jefferies J. (2001) *Beginning Statistics*. Sage Publishers. Pp. 170-183 **(EC)**

<https://oli.cmu.edu/jcourse/lms/students/syllabus.do?section=434b737680020ca60155c3ed83b9828b> Module 2

Look at the relationship between a regression line and the correlation coefficient (see lecture 4) at:

<http://www.stat.berkeley.edu/~stark/Java/Html/Correlation.htm>

De Vaus, D (2002) *Surveys in Social Research* London: 5th ed., London: Routledge (Social research today) Chapter 14 Bivariate analysis for interval level variables, see sub-section entitled 'Regression Analysis' p281-285 (EC)

Lecture 5 Study design and surveys

Topics covered:

1. Study Design
2. Causation and Observational studies
3. Causation and Experiments
4. Sample Surveys

Learning outcomes:

1. Identify the design of a study (controlled experiment vs. observational study) and other features of the study design (randomized, blind etc.).
2. Explain how the study design impacts the types of conclusions that can be drawn.
3. Determine how features of a survey impact the collected data and the accuracy of the data.
4. Critically evaluate the reliability and validity of results published in mainstream media and scientific journals.

Recommended reading:

<http://oli.cmu.edu/learn-with-oli/see-our-free-open-courses/> - Statistics & Probability course - Unit 2

Agresti, A. and Finlay, B. (1997). *Statistical Methods for the Social Sciences (Third Edition)*. Prentice Hall. Chapter 2 Sampling and Measurement p11-31 (EC)

De Vaus, D (2002) *Surveys in Social Research* London: 5th ed., London: Routledge (Social research today) (Ch 6: Finding a sample) p66-76 (EC)

Diamond I., Jefferies J. (2001) *Beginning Statistics*. Sage Publishers. Pp. 110-113

Additional reading:

Chapter 1 of Singh, S., Ernst, E. (2008) *Trick or Treatment*. London. Bantam.

Lecture 6 Sampling and Central Limit Theorem

Topics covered:

Topics covered:

1. Sampling
2. Sample surveys

3. Central Limit Theorem
4. Behaviour of a sample mean

Learning outcomes:

- 1 .Recognize the features of a probability distribution and use probability distributions for discrete random variables to estimate probabilities and identify unusual events.
2. Describe probability models as distributions with shape, centre, and spread. Use the mean and standard deviation of a random variable to describe likely or unlikely events.
3. Explain how a density function is used to find probabilities involving continuous random variables.
4. Find probabilities associated with the normal distribution.

Recommended reading

Diamond I., Jefferies J. (2001) *Beginning Statistics*. Sage Publishers. Pp. 110-117
Agresti, A. and Finlay, B. (1997). *Statistical Methods for the Social Sciences* (Third Edition). Prentice Hall. Chapter 3 p73-85

De Vaus, D (2002) *Surveys in Social Research* London: 5th ed., London: Routledge (Social research today) (Ch 6: Finding a sample) p66-76 (EC)

<https://oli.cmu.edu/jcourse/lms/students/syllabus.do?section=434b737680020ca60155c3ed83b9828b> Module 5

Lecture 7 Sampling distributions and Confidence intervals

Topics covered:

1. Theoretical and Empirical Probability
2. Relative Frequency- using the relative frequency to assign a probability to each outcome.
3. Discrete Random Variables - Probability histogram
4. The Probability Distribution of a Continuous Random Variable
5. Probability Density curves
6. Normal Random Variables
7. Standard Normal Table and its applications
8. t-Student distribution

Learning Outcomes:

- 1 .Recognize the features of a probability distribution and use probability distributions for discrete random variables to estimate probabilities and identify unusual events.
2. Describe probability models as distributions with shape, centre, and spread. Use the mean and standard deviation of a random variable to describe likely or unlikely events.
3. Explain how a density function is used to find probabilities involving continuous random variables.
4. Find probabilities associated with the normal distribution. *Recommended reading*

Convince yourself of the power of the Central Limit Theorem at:

http://onlinestatbook.com/stat_sim/sampling_dist/

Diamond I., Jefferies J. (2001) Beginning Statistics. Sage Publishers. Pp. 113-117

Agresti, A. and Finlay, B. (1997). Statistical Methods for the Social Sciences (Third Edition). Prentice Hall. Chapter 4 p85-99

Lecture 8 Hypothesis testing I

Topics covered:

1. What is a hypothesis?
2. Hypothesis Testing for the Population Proportion
3. Hypothesis Testing for the Population Mean
4. Relating Hypotheses tests and confidence intervals.

Learning Outcomes:

1. Explain the logic behind and the process of hypothesis testing. In particular, explain what the p-value is and how it is used to draw conclusions.
2. In a given context, specify the null and alternative hypotheses for the population proportion and mean.
3. Carry out hypothesis testing for the population proportion and mean (when appropriate), and draw conclusions in context.

Recommended reading:

Experiment with confidence intervals at:

http://onlinestatbook.com/stat_sim/conf_interval/index.html

Lecture 9 Testing Hypotheses

Topics covered:

1. Hypothesis Testing for the Population Mean
2. Errors in hypothesis testing
3. Chi-square test for contingency tables

Learning outcomes:

1. Explain the logic behind and the process of hypothesis testing. In particular, explain what the p-value is and how it is used to draw conclusions.
2. In a given context, specify the null and alternative hypotheses for the population proportion and mean.
3. Carry out hypothesis testing for the population proportion and mean (when appropriate), and draw conclusions in context.

Diamond I., Jefferies J. (2001) Beginning Statistics. Sage Publishers. Chapter 14

Lecture 10 Review lecture

Review of the material covered during the module

Tutorial / Workshop Guide

Tutorial 1: Good manners in presenting data

Preparation required

Diamond I., Jefferies J. (2001) Beginning Statistics. Sage Publishers. Pp. 110-113

Tutorial Tasks

In this tutorial we will:

1. Present different types of data in tables and figures (Excel)

Tutorial 2 Examining distributions

Preparation required

See recommended reading for lecture 2

Tutorial Tasks

In this tutorial we will use Microsoft Excel to:

1. Examine distributions of variables
2. Calculate means and standard deviations

Tutorial 3 Examining relationships (1)

Preparation required

See recommended reading for lecture 3

Tutorial Tasks

In this tutorial we will examine relationships between IQ and various other variables using data from the BBC Mozart Effect study and data from the National Child Development Study.

Tutorial 4 Examining relationships (2)

Preparation required

See recommended reading for lecture 4

Tutorial Tasks

In this tutorial we will perform a linear regression to quantify the relationship between variables

Graded assignment based on weeks 1 to 4

Tutorial 5 Mozart Effect and experiments

Preparation required

See recommended and additional reading as well as listening/watching for lecture 5

Tutorial Tasks

In this tutorial we will:

1. Conduct our own experiment to test the Mozart Effect.
2. Collect IQ test pre-experiment, collect IQ test score during experiment.
3. Undertake an Excel-based practical using experimental data on the Mozart Effect
4. Discussion of implications of our experiment for the Mozart Effect

Tutorial 6 Sampling distribution and Central Limit Theorem

Preparation required

See recommended reading for week 6

Tutorial Tasks

In this tutorial we will examine sampling distributions of variables (proportions).

Tutorial 7 Confidence Intervals for the mean and proportion

Preparation required

See recommended reading for week 7

Tutorial Tasks

We will produce confidence intervals for the experiments carried out in the previous tutorials.

Tutorial 8 Hypothesis testing

Preparation required

See recommended reading for week 8

Tutorial Tasks

In this tutorial we will perform a hypothesis test based on the experiment performed during tutorial.

Tutorial 9 Testing the Mozart Effect Hypothesis

Preparation required

None

Tutorial Tasks

In this tutorial we will perform a hypothesis test based on the experiment performed during tutorial.

Graded assignment based on weeks 4 to 9

Tutorial 10 Review of course

Preparation required

None

Tutorial Tasks

In this tutorial we will review the course and work on some example exam questions.

Assignments and Assessments

Non-Assessed Assignment Details

There are non-assessed essays and projects associated with each tutorial, including the formative assessment with feedback from tutors. There are no penalties for not submitting these non-assessed essays and projects although students are strongly encouraged to do so.

Note: Marks for compulsory non-assessed essays or plans should not be considered a 'predicted grade' for the course overall. The feedback and any grade provided are to allow you to judge your understanding of the course material.

Assessed Coursework Details

There are three assessments in this module. **Assessments 1 (10% of the total mark) and 2 (20% of the total mark)** will be based on the materials covered during Tutorials 1-4 and 5-9 respectively and will require written reports. Each of these assignments will require an essay with relevant tables and/or figures and a maximum of 500 and 1000 words, respectively.

The **third assessment (70% of the total mark)** will be an end of module exam with three questions on the interpretation of tables and making valid statistical inference. The exam will be 2 hours long.

Note: You must include an accurate word count on the front page of your essay.

Failure to do so will lead to an automatic **2 mark deduction**. Your word count should include all text in the essay (including any footnotes, tables and so on) but does not include the bibliography.

Coursework Submission

Coursework must be typed, double-spaced in a reasonable font (eg. 12 point in Times New Roman or Arial). You must submit your essay by 2pm on the deadline day given on p.2 above unless given course specific instructions by email.

Essays should be **submitted online** via Blackboard by 2pm on the deadline day given on p.2 above unless given course specific instructions by email. Full details of how to submit online are available in the 'Submission of Coursework' folder in the

relevant section on the course Blackboard website. Ensure you have familiarised yourself with the system and give yourself plenty of time for submission as technology problems will not be an acceptable reason for late or non-submission of work. If you have serious problems submitting on the day please contact the SoSS Undergraduate Office in the Arthur Lewis Building urgently. When you have successfully submitted your essay you will be able to download and print a receipt. You must **keep a copy of your submission receipt** until all work on this course is complete and you have received your final grades.

Note that our online submission system includes TurnItIn plagiarism detection software. Be sure that you fully understand what plagiarism is; links for further details are included in section 5 below. If, after reading the guidance, you are at all unsure about what counts as plagiarism then you should contact your Academic Advisor to discuss it.

If your essay is submitted late your grade will be reduced by 10 marks per day for 5 days, after which it will receive a mark of zero. For clarity a 'day' is 24 hours, beginning immediately after the published deadline. *Deadlines will be strictly enforced in all cases*. The mark published through TurnItIn will show your mark *before* the late penalty is applied. The final mark, with the late penalty applied, will be recorded on the student system and used to calculate your overall course unit mark.

Mitigating Circumstances

Extensions may be granted to students where there are exceptional mitigating circumstances (e.g. strong medical reasons). In such cases a Mitigating Circumstances Form must be completed and submitted to the Undergraduate Office, Ground Floor, Arthur Lewis Building. Full guidance on mitigating circumstances is available here:

<http://www.socialsciences.manchester.ac.uk/student-intranet/undergraduate/help-and-support/mitigating-circumstances/>

Examination Details

This course includes a 2 hour examination in which you will be required to answer three questions followed by an extended question which you will be able to choose from a selection of two possibilities.

Examination past papers are available online via My Manchester. Go to the 'Exam Information' portlet and click 'Past Papers' where you will be able to search for papers by the course code.

Examination timetables are released later in the semester and you will be notified with instructions by email from the Undergraduate Administrator.

If you miss an examination through illness or another serious reason you should contact the SoSS Undergraduate Office as soon as possible. You will need to submit a Mitigating Circumstances Form (see link above) along with relevant evidence.

Assessed assignments are different in nature to exam questions. Similar topics may be covered but to answer the set assignments adequately you will have to cover those topics in a significantly different way. You may choose any available question in both the assessed assignment and the examination.

3. FEEDBACK

All Social Statistics courses include both formative feedback – which lets you know how you're getting on and what you could do to improve – and summative feedback – which gives you a mark for your assessed work. This course uses the following mechanisms for feedback:

- Informal verbal feedback will be given during lectures and tutorials for individual and group work. (You'll need to contribute regularly to group discussions to make the best use of this.)
- Written formative feedback will be given on your non-assessed assignment and made available via TurnItIn/GradeMark on the Blackboard system.
- Written formative and summative feedback will be given on your assessed coursework, available via the TurnItIn/GradeMark on the Blackboard system.
- Exam results are published only as a grade. If you wish to discuss your exam performance with your lecturer please book an office hour slot by email and let your lecturer know in advance that this is what you want to do.

Save Your Feedback

Feedback via TurnItIn/GradeMark on the Blackboard system is only accessible while you are studying this particular module. Download a pdf version of your feedback to refer to later by using



the print icon in the bottom left corner of the feedback screen.

KNOW HOW

Your Feedback to Us

We're continually working to improve our teaching practices – for that we need your feedback. Towards the end of the semester you'll be asked to fill out a Unit Survey for each of your modules – please do! The survey is designed to be very short and easy to fill out but the results are really valuable for our monitoring of teaching quality. We want to hear from you whether your opinion on the course was good, bad or indifferent.

All of your Unit Surveys are available via Blackboard – simply go to 'Unit Evaluation' on the left hand menu of the Blackboard website to begin. Alternatively, you can download a smartphone app called EvaluationKit to fill out Unit Surveys for all of your course units.

4. YOUR COMMITMENT

Study Schedule

Each 20 credit module requires that you study for a minimum of 12 hours per week. This is comprised of teaching and independent study in these proportions:

- 3 hours lectures and tutorials (2.5 in the first year);
- At least 3 hours reading the Key Reading;
- At least 3 hours reading an additional text from the reading list;
- At least 3 hours written work for assessed and non-assessed assignments.

This leaves 80 hours study time remaining to be used in independent study over the duration of the course. For 10 credit courses these distributions will be proportionally reduced but should be slightly higher than half the commitment for a 20 credit course.

Tutorial Preparation

Tutorials are a central part of the course module structure. They provide you with an opportunity to discuss, apply and enhance your knowledge, and to build confidence in your skills of analysis, comprehension and presentation. What you will gain from tutorials is dependent upon your preparation and willingness to participate. It is thus essential that you familiarise yourself with the Tutorial Guide for each course, undertake the required tutorial preparation, and bring all relevant materials (hardcopies of the Key Reading, notes on the Key Reading, preparation exercises etc.) to every tutorial. It is not acceptable to attend a tutorial without being fully prepared.

Attendance

You are expected to attend all lectures, tutorials, and workshops that are part of your programme. It is also expected that you arrive on time. Absence and late arrival are recorded on your University record. Inappropriate amounts of absence or late arrival at class, without extenuating circumstances, will be treated seriously and may result in exclusion from the course. In addition, you should be aware that prospective employers almost always ask for information about attendance and punctuality, as well as matters such as your record on completing work to deadlines.

Absences

If you are unable to attend a tutorial because of illness or other good reason you should notify the course lecturer/tutor and your Programme Administrator in advance if possible (William.Start@manchester.ac.uk or telephone 0161 275 3953). This is especially important if you are due to make a presentation to the class. Absences of more than a few days should be backed up by medical or other evidence.

All absences will be reported to the relevant Tutor, who will then monitor your performance. A record of indifferent attendance will be held against you if your examination results are marginal; you should not expect to be shown sympathy by the Board of Examiners in such circumstances.

If you have missed a class, you should be sure to catch up on what you have missed by further independent reading of materials on the reading list and/or consulting any available lecture notes or PowerPoint slides if these are provided or asking other students whether they might allow you to consult theirs.

Email and Blackboard

Your commitment is also to **check your University email and Blackboard at least every other day** in order to make sure that you are informed of any communications from tutors or administrative staff. These might, for example, concern important meetings with staff, changes of room; notification of course options registration, or course-relevant information from your lecturer. Being unaware of arrangements because you have not checked your email or Blackboard is not an acceptable excuse.

5. REFERENCING & PLAGIARISM

The lack of a proper bibliography and appropriate reference in assessed essays will potentially greatly affect the mark for the work and may be considered plagiarism, which is a serious offence.

All essays must employ the scholarly apparatus of references and a bibliography. There are different acceptable referencing styles. In Social Statistics we recommend use of the Harvard system of referencing, which is described in detail here: <http://subjects.library.manchester.ac.uk/referencing-harvard>

In short, Harvard referencing means that you refer to the author and date of publication in brackets within the text, wherever you are referring to the ideas of another writer. Where you quote an author you must always include quotation marks and a page number in the reference.

All essays must include a References List which lists your sources in alphabetical order by author's surname. This should include all (and only) the sources you have directly referenced in the text. Whatever your source is, you need to provide a full set of publication details as described in the guide linked above. All academic texts you read will include bibliographies and these should give you plenty of examples of what information to include.

Cite it Right

You can learn how to reference properly in 15 minutes – head to the online tutorial, *Citing it right*, at:



<http://libassets.manchester.ac.uk/mle/introducing-referencing/>

KNOW HOW

Plagiarism

W

Avoiding Plagiarism

You can learn how to avoid plagiarism in 20 minutes – head to the online tutorial, *Original Thinking Allowed*, at:

<http://libassets.manchester.ac.uk/mle/avoiding-plagiarism>



The University defines plagiarism as 'presenting the ideas, work or words of other people without proper, clear and unambiguous acknowledgement.' It is an example of academic malpractice and can lead to very serious penalties up to exclusion from the University. You should read the University's guidelines here:

<http://documents.manchester.ac.uk/display.aspx?DocID=2870>

[x?DocID=2870](http://documents.manchester.ac.uk/display.aspx?DocID=2870)

There is additional useful guidance on plagiarism and referencing in the Crucial Guide:

<http://www.studentnet.manchester.ac.uk/crucial-guide/academic-life/support/referencing-and-plagiarism/>

6. ASSESSMENT CRITERIA

Student's work in Social Statistics is assessed into different class categories by using the criteria shown in the following rubric. Please note this is a qualitative indicator of strengths and weaknesses related to these different class categories. The precise marking criteria will vary between assignments so this rubric cannot be used as a direct guide to any specific mark received on an Assignment.

Criteria	➤ 80% High First	70 – 80% First	60 – 69 % 2.1	50 – 59% 2.2	40 – 49% 3rd	<40% (Fail)
Relevance to question/completeness of answer	Excellent answer with no significant omissions. Excellent breadth and depth of understanding of context for the question, key issues and interrelationships. Shows some innovation in methods and thinking.	Very good answer with no significant omissions. Very good understanding of context for the question, key issues and interrelationships. Shows good independent thinking or use of very good methods.	Good coverage of question, but may have some omissions. Broad understanding of context for the question, key issues and interrelationships. Shows some independent thinking and an appreciation of application of methods.	Fair answer to question, with some omissions. Lacks breadth and depth of understanding of the issues, perhaps with some confusion/inaccuracies. Mainly derivative from module material, lacks evidence of independent thought/research.	Basic answer to question, with significant omissions. Superficial understanding of the issues and some confusion/inaccuracies. Regurgitates taught or given material with no evidence of independent thought/research.	Partial answer to question, with major omissions. Weak understanding of the issues and considerable confusion/inaccuracies. Regurgitates taught or given material with no evidence of independent thought/research.

Structure	Excellent. Clear and logical progression through and between sections. All aims and outcomes of the project are very clear.	Very good. Logical progression through and between sections. All aims and outcomes clear.	Good. Mostly logical progression through and between sections. Main aims and outcomes of the project are clear.	Moderate. Progression through and between sections uneven or unclear at times. Main aims and outcomes of the project moderately clear.	Poor. Little logical progression through and between each section. Some sections not appropriate to the project as carried out. The main aims and outcomes of the project lack clarity.	Flawed. No clear progression at all through and between sections. The report does not have any clear aims or outcome. No scientific focus.
Research design and/or methods	Excellent. Design and method totally in alignment with objectives.	Very good. Design and method aligned well with objectives.	Good. Any faults are minor and do not detract from the overall quality of the project.	Moderate. Minor faults which detract from the overall quality of the research, but most of the methods used are sound.	Poor. Some major faults which detract from the overall quality of the project. Methods used are partially appropriate or correct.	Extremely poor. Methods inappropriate or incorrect for the project. The project lacks validity due to these flaws.
Results and analysis or substantive analysis	Excellently presented. Results analysed & interpreted at a level suitable for publication.	Presented to a high standard, with no major flaws. With minor changes results and analysis suitable for publication.	Well presented, with occasional flaws and minor errors only. Analysis & interpretation mostly sound.	Moderately presented, but with some major flaws or several minor errors. Analysis & interpretation moderate.	Poorly presented, several major flaws and/or many minor errors. Analysis & interpretation contains significant deficiencies	Extremely poorly presented, with many major flaws and many minor errors. Analysis & interpretation very poor or absent.
Overall presentation	Excellent throughout. All figures and tables clear with suitable legends/captions	Very good throughout, with only minor shortcomings	Good throughout, with no major flaws but occasional minor errors. Some figures/tables unclear.	A few major flaws and/ or several minor errors. Several figures or tables of poor quality	Some major flaws and/or frequent minor errors. Many poor quality figures/tables.	Many major flaws and many minor errors. Overall poor presentation of figures and tables

<p>Use of literature and references</p>	<p>Complete: fully and correctly cited, up to date and appropriate. Extensive literature resources used to provide balance and an informed view. Interpretation of literature provides basis for project objectives.</p>	<p>Complete and correctly cited, up to date and appropriate. Literature clearly links to project objectives.</p>	<p>Mostly complete and correctly cited, with minor omissions or errors only. Some link between literature and project objectives.</p>	<p>Moderately complete and cited, with occasional major flaws or some minor omissions or errors. Little interpretation of literature and link to project objectives.</p>	<p>Incomplete or incorrectly cited, with some major omissions or errors. Some failures to cite sources. Difficulty in interpreting literature and using it as basis for project objectives.</p>	<p>Material used is frequently not cited and referencing is flawed throughout. No evidence of a link between literature and the project.</p>
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SOCIAL STATISTICS COURSE UNIT GUIDE 2017-18

Market Research: SOST20041

Semester: 1

Credits: 10

Convenor: Dr Kitty Lymperopoulou

Contents

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2. Course Content
 - A. Aims & Outcomes
 - B. Lectures & Reading List
 - C. Tutorial Guide
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3. Feedback
4. Your Commitment
5. Referencing & Plagiarism
6. Assessment Criteria

Please read this guide and bring any questions with you to the lecture.

Note: This course guide should be read in conjunction with the Blackboard website for the course and the Degree Handbook for your degree programme. Degree Handbooks for social science programmes are available here:

<http://www.socialsciences.manchester.ac.uk/student-intranet/undergraduate/course-information/>

If your degree is based in another school, please contact your Programme Administrator for your handbook.

1. ESSENTIAL INFORMATION

Contacts

Lecturer(s):	Dr. Kitty Lympelopoulou Prof. Jackie Carter & Tutor Will Shankley
Room:	G14, Humanities Bridgefords Street Building (Kitty) G28, Humanities Bridgefords Street Building (Jackie)
Telephone:	0161 275 3043
Email:	Kitty.Lympelopoulou@manchester.ac.uk Jackie.Carter@manchester.ac.uk
Office Hours:	Fridays 9-10 and 10–11am (Kitty) Wednesdays 10-11 and Friday 10:00-11:00 (Jackie) Book in advance by email
Tutors:	Tutorials are led by Will Shankley
Administrator:	Chantel Riley UG Office G.001 Arthur Lewis Building; (0161)275-3953

Times and Dates

Lectures:	Fridays 11:00 – 13:00 in Humanities Bridgefords Street, Room G7
Tutorials:	Allocate yourself to a tutorial group using the Student System. This is compulsory and on a first come, first served basis.
Reading week:	Monday 30th October – Friday 3rd November 2017
Feedback half-day:	Dedicated office hours for discussing assignment feedback will be available on 6 th of December.
Assessed Coursework Submission:	Essay due 2pm 14th November , submitted via Turnitin. See further details in section 2 below.
Examination Period:	15 th January – 26 th January 2018
Resit Examination Period:	20 th August – 31 st August 2018

Assignments and Assessments

- Four compulsory non-assessed exercises
- One assessed essay worth 10% of the total mark

- One two-hour unseen examination to be taken at the end of the course worth 90% of the total mark

Review the following pages for full details of the assignments and assessments required on this course.

Communication

Students must read their University e-mails regularly, as important information will be communicated in this way. It is sometimes necessary to make changes such as seminar rooms and assessment details and such changes will be communicated by email. Failing to check your emails will not be an acceptable excuse for non-attendance or missed deadlines.

2. COURSE CONTENT

Course Aims

This course will provide students with a working knowledge of basic techniques used in market research.

Learning Outcomes

On completion of this unit successful students will:

- know what market research is and be able to explain how it differs from marketing itself
- be able to understand and identify secondary data sources for UK markets,
- know how to plan the collection of primary data (including sampling, designing questionnaires, and conducting focus-groups)
- be able to implement a simple qualitative methodology (focus groups), and able to design a simple market research process.
- Have knowledge of market research firms and related occupational niches that employ social-science researchers.

Get Organised

Use this guide to find out:

- Where and when to attend classes.
- What to read before lectures and tutorials.
- Where to start your reading for assessments.
- How your progress will be assessed.

Read on to ensure that you know how to get the most out of your degree.

KNOW HOW

General Course Readings

Some required readings may be made available electronically via the course website. All other readings should be available from the University Main Library. Most reading is specific to particular topics as described in the reading list below. The following more general textbooks are helpful and recommended:

Lectures and Reading List

There are eight lectures and four tutorials. The lecture content is shown below. See Blackboard for details of the tutorial contents.

1. Introduction: Definition, approach and design of market research.
2. Secondary Data: sources, databases, profiling (geodemographics), syndicated services.
3. Primary Data Collection Topic 1: focus groups and qualitative analysis.
4. Primary Data Collection Topic 2: questionnaire design.
5. Primary Data Collection Topic 3: sampling methods.
6. From Sampling and inference to a population
7. Primary Data Collection Topic 4: forecasting from time-series data.
8. Validity of Conclusions Based on Survey and Forecasting Evidence

Lecture 1 Introduction: Definition, approach and design of market research.

Being scientific is a notable attribute of market researchers. Marketing, on the other hand, is an activity that takes place inside companies, where scrutiny and transparency are internal rather than external. Defining both market research and marketing research, this session shows that segment profiling is useful for both, and careful research design is needed for either one.

Required reading

McGivern, Y. (2013, or the 2008 edition or Kindle edition) *The Practice of Market Research: An Introduction*, London: Financial Times/ Prentice Hall. (Used copies of 2008 edition will be acceptable.) Chapters 1 and 2. Notice details in Chapter 1 on ethics and data protection with great care, taking notes.

Additional reading

Kent, R. (2007) *Marketing Research: Approaches, Methods and Applications in Europe*. London: Thomson Learning. (sections on formulating questions and designing research)

Newton, Richard (2010), *Management Consultant: Mastering the Art of Consultancy*, London: Financial Times/ Prentice Hall. (Selections)

Malhotra, N.K., D.F. Birks, and P.A. Wills, 2013. *Essentials of Marketing Research*, Kindle edition, Chapters 1-2.

Lecture 2 Secondary Data: Sources, Databases, Profiling (Geodemographics), Syndicated Services.

Segment profiling refers to summarising the features of particular segments of a market, e.g. which elites do which kinds of eating-out, or determining key neighbourhood zones in a city. It is useful for aiming the expansion of markets to new areas or groups of people. Online marketing also uses profiling.

Required reading

McGivern, Y. (2013, or the 2008 edition or Kindle edition) *The Practice of Market Research: An Introduction*, London: Financial Times/ Prentice Hall. (Used copies of 2008 edition will be acceptable.) Read Chapters 3 and 5. Guidance will be given about which pages are relevant.

Malhotra, N.K., D.F. Birks, and P.A. Wills, 2013. *Essentials of Marketing Research*, Kindle edition, Chapter 3.

Additional reading

Webber, R. (2004) 'Designing Geodemographic Classifications to meet Contemporary Business Needs', *Interactive Marketing* 5(3): 219–37.

Lecture 3 Primary Data Collection Topic 1: Focus Groups and Qualitative Analysis

Market research uses qualitative analysis to discover new opportunities, new areas and unexpected facets of consumer demand. Qualitative research includes in-depth interviewing and focus group research.

Required reading

McGivern, Y. (2013, or the 2008 edition or Kindle edition) *The Practice of Market Research: An Introduction*, London: Financial Times/ Prentice Hall. (Used copies of 2008 edition will be acceptable.) Read Chapter 6 and all of Chapter 8 and part of Chapter 11 (pages 347-353). Note that you have to know *when to sample randomly or not* and *whether a sample is randomly chosen or not from the population*.

Malhotra, N.K., D.F. Birks, and P.A. Wills, 2013. *Essentials of Marketing Research*, Kindle edition, Chapter 4.

Lewins, A. and Silver, C. (2007) *Using Software in Qualitative Research: A Step-by-Step Guide*. Los Angeles: Sage. (Helpful when analysing focus group data; optional.)

Mason, J. (2002) *Qualitative Researching*, 2nd edition. London: Sage. (concepts for analysing textual data)

Lecture 4 Primary Data Collection Topic 2: questionnaire design.

Using a questionnaire can enable specific new topics to be raised in research. To avoid excessive costs, several rules of questionnaire construction must be followed. It is also necessary to keep the respondent comfortable to ensure they do not refuse to participate.

Required reading

Hakim, C. (2000) *Research Design: Successful Designs for Social and Economic Research*. London: Routledge. (questionnaire design sections)

McGivern, Y. (2013, or the 2008 edition or Kindle edition) *The Practice of Market Research: An Introduction*, London: Financial Times/ Prentice Hall. (Used copies of 2008 edition will be acceptable.) Read Chapter 9. See also Box 12.8 on preparing a data preparation specification. If you go for a Market Research certification, you will need to know more about how to put data into a computer. That would be beyond this particular course unit.

Additional reading

Malhotra, N.K., D.F. Birks, and P.A. Wills, 2013. *Essentials of Marketing Research*, Kindle edition, Chapter 7.

Gershuny, J.I. (2000) *Changing Times: Work and Leisure in Postindustrial Society*. New York: Oxford University Press.

Lecture 5. Sampling Methods

We use samples when we don't have access to a census of the population. In this session we cover the different types of sampling methods, and discuss the problems associated with sampling. We examine the distribution of a variable in the sample (including its mean, its dispersion, and its skewness) and its effect on how well the mean can measure its central tendency.

Required Reading

McGivern, Y. (2013, or the 2008 edition or Kindle edition) *The Practice of Market Research: An Introduction*, London: Financial Times/ Prentice Hall. (Used copies of 2008 edition will be acceptable.) Chapters 8, 12, 13.

Diamond I., Jefferies J. (2001) *Beginning Statistics*. Sage Publishers. Chapter 7

Lecture 6. From Samples to Population

In this lecture we continue learning about sampling, and its usefulness in inferring from your sample estimates to the population parameters. We will talk about standard error and 95% Confidence Intervals. We also introduce survey weights.

Required reading

Diamond I., Jefferies J. (2001) *Beginning Statistics*. Sage Publishers. Chapters 8 and 9.

Additional reading

Hair, J.F., Black, B., Babin, B., Anderson, R.E. and Tatham, R.L. (2005) *Multivariate Data Analysis*. Upper Saddle River, NJ: Pearson Prentice Hall. (digitised Ch. 2 on descriptives)

Malhotra, N.K., D.F. Birks, and P.A. Wills, 2013. *Essentials of Marketing Research*, Kindle edition, Chapter 11.

Lecture 7. Forecasting from Time-Series Data

Trends can be found in secondary data sources. These are graphed using line graphs. In this lecture, various forecasting techniques, such as naive method, moving average and trend extrapolation will be discussed.

Required reading

Stevenson W.J. (2012) *Operations Management*, 11/ed, McGraw-Hill. Sample chapter on Forecasting

http://highered.mheducation.com/sites/dl/free/0073525251/886181/stevenson11e_sample_ch03.pdfpp. 74-88

McGivern, Y. (2013, or the 2008 edition or Kindle edition) *The Practice of Market Research: An Introduction*, London: Financial Times/ Prentice Hall. (Used copies of 2008 edition will be acceptable.) Read Chapter 2, especially Box 2.4. Students wanting a high grade in this course will want to pay particular attention to this section on panel data. Notice whether a sample is used (or a population), and whether sampling is independent in each time period. See also Figure 16.4, page 535. Here the line graph for 'Sales' does not use sample data.

Lecture 8. Validity of Conclusions Based on Survey and Forecasting Evidence

In this lecture, we talk about the validity of studies, and how to assess this. Methods of evaluating forecasts and their accuracy will be described. To make a sound argument, your report must be clearly written and the argument must flow from basic premises, through data used and its worthiness, through to the conclusions.

Required reading

McGivern, Y. (2013, or the 2008 edition or Kindle edition) *The Practice of Market Research: An Introduction*, London: Financial Times/ Prentice Hall. (Used copies of 2008 edition will be acceptable.). Chapter 14

Malhotra, N.K., D.F. Birks, and P.A. Wills, 2013. *Essentials of Marketing Research*, Kindle edition, Chapter 13.

Tutorial / Workshop Guide

The unit will be delivered through 8 weekly two hour lecture slots and 5 tutorial classes. Key texts will be made available on Blackboard as the semester progresses.

The specific date of your tutorial will vary, depending on which tutorial group you have chosen. Please refer to your individual timetable in My Manchester for details. The weeks the tutorials will take place in are:

Week 3 (w/c 9 October 2017)

Week 4 (w/c 16 October 2017)

Week 7 (w/c 13 November 2017)

Week 9 (w/c 27 November 2017)

Week 10 (w/c 4 December 2017)

Tutorial 1 Segment Profiling

Preparation required

Read 'syndicated sources of secondary data' in Malhotra, Birks and Wills, 4th ed., 2012 *Marketing Research: An Applied Approach* (or similar material in other editions) - Material on geodemographics.

You should register yourself for the ACORN service and try it out in your own time.

Prepare by writing out answers to Exercise 1. (Please write carefully with excellent style, and use Harvard Referencing to cite your textbook and other sources.)

Tutorial Tasks

In this tutorial we discuss and work with Acorn geodemographic profiling.

Tutorial 2 Focus Groups

Preparation required

McGivern, Y. (2013, or the 2008 edition or Kindle edition) *The Practice of Market Research: An Introduction*, London: Financial Times/ Prentice Hall. (Used copies of 2008 edition will be acceptable.) Section on focus groups- Case Study 6.8 in particular pages 165-166.

Prepare by writing out answers to Exercise 2.

Tutorial Tasks

In this tutorial we will hold a mock focus group and examine real life focus-group situations.

- 1) choose the role of organiser or participant, and choose a rapporteur.
- 2) the organiser identifies who is an 'off-target', and who is a fan or non-committed.
- 3) run an mp3 player
- 4) gain consent from all participants – is verbal consent good enough?
- 5) run the focus group for ten minutes
- 6) discuss how the material could be used. Is it factual or not? What facts were learned? Make brief notes.

Tutorial 3 Questionnaire Design

Preparation required

McGivern, Y. (2013, or the 2008 edition or Kindle edition) *The Practice of Market Research: An Introduction*, London: Financial Times/ Prentice Hall. (Used copies of 2008 edition will be acceptable.) Chapter 9 on questionnaires.

Prepare by writing out answers to Exercise 3.

Tutorial Tasks

In this tutorial we will discuss the rules for questionnaire design, and see whether a particular online questionnaire meets those high standards. We plan to examine the 2011 University of Manchester student barometer questionnaire.

You will need to prepare for this seminar by clicking online links and making notes.

First the whole group will agree on the steps of questionnaire design. Review the ethics and data protection issues before you come.

Finally, discuss in your group whether the questionnaire runs smoothly and whether the variables are coded at the appropriate level of measurement.

Tutorial 4 Sampling

In this tutorial we aim to show how a confidence interval becomes very large as a sample gets very small. Using the handout, discuss in small groups the impact of

sample size on an estimate. Answer the short questions in your groups, and choose a rapporteur. We'll have a short report-back discussion.

Prepare by writing out answers to Exercise 4.

Preparation required

Malhotra, N.K., D.F. Birks, and P.A. Wills, 2013. Essentials of Marketing Research, Kindle edition, Chapter 8. Depending on which textbook you have, read the relevant sections before attending this tutorial. You are learning to use your own judgement about which materials to read.

Tutorial Tasks

In this tutorial we will demonstrate the importance of random sampling for estimating the average across a population of consumers. We also look at sub-group averages.

Assignments and Assessments

Non-Assessed Exercises

You are asked to do four exercises, one for each of Tutorials 1-4.

Assessed Coursework Details

Your assessed coursework, called Assignment 1, involves a 1000 word discussion (an 'essay') of a selected topic from the course. The question will be handed out in Week 3 and this essay is due in Week 7. It must conform wholly to the **Harvard Referencing System**.

Coursework Submission

Coursework must be typed, double-spaced in a reasonable font (eg. 12 point in Times New Roman or Arial). You must submit your essay by 2pm on the deadline day given on p.2 above unless given course specific instructions by email.

Essays should be **submitted online** via Blackboard by 2pm on the deadline day given on p.2 above unless given course specific instructions by email. Full details of how to submit online are available in the 'Submission of Coursework' folder in the relevant section on the course Blackboard website. Ensure you have familiarised yourself with the system and give yourself plenty of time for submission as technology problems will not be an acceptable reason for late or non-submission of work. If you have serious problems submitting on the day please contact the SoSS Undergraduate Office in the Arthur Lewis Building urgently. When you have successfully submitted your essay you will be able to download and print a receipt. You must **keep a copy of your submission receipt** until all work on this course is complete and you have received your final grades.

Note that our online submission system includes TurnItIn plagiarism detection software. Be sure that you fully understand what plagiarism is; links for further details are included in section 5 below. If, after reading the guidance, you are at all unsure about what counts as plagiarism then you should contact your Academic Advisor to discuss it.

If your essay is submitted late your grade will be reduced by 10 marks per day for 5 days, after which it will receive a mark of zero. For clarity a 'day' is 24 hours, beginning immediately after the published deadline. *Deadlines will be strictly enforced in all cases*. The mark published through TurnItIn will show your mark *before* the late penalty is applied. The final mark, with the late penalty applied, will be recorded on the student system and used to calculate your overall course unit mark.

Mitigating Circumstances

Extensions may be granted to students where there are exceptional mitigating circumstances (e.g. strong medical reasons). In such cases a Mitigating Circumstances Form must be completed and submitted to the Undergraduate Office, Ground Floor, Arthur Lewis Building. Full guidance on mitigating circumstances is available here:

<http://www.socialsciences.manchester.ac.uk/student-intranet/undergraduate/help-and-support/mitigating-circumstances/>

Examination Details

This course includes a 2 hour examination in which you will be required to answer a series of 12 to 15 Multiple Choice Questions plus a series of short answer questions. Your writing in the exam must be of the highest quality. Comments will be given to you on the Exercises to ensure that your writing quality is high enough to do well on the exam. This means perfect grammar, excellent word choice, correctly formulated paragraphs, and superb sentence structure.

Examination past papers are available online via My Manchester. Go to the 'Exam Information' portlet and click 'Past Papers' where you will be able to search for papers by the course code.

Examination timetables are released later in the semester and you will be notified with instructions by email from the Undergraduate Administrator.

If you miss an examination through illness or another serious reason you should contact the SoSS Undergraduate Office as soon as possible. You will need to submit a Mitigating Circumstances Form (see link above) along with relevant evidence.

3. FEEDBACK

All Social Statistics courses include both formative feedback – which lets you know how you're getting on and what you could do to improve – and summative feedback – which gives you a mark for your assessed work. This course uses the following mechanisms for feedback:

- Informal verbal feedback will be given during tutorials for individual and group work. (You'll need to contribute regularly to group discussions to make the best use of this.)
- You also have the opportunity to meet staff in office hours – no appointment required.
- Written feedback will be given on your assessed assignment via Turnitin.
- Exam results are published as a grade. If you wish to discuss your exam performance with your lecturer please book an office hour slot by email.
- In addition, a feedback half-day will be offered

Save Your Feedback

Feedback via TurnItIn/GradeMark on the Blackboard system is only accessible while you are studying this particular module. Download a pdf version of your feedback to refer to later by using



the print icon in the bottom left corner of the feedback screen.

KNOW HOW

Your Feedback to Us

We're continually working to improve our teaching practices – for that we need your feedback. Towards the end of the semester you'll be asked to fill out a Unit Survey for each of your modules – please do! The survey is designed to be very short and easy to fill out but the results are really valuable for our monitoring of teaching quality. We want to hear from you whether your opinion on the course was good, bad or indifferent.

All of your Unit Surveys are available via Blackboard – simply go to 'Unit Evaluation' on the left hand menu of the Blackboard website to begin. Alternatively, you can download a smartphone app called EvaluationKit to fill out Unit Surveys for all of your course units.

4. YOUR COMMITMENT

Study Schedule

Each 20 credit module requires that you study for a minimum of 12 hours per week. This is comprised of teaching and independent study in these proportions:

- 3 hours lectures and tutorials (2.5 in the first year);
- At least 3 hours reading the Key Reading;
- At least 3 hours reading an additional text from the reading list;
- At least 3 hours written work for assessed and non-assessed exercises.

This leaves 80 hours study time remaining to be used in independent study over the duration of the course. For 10 credit courses these distributions will be proportionally reduced but should be slightly higher than half the commitment for a 20 credit course.

Tutorial Preparation

Tutorials are a central part of the course module structure. They provide you with an opportunity to discuss, apply and enhance your knowledge, and to build confidence in your skills of analysis, comprehension and presentation. What you will gain from tutorials is dependent upon your preparation and willingness to participate. It is thus essential that you familiarise yourself with the Tutorial Guide for each course, undertake the required tutorial preparation, and bring all relevant materials (hardcopies of the Key Reading, notes on the Key Reading, preparation exercises etc.) to every tutorial. It is not acceptable to attend a tutorial without being fully prepared.

Attendance

You are expected to attend all lectures, tutorials, and workshops that are part of your programme. It is also expected that you arrive on time. Absence and late arrival are recorded on your University record. Inappropriate amounts of absence or late arrival at class, without extenuating circumstances, will be treated seriously and may result in exclusion from the course. In addition, you should be aware that prospective employers almost always ask for information about attendance and punctuality, as well as matters such as your record on completing work to deadlines.

Absences

If you are unable to attend a tutorial because of illness or other good reason you should notify the course lecturer/tutor and your Programme Administrator in advance if possible (William.Start@manchester.ac.uk or telephone 0161 275 3953). This is especially important if you are due to make a presentation to the class. Absences of more than a few days should be backed up by medical or other evidence.

All absences will be reported to the relevant Tutor, who will then monitor your performance. A record of indifferent attendance will be held against you if your examination results are marginal; you should not expect to be shown sympathy by the Board of Examiners in such circumstances.

If you have missed a class, you should be sure to catch up on what you have missed by further independent reading of materials on the reading list and/or consulting any available lecture notes or PowerPoint slides if these are provided or asking other students whether they might allow you to consult theirs.

Email and Blackboard

Your commitment is also to **check your University email and Blackboard at least every other day** in order to make sure that you are informed of any communications from tutors or administrative staff. These might, for example, concern important meetings with staff, changes of room; notification of course options registration, or course-relevant information from your lecturer. Being unaware of arrangements because you have not checked your email or Blackboard is not an acceptable excuse.

5. REFERENCING & PLAGIARISM

The lack of a proper bibliography and appropriate reference in assessed essays will potentially greatly affect the mark for the work and may be considered plagiarism, which is a serious offence.

All essays must employ the scholarly apparatus of references and a bibliography. There are different acceptable referencing styles. In Social Statistics we recommend use of the Harvard system of referencing, which is described in detail here:

<http://subjects.library.manchester.ac.uk/referencing>

In short, Harvard referencing means that you refer to the author and date of publication in brackets within the text, wherever you are referring to the ideas of another writer. Where you quote an author you must always include quotation marks and a page number in the reference.

All essays must include a References List which lists your sources in alphabetical order by author's surname. This should include all (and only) the sources you have directly referenced in the text. Whatever your source is, you need to provide a full set of publication details as described in the guide linked above. All academic texts you read will include bibliographies and these should give you plenty of examples of what information to include.

Cite it Right

You can learn how to reference properly in 15 minutes – head to the online tutorial, *Citing it right*, at:



<http://libassets.manchester.ac.uk/mle/introducing-referencing/>

KNOW HOW

Plagiarism

Avoiding Plagiarism

You can learn how to avoid plagiarism in 20 minutes – head to the online tutorial, *Original Thinking Allowed*, at:

<http://libassets.manchester.ac.uk/mle/avoiding-plagiarism>



The University defines plagiarism as 'presenting the ideas, work or words of other people without proper, clear and unambiguous acknowledgement.' It is an example of academic malpractice and can lead to very serious penalties up to exclusion from the University. You should read the University's guidelines here:

<http://documents.manchester.ac.uk/display.aspx?DocID=2870>

There is additional useful guidance on plagiarism and referencing in the Crucial Guide:

<http://www.studentnet.manchester.ac.uk/crucial-guide/academic-life/support/referencing-and-plagiarism/>

KNOW HOW

6. ASSESSMENT CRITERIA

Student's work in Social Statistics is assessed into different class categories by using the criteria shown in the following rubric. Please note this is a qualitative indicator of strengths and weaknesses related to these different class categories. The precise marking criteria will vary between assignments so this rubric cannot be used as a direct guide to any specific mark received on an Assignment.

Criteria	➤ 80% High First	70 – 80% First	60 – 69 % 2.1	50 – 59% 2.2	40 – 49% 3rd	<40% (Fail)
Relevance to question/completeness of answer	Excellent answer with no significant omissions. Excellent breadth and depth of understanding of context for the question, key issues and interrelationships. Shows some innovation in methods and thinking.	Very good answer with no significant omissions. Very good understanding of context for the question, key issues and interrelationships. Shows good independent thinking or use of very good methods.	Good coverage of question, but may have some omissions. Broad understanding of context for the question, key issues and interrelationships. Shows some independent thinking and an appreciation of application of methods.	Fair answer to question, with some omissions. Lacks breadth and depth of understanding of the issues, perhaps with some confusion/inaccuracies. Mainly derivative from module material, lacks evidence of independent thought/research.	Basic answer to question, with significant omissions. Superficial understanding of the issues and some confusion/inaccuracies. Regurgitates taught or given material with no evidence of independent thought/research.	Partial answer to question, with major omissions. Weak understanding of the issues and considerable confusion/inaccuracies. Regurgitates taught or given material with no evidence of independent thought/research.
Structure	Excellent. Clear and logical progression through and between sections. All aims and outcomes of the project are very clear.	Very good. Logical progression through and between sections. All aims and outcomes clear.	Good. Mostly logical progression through and between sections. Main aims and outcomes of the project are clear.	Moderate. Progression through and between sections uneven or unclear at times. Main aims and outcomes of the project moderately clear.	Poor. Little logical progression through and between sections. Some sections not appropriate to the project as carried out. The main aims and	Flawed. No clear progression at all through and between sections. The report does not have any clear aims or outcome. No scientific focus.

					outcomes of the project lack clarity.	
Research design and/or methods	Excellent. Design and method totally in alignment with objectives.	Very good. Design and method aligned well with objectives.	Good. Any faults are minor and do not detract from the overall quality of the project.	Moderate. Minor faults which detract from the overall quality of the research, but most of the methods used are sound.	Poor. Some major faults which detract from the overall quality of the project. Methods used are partially appropriate or correct.	Extremely poor. Methods inappropriate or incorrect for the project. The project lacks validity due to these flaws.
Results and analysis or substantive analysis	Excellently presented. Results analysed & interpreted at a level suitable for publication.	Presented to a high standard, with no major flaws. With minor changes results and analysis suitable for publication.	Well presented, with occasional flaws and minor errors only. Analysis & interpretation mostly sound.	Moderately presented, but with some major flaws or several minor errors. Analysis & interpretation moderate.	Poorly presented, several major flaws and/or many minor errors. Analysis & interpretation contains significant deficiencies	Extremely poorly presented, with many major flaws and many minor errors. Analysis & interpretation very poor or absent.
Overall presentation	Excellent throughout. All figures and tables clear with suitable legends/captions	Very good throughout, with only minor shortcomings	Good throughout, with no major flaws but occasional minor errors. Some figures/tables unclear.	A few major flaws and/or several minor errors. Several figures or tables of poor quality	Some major flaws and/or frequent minor errors. Many poor quality figures/tables.	Many major flaws and many minor errors. Overall poor presentation of figures and tables

<p>Use of literature and references</p>	<p>Complete: fully and correctly cited, up to date and appropriate. Extensive literature resources used to provide balance and an informed view. Interpretation of literature provides basis for project objectives.</p>	<p>Complete and correctly cited, up to date and appropriate. Literature clearly links to project objectives.</p>	<p>Mostly complete and correctly cited, with minor omissions or errors only. Some link between literature and project objectives.</p>	<p>Moderately complete and cited, with occasional major flaws or some minor omissions or errors. Little interpretation of literature and link to project objectives.</p>	<p>Incomplete or incorrectly cited, with some major omissions or errors. Some failures to cite sources. Difficulty in interpreting literature and using it as basis for project objectives.</p>	<p>Material used is frequently not cited and referencing is flawed throughout. No evidence of a link between literature and the project.</p>
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7. ESSAY TIPS & READING STRATEGIES

Essay writing is an essential skill, helping you organise your learning, deepen your understanding and, of course, evidence your progress in coursework and exams. You will probably have already written assessed essays as part of your degree – it is important that you bear in mind your current strengths and weaknesses when sharpening your skills. Go back over your feedback from previous modules: what did you do well, what could you improve? If you're having problems making sense of your past feedback you could arrange a meeting with your academic advisor to discuss your general skill levels and strategies for improvement.

The following are more general tips for good essay writing.

Always make a plan and write a first draft before completing any significant piece of writing. Writing is a very good way of coming to understand things - so don't expect to get it right the first time. Some lecturers work on eight or more drafts of an article before they submit it for publication!

Planning. Always start with as detailed a plan as possible. It should include a breakdown of the essay question so you know what each section of your essay is doing; some mention of the really important literature to reference; and details of any data you are going to present. You don't necessarily have to stick with your plan, but if going off the plan consider why you're doing so, and whether the material you are adding remains relevant.

Structure and focus. The point of planning is to end up with a well structured answer that is entirely focused on the question. Structure works at several levels. Overall, of course, you should have an introduction, a main body and a conclusion. Your main body should have several sub-sections, and the use of subheadings to organise your writing is strongly recommended. Within those sections, your paragraphs should be grammatically correct and contribute to the flow of the essay to aid comprehension. That is, each paragraph should deal with an identifiable topic that links to the next paragraph. When your essay is well structured it is easier to ensure that it remains focused on the question at hand.

Topic sentences. One exercise you can do to check structure and focus is to examine the first sentence of every paragraph. It should introduce the topic of that paragraph in some way, and should follow on logically from the material presented in the preceding paragraph. Try writing a separate document, where you write one 'topic sentence' for each paragraph, aiming to summarise that paragraph in a nutshell. If you find it difficult to express the idea in a single sentence consider whether the paragraph really hangs together coherently. Should it be broken into separate paragraphs? Or perhaps you need to remove some material that is not relevant? When you have your list of topic sentences it is easy to see the overall flow of the essay – does it make sense?

Critical engagement. 'Critical' in this sense does not necessarily mean to claim that something is wrong, it might, on the contrary, affirm some argument in the literature.

However, to engage critically you need to think about claims, arguments and evidence from a number of different angles. Does the claim make sense? Does it apply equally to different contexts, or does it only apply in one country, industry or to particular group of people? Does the evidence for the claim really stack up? If you can bring other material to bear that either confirms or denies some claim made in the literature then you know you are engaging critically.

Quoting and Referencing. Limit your use of quotations, we want to read your words. Bear in mind that quotations never tell the whole story since they have been taken out of their original context. You should be using quotations to illustrate points you've made yourself, or should be reflecting on them after presenting them. For all quotations, and any other ideas that are attributable to someone else, you should use the Harvard system of referencing and a full bibliography. (For details see the Cite It Right link above, or examine the library's online resources.)

Beware plagiarism. Plagiarism is: "any unreferenced use of the material of other people, from whatever media it is taken" (School Regulations, see also the [University guidance on plagiarism](#)). Evidence of plagiarism will lead, at least, to a zero mark for your work and may involve more serious penalties. Avoid plagiarism in the following ways:

1. Try to express ideas in your own words, including a full reference if the ideas come directly from others' work; doing this in your preparatory notes helps you understand the material and avoid mistakes.
2. Always use quotation marks and a full reference to the source if using other people's words.
3. Start your work early.
4. Most important: think for yourself!

Reading Strategies and Tips

Tips for reading effectively. Bear in mind that reading from paper is typically 15% faster than reading from a computer screen. It's a good idea to make your own copies of readings and personalise them by writing notes in the margins. NEVER write on library books or journals in the Library. When you have read something summarise the main points at the top of the article so that you will instantly remember its central points when you go back to it.

Use the e-journals in the library, i.e. access through the computer. Different journals have different ways of logging in when you are working off-campus. Generally, if you start by searching for the journal via the library search facility and then look for 'login via your institution' or 'shibboleth login' when you get to the journal's website you should be able to access anything the library subscribes to with your usual IT username and password.

Remember to check the bibliographies of anything you are reading for additional material that may be of interest to you. This is how you begin research - by searching out materials.

When reading if you have any things you do not understand make a list and then ask the tutor. It is highly likely that if you have not understood something there are plenty of other students who will be looking for answers to the same questions.

Strategies for finding further readings

The readings offered on the course outline below should be considered starting points for your exploration of the issues you are most interested in. A good quality essay will show evidence that the student has read academic work beyond the readings offered on the list. To make sense of the huge wealth of material available you need to focus your reading by using good literature search techniques. Here are some hints:

1. Use textbooks.

Textbooks are especially useful when you are exploring an area for the first time, with little background knowledge. Use the detailed contents pages and index to find text relating to your areas of interest in order to get some background knowledge. Most good textbooks will offer short guides to further readings. The benefit of this is that the references will generally be widely respected. However they will also often be of a rather general nature, so you'll need to use other strategies to find more focused readings.

Some very general, introductory textbooks are in the reading list for lecture 1.

2. Use bibliographies.

When reading materials from the course outline or found elsewhere, make good use of references and bibliographies - that's what they're there for! Try to remain focused in choosing what to read next, the position of the reference in the text should give you a very good idea of the issues dealt with by the referred book or article, and even an evaluative judgement of the worth of the work. Look out for particular references that come up time and again in relation to the issues you're interested in – often-cited pieces may turn out to include seminal arguments that can be a very useful guide in your own writing.

3. Use databases.

When using databases your choice of search terms is all important - so you should use them only after getting a general overview of the area from lectures, seminars and introductory readings. Simply entering terms from an essay title into Google before you've given the topic any thought is a sure-fire way of wasting time on irrelevant materials and/or producing an incoherent essay.

The Library Catalogue is the first port of call for using keywords or author names to search for books held in stock in the library. But, this is quite simple searching,

potentially throwing up long lists of only marginally relevant readings. Having identified a relevant area, however, you can use the classification system and go and browse books on nearby shelves.

<http://www.library.manchester.ac.uk/searchresources/librarysearch/#>

Google Scholar offers another excellent resource for keyword searching and will return a mixed bag of articles, books, book reviews and research reports rank ordered by number of citations from other (academic and non-academic) writings. If you are searching from the University campus you can use the 'Find it via JRUL' links to see if the work is stocked in the University's libraries.

<http://scholar.google.co.uk>

An alternative, and in some ways preferable, source is the Web of Knowledge/Web of Science database to which the University subscribes. Under the 'General Search' option this offers more complex search possibilities, utilising a number of different fields, logic options and wildcards - view the 'General Search Tutorial' on the Web of Science website to find out how these help. In addition to getting a list of very specific references from journals that match your search criteria, you can also call up the abstracts of all the articles. So, you can quickly get an overview of the literature, narrow the selection to those sources that look most useful, or modify your search terms if you are a bit off-target. Web of Science only returns articles published in genuine academic journals. This means that compared with Google Scholar you are more likely to find high quality, relevant sources through Web of Science, although it also means that you miss out on finding relevant academic books.

FACULTY OF HUMANITIES, SCHOOL OF SOCIAL SCIENCES
SOCIAL STATISTICS COURSE UNIT OUTLINE 2017/18

SOST20012 THE SURVEY METHOD IN SOCIAL RESEARCH

Semester: 2

Credits: 20

Convenor: Dr Mark Brown

Version date: 05/01/2018

Lecturer(s): Mark Brown (Course Convenor):
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Office Hours:XXXX

Tutors: William Shankley and Alexandre Albert

Lectures: Tue 10:00 - 12:00, Mansfield Cooper G20

Tutorials: Allocate yourself to a tutorial group using the Student System

Mode of assessment: Two 2,000 word essays each worth 50% of the total course mark

Reading Week: **NO READING WEEK IN SEMESTER TWO**

Administrator: Chantel Riley, chantel.riley@manchester.ac.uk  0161 275 3953
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*****IMPORTANT INFORMATION – PLEASE READ*****

Assessment Hand in Dates:

Assessment 1: Monday 12th March 2018.

Assessment 2: Thursday 10th May 2018.

Communication: Students must read their University e-mails regularly, as important information will be communicated in this way.

Examination period: 14.05.2018 - 10.06.2018

Re-sit Examination period: 20.08.2018 - 02.09.2018

1. COURSE CONTENT

Course Summary

The course provides an introduction to the theory and practice of quantitative survey research. It is taught in 3 parts. In part one (weeks 1-3) we introduce the role of surveys in social research in a range of settings. In part 2 (weeks 4-6) we review the different options for obtaining survey data, considering both the process of designing a survey from scratch as well as the alternative strategy of using existing survey data available for secondary analysis. Part 3 (week 7-11) concerns the techniques for carrying out an analysis of survey data, including aspects of interpretation. For those considering the use of surveys in their dissertations, the course provides students with training in how to carry out and analyse their own surveys, while also putting considerable emphasis on the opportunities for secondary analysis highlighting the exceptionally rich range of large scale social surveys available to all those in the HE community.

Get Organised

Use this guide to find out:

- Where and when to attend classes.
- What to read before lectures and tutorials.
- Where to start your reading for assessments.
- How your progress will be assessed.

Read on to ensure that you know how to get the most out of your degree.

KNOW HOW

Course Aims

This course will:

- Introduce students to the social survey and its use in academic and policy research
- Introduce students to principles of research design in survey research including the development of research questions and hypotheses
- Provide training and practice in the design of survey questions and questionnaires
- Introduce students to the theory and practice of sampling and show how sample surveys can be used to make generalizations about the population from which they are drawn.
- Impart knowledge about a range of sources of survey data and the way they can be evaluated and used in secondary analysis
- Provide basic training in the use of SPSS (Statistical Package for Social Scientists) for the entry, handling and analysis of survey data
- Develop the understanding and skills required to design and carry out basic secondary data analysis of a large scale dataset.
- Develop the critical skills needed to interpret and report simple data analysis.
- Enable students to develop and write a dissertation research proposal based on the survey method

Learning Outcomes

On completion of this unit successful students will be able to:

- Develop fit for purpose research questions and hypotheses for survey research
- Demonstrate understanding of the process and elements of research design in survey research
- Design survey questions that operationalise sociological concepts
- Demonstrate understanding of the principles of sampling and have knowledge of the different types of sample design and their strengths and weaknesses
- Identify and access a range of secondary sources of survey data
- Critically evaluate the suitability of secondary data sources for a given research question
- Undertake basic data manipulation tasks to prepare a collected dataset for analysis
- Understand and be able to apply a range of techniques for the exploratory analysis of survey data using specialist data analysis software (SPSS)
- Accurately and critically interpret the output from secondary data analysis, including simple tests for statistical significance
- Evaluate the relative strengths and weaknesses of secondary analysis of survey data to address social research questions
- Demonstrate skills in reporting data analysis, including presenting results clearly for reader
- Write a dissertation research proposal based on the survey method

General Course Readings

The following are good general texts for this course. Specific suggestions for reading are listed in the week by week course summary. Note this course has a strong focus on learning practical skills so students should be aware that independent study time will need to be divided between reading and practical tasks, particularly in weeks 7-11 when other tasks will be set.

- DE VAUS, D (2014) *Surveys in Social Research: 6th ed (but earlier editions are fine).*, London: Routledge (Social research today) This can be accessed on-line through the library
- BRYMAN, A (2008) *Social Research Methods (3rd ed or later)* Oxford University Press. A general text on research methods with a number of chapters on quantitative approaches covering both the design and analysis of surveys
- MACINNES, J (2016) *An introduction to secondary Data Analysis with IBM SPSS Statistics: Particularly useful for the second part of the course.*

Lectures, Workshops and Reading List

Please note the detailed content of classes, readings etc. may be revised during the course. Please refer to the week by week pages on the Blackboard site for latest information

Note: Where texts have more than one edition it's best to read the most recent edition available but changes are often minor so earlier editions are generally fine.

PART 1: ABOUT SURVEYS

WEEK 1:

Lecture: Introducing the Social Survey (Jan 30th) *Mark Brown*

Our understanding of society is shaped (consciously and unconsciously) by a daily diet of survey findings from newspaper polls to large scale Government Social Surveys. Moreover, surveys are highly influential as evidence sources used in the shaping and evaluation of social policy and for academic research in the social sciences. In this opening lecture we take a look at the nature of social surveys and identify some of their key strengths as tools for understanding society and the way it changes. We also set out the aims and objectives of the course, explain how teaching and learning is organised and outline the method of assessment. The lecture also includes some practical exercises covering some of the basics on how to read and interpret statistical data from surveys.

Recommended Reading:

- DE VAUS, D (2014) *Surveys in Social Research: 6th ed.*, London: Routledge (Social research today) Part 1: The Scope of Survey Research (Ch 1: The Nature of Surveys)
- BRYMAN, A (2008) *Social Research Methods (3rd ed)* Oxford University Press. Ch 6 The nature of quantitative research
- ALDRIDGE A and LEVINE K (2001) *Surveying the Social World: Principles and Practice in survey research.* Open University Press. (Chapter 1: Why Survey?)

******PLEASE NOTE THERE ARE NO WORKSHOPS IN WEEK 1******

WEEK 2:

Lecture: The survey method in social research: From good description to testing theory (Feb 6th) *Mark Brown*

We trace the history of the social survey from the early poverty studies of Victorian England to the current day with high quality large scale social surveys now available across many topics of interest to sociologists. This session highlights these resources and the ways they can be used in research. A key strength of surveys is their potential for good description – accurate measurement of differences and inequalities in society is an essential first step before we can start to understand the processes behind them and develop policy responses to them. But surveys are more than just description, and can be used to both test and develop theory. We assess the strengths and limitations of surveys for these different uses, and illustrate this with examples.

Recommended Reading:

- DE VAUS, D (2014) *Surveys in Social Research* London: 6th ed., London: Routledge (Social research today) (Ch2: Theory and Social Research)
- ALLUM N and ARBER S (2008) *Secondary Analysis of Survey Data* in Gilbert N. eds *Researching Social Life (3rd edition)*, Sage London. Ch 5
- BRYMAN, A (2008) *Social Research Methods (3rd ed)* - Oxford University Press. Ch 2 Research Designs
- MARSH (1982) *The survey method: the contribution of surveys to sociological explanation*, London: Allen & Unwin (Contemporary social research series) Old, but still highly regarded; approaches surveys from a sociological angle (ch1: 'introduction' Ch 2: 'history of the use of surveys in sociological research' Ch 3 the critics of surveys'

Workshop: The nature of Survey data (Feb 8th) *Will Shankley and Alex Albert*

The opening workshop will introduce you to quantitative survey data, and allow you to explore some of its basic properties as we convert measurements from a questionnaire to

numeric data (cases and variables) that can be input and analysed using a computer. For this we will use SPSS, the data analysis software package we will be using in later workshops (and for the final assignment).

WEEK 3:

Lecture: Doing Survey research: It starts with a research question... and a look at the first Assignment (Feb 13th) *Mark Brown*

When and how can we use surveys in our own research? And assuming we decide to use this method, should we collect our own survey or use an existing one? The answers depend entirely on the data requirements for the research question we are trying to answer. We consider the importance of developing clear and specific research questions, and show how developing hypotheses can help guide our decisions over research design and choices about data.

Recommended Reading:

- DE VAUS, D (2014) *Surveys in Social Research* London: 6th ed., London: Routledge (Social research today) (Ch 3: 'Formulating and clarifying research questions')
- BRYMAN, A (2008) *Social Research Methods* (3rd ed) - Oxford University Press (Chapter 4: Planning a research project and formulating research questions)
- O'LEARY, Z (2004) *The Essential Guide to Doing Research*: SAGE (Ch 3: developing your research question)
- Hypotheses (on-line Research Methods Knowledge Base)
<http://www.socialresearchmethods.net/kb/hypothes.php>

Workshop: Survey data at your fingertips: On-line access to the British Social Attitudes Survey (Feb 15th) Will Shankley and Alex Albert

Later in this course we will look at how to carry out your own secondary analysis of a large scale survey dataset using specialist software (SPSS). But there are many quick and easy ways we can access survey data over the internet for use in research. In this workshop we look at <http://www.britisocat.com/Home> - a website providing easy access to data from one of the most popular British Surveys: the British Social Attitudes Survey.

PART 2: SURVEY DESIGN & SECONDARY SOURCES

WEEK 4:

Lecture: Survey Design 1: From concept to variable (Questions and questionnaires) (Feb 20th) *Mark Brown*

A good understanding of the way surveys are designed is important whether you plan to do your own survey or use an existing one. We start with the questionnaire - the instrument through which we aim to 'measure' aspects of the social world and turn them into survey data or 'variables'. We consider this process, introducing key concepts of levels of measurement, validity and reliability.

Recommended reading:

- DE VAUS, D (2014) *Surveys in Social Research* London: 6th ed., London: Routledge (Social research today) (Ch4: 'Developing indicators for concepts' Ch7 'Constructing questionnaires')
- BRYMAN, A (2008) *Social Research Methods* (3rd ed) - Oxford University Press (Ch 9 and Ch10)
- FOWLER, F (2009) *Survey Research Methods* (4th ed.): Ch6 and 7)

- LEPKOWSKI J et al (2009) Survey Methodology (2nd ed) Ch7-8 (note this book goes to a more advanced level than required for this course but has good coverage of the basics)
- ALDRIDGE A and LEVINE K (2001) Surveying the Social World: Principles and Practice in survey research. Open University Press. (Ch6: Designing the questions)
- For a good on-line source on questionnaires and question types have a look at Trochim, William M. The Research Methods Knowledge Base, See <http://www.socialresearchmethods.net/kb/surv writ.php>
Also, see the factsheet 'Developing Indicators for Concepts' available from the UK Data Service at https://www.ukdataservice.ac.uk/media/262823/discover_developingindicatorsforconcept sfactsheet.pdf which includes interesting examples on how to measure ethnicity and social capital.

Workshop: Designing an on-line questionnaire using google forms (Feb 22nd) *Will Shankley and Alex Albert*

The questionnaire lies at the heart of the survey method. Developing good questions for the questionnaire is one of the most difficult components of survey design. Even where the researcher is conducting a secondary analysis of an existing survey, only by looking back at the actual questions asked can we determine whether variables, and the dataset, are fit for purpose to answer our research question. In this workshop we look at the challenge of designing survey questions, and how to set them up for data collection in an on-line survey questionnaire using google forms.

WEEK 5

Lecture: Survey Design 2: Sampling and Fieldwork (Feb 27th) *Mark Brown*

Most surveys are based on just a sample of the target population. Typically, when carrying out analysis of a survey dataset we want to be able to generalise our findings from sample to the population. This is only possible if we have a 'representative sample' We look at the theoretical requirements for achieving a representative sample, before moving to consider how samples are actually derived in practice in survey research. We take a look at the different ways of collecting survey data (from self-complete web surveys to those administered by face-to-face interview) and consider their pros and cons in terms of cost and efficiency, the types of question that can be asked, and the crucial issue of non-response.

Recommended reading:

- DE VAUS, D (2014) Surveys in Social Research London: 6th ed., London: Routledge (Social research today) (Ch 6: Finding a sample) **(EC)**
- BRYMAN, A (2008) Social Research Methods (3rd ed) - Oxford University Press (Ch 7: Sampling)
- FOWLER, F (2009) Survey Research Methods (4th ed.): Ch3 and 5 **(EC)**
- LEPKOWSKI J et al (2009) Survey Methodology (2nd ed) Ch3-5 (note this book goes to a more advanced level than required for this course but has good coverage of the basics) **(EC)**
- SAPSFORD R (1999) Survey Research Sage, London. (Ch 3 the theory of sampling; Ch4 Making do: sampling in the real world)
- ALDRIDGE A and LEVINE K (2001) Surveying the Social World: Principles and Practice in survey research. Open University Press. (Ch4: Selecting samples)

Workshop: Samples for surveys (March 1st) *Will Shankley and Alex Albert*

One of the great strengths of well-designed sample surveys is the potential to generalise the results from the sample to the population of interest (make inference). But the ability to make inference is entirely dependent on the design and size of the sample. In this workshop you

will experiment on a dataset to demonstrate how different strategies for drawing samples (and different sample sizes) affects the representativeness of our sample

WEEK 6:

Lecture: To do my own survey or use someone else's? The Goldmine of secondary sources (Mar 6th) *Mark Brown*

You have a research question that looks suitable for investigating with the survey method. A key question is should you do your own survey (design it and collect your own data) or could the research be conducted using an existing survey. Secondary analysis of existing surveys carries many advantages and is increasingly a good option with the growing range and accessibility of high quality social surveys. We look at ways of searching for existing surveys on your topic of interest and evaluating them for suitability.

Recommended reading:

- See the many guides and resources (including videos) of the UK Data Service website: www.ukdataservice.ac.uk (EC)

These cover many different aspects of working with secondary sources including guides on what data is available from the UK Data Service and guidance for new users on how to access and analyse the surveys held. You'll find many of these under the 'get data' and 'use data' menus, which include a student resources page

- BRYMAN, A (2008) *Social Research Methods* (3rd ed) - Oxford University Press (Ch 13: Secondary Analysis and Official Statistics)
- DALE, A, WATHAN, J and HIGGINS V (2008) *Secondary Analysis of Quantitative Data Resources* in BRANNEN, J; BICKMAN, L, ALASUUTARI, P *The SAGE handbook of social research methods*. Sage (EC)
- ALLUM N and ARBER S (2008) *Secondary Analysis of Survey Data* in Gilbert N. eds *Researching Social Life* (3rd edition), Sage London. Ch 5 (EC)

Workshop: Do I really need to do my own survey? Searching and evaluating secondary sources (March 8th) *Will Shankley and Alex Albert*

This workshop shows you how to search for potential survey data sets you might use in a secondary analysis, using the search engine of the UK Data Service (the main academic service for UK users of Social Survey data). We also consider how you evaluate whether a survey you've found in such a search is really fit for your purpose? This involves checking to see if the sample matches your population of interest and whether the survey includes the variables you'll need to answer your research question. This can all be done on-line, and the workshop shows you how.

N.B. ASSIGNMENT 1 SUBMISSION DEADLINE: MARCH 13th

PART 2: SURVEY ANALYSIS

This part of the course is designed to be suitable to those who have no experience in data analysis. For students who have undertaken some statistical training, part 3 will provide an opportunity to review methods and to focus on survey data in more detail. We will focus on interpreting analyses produced in the statistics package SPSS rather than mathematics.

WEEK 7:

Lecture: Summarising data about individuals' characteristics (Mar 13th) *Jackie Carter*

The purpose of statistics is to provide summaries about things characteristics that vary from individual to individual (that is 'variables'). This session will describe how we can summarise the survey responses, including how we can identify how common responses are (using percentages), what is typical (averages) and how much variation there is between

individuals. We will also find that data can be 'missing', this will mean different things depending on context. We will see that it is particularly important to understand what our variables look like when we are using data that have been collected by someone else.

Workshop: Introduction to data analysis using the 2014 British Social Attitudes Survey (BSA) (Mar 15th) *Will Shankley and Alex Albert*

Building on the initial training in SPSS using the mini class dataset in workshop 1 we switch to a major well known survey; the British Social Attitudes 2014. We will focus on locating the variables in a large dataset, producing summaries of characteristics and dealing with data when values are 'missing'.

Recommended Reading:

- DE VAUS, D (2013) *Surveys in Social Research* London: 6th ed., London: Routledge (Social research today) (Ch12: Overview of analysis Ch13: Univariate analysis - to page 228) **(EC)**
- BRYMAN, A (2008) *Social Research Methods* - Oxford University Press (Ch14: Quantitative data analysis – section on 'Univariate analysis' Ch15: Using SPSS – relevant sections on univariate analysis)
- BABBIE, E (1993) *The Practice of Social Research*, Ch 15 'Elementary analysis'
- For links to some good on-line resources on data analysis see YouTube videos of using SPSS see <http://www.quantitativemethods.ac.uk/learning/WhyStudyQM/>
- The Khan Academy (<http://www.khanacademy.org/>) also has a number of short videos explaining statistics (scroll down the home page to find 'Statistics') – these include some useful summaries of basic concepts and measures e.g. try 'Statistics: the Average'

WEEK 8;

Lecture: Exploring relationships between variables (March 20th) *Jackie Carter*

Once you have taken an initial look at the key variables of interest, the aim of most data analysis is to explore the relationship between variables e.g. to see how outcomes of interest vary depending on the characteristics of the respondent. This session introduces the basic techniques for looking at the relationship between variables. The importance of thinking theoretically when designing your analysis is discussed with examples.

Workshop: Exploring relationships between variables (March 22nd) *Will Shankley and Alex Albert*

Building on the last two weeks we move from a consideration of individual variables to a look at how to analyse the relationship BETWEEN variables using crosstabulation

Recommended Reading:

- DE VAUS, D (2013) *Surveys in Social Research* London: 6th ed., London: Routledge (Social research today) (Ch14: Bivariate analysis) **(EC)**
- DE VAUS, D (2002) *Analyzing Social Science Data*: (Ch 32 How and when to use crosstabulation) **(EC)**
- BRYMAN, A (2008) *Social Research Methods* - Oxford University Press (Ch14: Quantitative data analysis – section on 'Bivariate analysis' Ch15: Using SPSS – relevant sections on contingency tables)
- MARSH, C. AND ELLIOT, J (2008) *Exploring Data*: 2nd ed., Cambridge: Polity (Ch 6: Percentage Tables)

EASTER BREAK (March 24th to April 15th)

WEEK 9:

Lecture: Getting data to behave (April 17th) *Jackie Carter*

Whether you collect survey data yourself, or someone else has already collected it, data rarely arrive in the form that would be most useful in order to do analysis. Sometimes this is simply in order to group categories of a variable together. In other cases it is because we want to work with subgroup of respondents. Finally, there is a statistical requirement to apply an adjustment called weighting to correct for bias in the survey sample. All of these issues can be dealt with by SPSS and are incredibly useful as almost all datasets require some manipulation before they can be analysed appropriately.

Workshop: Getting data to behave (April 19th) *Will Shankley and Alex Albert*

We build on the techniques of exploratory analysis carried out so far, with more work using crosstabulation to investigate relationships between variables. The practical introduces the use of recoding as a key tool for refining our analysis. We will also apply a weight to our data in order adjust for features of the British Social Attitude's sample design to ensure that our results are representative.

Recommended Reading:

- S. KING-HELE (2014) What is weighting? UK Data Service
<https://www.ukdataservice.ac.uk/media/285227/weighting.pdf>
- SMITH E (2008) Using Secondary Data in Educational and Social Research – Maidenhead: OUP (Ch 6 Traffic Jams and Gap Years – secondary analysis of survey data) (Online access available)
- BRYMAN, A (2008) Social Research Methods - Oxford University Press (Ch15: Using SPSS – relevant sections on recoding)

WEEK 10.

Lecture: Getting critical: Statistical significance and questions of causality (April 24th)
Jackie Carter

How confident can we be in the results of our survey analysis? When survey data is based on a sample of the population, all analysis is subject to some 'sampling error'. So how and when can we confidently generalise a finding observed in the sample to our target population? This session introduces the concept of statistical significance and looks at the use and interpretation of some simple tests. We also look critically at the substantive interpretation of the relationships we observe in data, drawing the distinction between statistical association and causality.

Workshop: Running a Chi Square test (April 26th) *Will Shankley and Alex Albert*

Building on the analysis from last week, this practical shows you how to include tests for statistical significance (a Chi Square test) when running crosstabulations in SPSS. We cover the interpretation of these tests, and show how they are used in the research process to help judge the extent to which results from our sample data can be generalised to the population

Recommended Reading:

- BRYMAN, A (2008) Social Research Methods - Oxford University Press (Ch14: Quantitative data analysis – section on 'Statistical Significance' Ch15: Using SPSS – relevant sections on contingency tables and chi-square)
- DE VAUS, D (2014) Surveys in Social Research London: 6th ed., London: Routledge (Social research today) (Ch14: Bivariate analysis) **(EC)**
- De Vaus, D (2002) Analyzing Social Science Data: (Ch 23 What are tests of Significance and 24 Should tests of significance be used?)
- MARSH, C. AND ELLIOTT, J (2008) Exploring Data, 2nd edition - Cambridge: Polity (Chapter 7)

- For a video showing steps in running a chi square test in SPSS see:
<http://www.youtube.com/watch?v=Ahs8jS5mJKk>

WEEK 11.

Lecture: Revision and reporting.. and a look at assignment 2 (May 1st) Jackie Carter

We review the stages involved in survey analysis and relate this to the requirements for Assignment 2. This includes tips on how to write up the results of a survey analysis – how to structure a research report. and how to present findings in the form of tables and graphs, We conclude the module by looking at the many possibilities for using survey data in your final year dissertations. This includes projects that involve collecting your own survey data and those based on secondary analysis of an existing dataset (using SPSS). We also look at the opportunities for using some survey data even where the dissertation is based primarily on qualitative methods (e.g adding a table or graph of survey findings to provide context or background to the research)

Workshop: SPSS drop in: A voluntary drop in session (May 3rd) Will Shankley and Alex Albert

Providing an opportunity to get further help with SPSS skills and techniques required for the Assignment 2.

Recommended Reading:

- ALDRIDGE A and LEVINE K (2001) *Surveying the Social World: Principles and Practice in survey research*. Open University Press. (Ch9: Presenting your findings)
- BRYMAN, A (2008) *Social Research Methods - Oxford University Press (Ch27: writing up Social Research)*

2. ASSESSMENT

Non-Assessed Assignment Details

Each weekly workshop consists of a series of exercises. These hands-on exercises are designed as a key part of the learning process and valuable preparation for undertaking the two main coursework assignments. Completed exercises with answers are posted on Blackboard enabling students to check their understanding and progress, and follow up any areas of uncertainty with the teaching team.

In week 9 there is an opportunity to submit a short report based on the analysis you conducted in weeks 7 and 8. This piece of work will not constitute part of the overall mark. However, this will provide an important opportunity to rehearse analysis and reporting skills required for the second assessment and to get some feedback.

Assessed Coursework Details

The course will be assessed by two essay based assignments (each contributing 50% of total mark)

Essay 1 (2000 words; 50% of course mark)

You will write an essay describing and explaining the survey design you would use to investigate a stated research question. You will be given the broad topic area for the

research but will be expected to develop a specific research question and some related hypotheses to guide your survey design.

N.B. For this assignment you are **describing a survey design** but are **NOT** actually carrying out the survey, i.e. you are explaining what you would do but not actually collecting any data or conducting any data analysis

Full details of the requirements for this assignment, including a marking scheme, will be provided in a separate hand-out made available through the Blackboard site, which will also contain FAQs and an online forum for asking questions.

Students are required to submit this assessment by 2pm on Monday 12th March 2018.

Essay 2 (2000 words; 50% of course mark)

This will involve writing a report of a small piece of secondary analysis carried out on a large social survey (using SPSS).

Full details of the requirements for this assignment, including an instruction document, the dataset and a marking scheme will be made available through the Blackboard site, which will also contain FAQs and an online forum for asking questions

Students are required to submit this assessment by 2pm on Thursday 10th May 2018.

Note: You must include an accurate word count on the front page of your essay. Failure to do so will lead to an automatic 2 mark deduction. Your word count should include all text in the essay (including any footnotes, tables and so on) but does not include the bibliography.

Coursework Submission

Coursework must be typed, double-spaced in a reasonable font (eg. 12 point in Times New Roman or Arial). You must submit your essay by 2pm on the deadline day given on p.2 above unless given course specific instructions by email.

Essays should be **submitted online** via Blackboard by 2pm on the deadline day given on p.2 above unless given course specific instructions by email. Full details of how to submit online are available in the 'Submission of Coursework' folder in the relevant section on the course Blackboard website. Ensure you have familiarised yourself with the system and give yourself plenty of time for submission as technology problems will not be an acceptable reason for late or non-submission of work. If you have serious problems submitting on the day please contact the SoSS Undergraduate Office in the Arthur Lewis Building urgently. When you have successfully submitted your essay you will be able to download and print a receipt. You must **keep a copy of your submission receipt** until all work on this course is complete and you have received your final grades.

Note that our online submission system includes TurnItIn plagiarism detection software. Be sure that you fully understand what plagiarism is; links for further details are included in section 5 below. If, after reading the guidance, you are at all unsure about what counts as plagiarism then you should contact your Academic Advisor to discuss it.

Mitigating Circumstances

Extensions may be granted to students where there are exceptional mitigating circumstances (e.g. strong medical reasons). In such cases a Mitigating Circumstances

Form must be completed and submitted to the Undergraduate Office, Ground Floor, Arthur Lewis Building. Full guidance on mitigating circumstances is available here:

www.socialsciences.manchester.ac.uk/student-intranet/undergraduate/useful-documents/

3. FEEDBACK

This course uses the following mechanisms for feedback:

- Model answers for the weekly non-assessed workshop exercises are posted on Blackboard. Students are encouraged to use these to check progress and understanding
- Students are encouraged to use the weekly workshops to ask for any assistance or additional feedback on their progress that they require, in preparation for the assessed coursework.
- Written feedback will be given on your assessed coursework,
- The teaching team hold regular office hours and students are encouraged to make use of these for further support with course learning and feedback. Additional office hours will be offered to discuss feedback for the assessed coursework.
- A discussion board will be available for raising questions around the assessments

Save Your Feedback

Feedback via TurnItIn/GradeMark on the Blackboard system is only accessible while you are studying this particular module. Download a pdf version of your feedback to refer to later by using



the print icon in the bottom left corner of the

feedback screen.

KNOW HOW

Your Feedback to Us

We're continually working to improve our teaching practices – for that we need your feedback. Towards the end of the semester you'll be asked to fill out a Unit Survey for each of your modules – please do! The survey is designed to be very short and easy to fill out but the results are really valuable for our monitoring of teaching quality. We want to hear from you whether your opinion on the course was good, bad or indifferent.

All of your Unit Surveys are available via Blackboard – simply go to 'Unit Evaluation' on the left hand menu of the Blackboard website to begin. Alternatively, you can download a smartphone app called EvaluationKit to fill out Unit Surveys for all of your course units.

4. YOUR COMMITMENT

Study Schedule

Each 20 credit module requires that you study for a minimum of 12 hours per week. This is comprised of teaching and independent study in these proportions:

- 3 hours lectures and tutorials (2.5 in the first year);
- At least 3 hours reading the Key Reading;
- At least 3 hours reading an additional text from the reading list;
- At least 3 hours written work for assessed and non-assessed assignments.

This leaves 80 hours study time remaining to be used in independent study over the duration of the course. For 10 credit courses these distributions will be proportionally reduced but should be slightly higher than half the commitment for a 20 credit course.

Workshop Preparation

The workshops are a central part of the course module structure. They provide you with an opportunity to discuss, apply and enhance your knowledge, and to build confidence in your skills of analysis, comprehension and presentation. What you will gain from workshops is dependent upon your preparation and willingness to participate. Completing workshop tasks each week will prepare you for the following week and give you the skills required to complete the course assignments. As part of workshop preparation, it is thus essential that you make every effort to finish off any unfinished work from the preceding weeks class workshop as well as attending the preceding lecture which covers the methods used in workshop classes. It is not acceptable to attend a workshop without being fully prepared.

Attendance

You are expected to attend all lectures and workshops that are part of your programme. It is also expected that you arrive on time. Absence and late arrival are recorded on your University record. Inappropriate amounts of absence or late arrival at class, without extenuating circumstances, will be treated seriously and may result in exclusion from the course. In addition, you should be aware that prospective employers almost always ask for information about attendance and punctuality, as well as matters such as your record on completing work to deadlines.

Absences

If you are unable to attend a tutorial because of illness or other good reason you should notify the course lecturer/tutor and your Programme Administrator in advance if possible (William.Start@manchester.ac.uk or telephone 0161 275 3953). This is especially important if you are due to make a presentation to the class. Absences of more than a few days should be backed up by medical or other evidence.

All absences will be reported to the relevant Tutor, who will then monitor your performance. A record of indifferent attendance will be held against you if your

examination results are marginal; you should not expect to be shown sympathy by the Board of Examiners in such circumstances.

If you have missed a class, you should be sure to catch up on what you have missed by further independent reading of materials on the reading list and/or consulting any available lecture notes or PowerPoint slides if these are provided or asking other students whether they might allow you to consult theirs as soon as possible. Each week material presented will build on that presented in the previous week, skipping content will therefore hinder your ability to understand material presented later

Email and Blackboard

Your commitment is also to **check your University email and Blackboard at least every other day** in order to make sure that you are informed of any communications from tutors or administrative staff. These might, for example, concern important meetings with staff, changes of room; notification of course options registration, or course-relevant information from your lecturer. Being unaware of arrangements because you have not checked your email or Blackboard is not an acceptable excuse.

5. REFERENCING & PLAGIARISM

The lack of a proper bibliography and appropriate reference in assessed essays will potentially greatly affect the mark for the work and may be considered plagiarism, which is a serious offence.

All essays must employ the scholarly apparatus of references and a bibliography. There are different acceptable referencing styles. In Social Statistics we recommend use of the Harvard system of referencing, which is described in detail here: <http://subjects.library.manchester.ac.uk/referencing-harvard>

In short, Harvard referencing means that you refer to the author and date of publication in brackets within the text, wherever you are referring to the ideas of another writer. Where you quote an author you must always include quotation marks and a page number in the reference.

All essays must include a References List which lists your sources in alphabetical order by author's surname. This should include all (and only) the sources you have directly referenced in the text. Whatever your source is, you need to provide a full set of publication details as described in the guide linked above. All academic texts you read will include bibliographies and these should give you plenty of examples of what information to include. Data should also be cited. Information on how to cite the datasets we use will be provided with the data.

Cite it Right

You can learn how to reference properly in 15 minutes – head to the online tutorial, *Citing it right*, at:

 <http://libassets.manchester.ac.uk/mle/introducing-referencing/>

KNOW HOW

Plagiarism

Avoiding Plagiarism

You can learn how to avoid plagiarism in 20 minutes – head to the online tutorial, *Original Thinking Allowed*, at:

<http://libassets.manchester.ac.uk/mle/avoiding-plagiarism>



The University defines plagiarism as 'presenting the ideas, work or words of other people without proper, clear and unambiguous acknowledgement.' It is an example of academic malpractice and can lead to very serious penalties up to exclusion from the University. You should read the University's guidelines here:

<http://documents.manchester.ac.uk/display.aspx?DocID=2870>

There is additional useful guidance on plagiarism and referencing in the Crucial Guide:

<http://www.studentnet.manchester.ac.uk/crucial-guide/academic-life/support/referencing-and-plagiarism/>

6. ASSESSMENT CRITERIA

The following rubric gives a generic guide for how work is assessed across the different class categories of an undergraduate course in Social Statistics. Please note this is a qualitative indicator of strengths and weaknesses related to these different class categories. The precise marking criteria will vary between assignments so this rubric cannot be used as a direct guide to any specific mark received on an Assignment. Details of the specific marking criteria used for the assessment of the SOST20012 course are provided with each assignment.

Criteria	➤ 80% High First	70 – 80% First	60 – 69 % 2.1	50 – 59% 2.2	40 – 49% 3rd	<40% (Fail)
Relevance to question/completeness of answer	Excellent answer with no significant omissions. Excellent breadth and depth of understanding of context for the question, key issues and interrelationships. Shows some innovation in methods and thinking.	Very good answer with no significant omissions. Very good understanding of context for the question, key issues and interrelationships. Shows good independent thinking or use of very good methods.	Good coverage of question, but may have some omissions. Broad understanding of context for the question, key issues and interrelationships. Shows some independent thinking and an appreciation of application of methods.	Fair answer to question, with some omissions. Lacks breadth and depth of understanding of the issues, perhaps with some confusion/inaccuracies. Mainly derivative from module material, lacks evidence of independent thought/research.	Basic answer to question, with significant omissions. Superficial understanding of the issues and some confusion/inaccuracies. Regurgitates taught or given material with no evidence of independent thought/research.	Partial answer to question, with major omissions. Weak understanding of the issues and considerable confusion/inaccuracies. Regurgitates taught or given material with no evidence of independent thought/research.

Structure	Excellent. Clear and logical progression through and between sections. All aims and outcomes of the project are very clear.	Very good. Logical progression through and between sections. All aims and outcomes clear.	Good. Mostly logical progression through and between sections. Main aims and outcomes of the project are clear.	Moderate. Progression through and between sections uneven or unclear at times. Main aims and outcomes of the project moderately clear.	Poor. Little logical progression through and between each section. Some sections not appropriate to the project as carried out. The main aims and outcomes of the project lack clarity.	Flawed. No clear progression at all through and between sections. The report does not have any clear aims or outcome. No scientific focus.
Research design and/or methods	Excellent. Design and method totally in alignment with objectives.	Very good. Design and method aligned well with objectives.	Good. Any faults are minor and do not detract from the overall quality of the project.	Moderate. Minor faults which detract from the overall quality of the research, but most of the methods used are sound.	Poor. Some major faults which detract from the overall quality of the project. Methods used are partially appropriate or correct.	Extremely poor. Methods inappropriate or incorrect for the project. The project lacks validity due to these flaws.
Results and analysis or substantive analysis	Excellently presented. Results analysed & interpreted at a level suitable for publication.	Presented to a high standard, with no major flaws. With minor changes results and analysis suitable for publication.	Well presented, with occasional flaws and minor errors only. Analysis & interpretation mostly sound.	Moderately presented, but with some major flaws or several minor errors. Analysis & interpretation moderate.	Poorly presented, several major flaws and/or many minor errors. Analysis & interpretation contains significant deficiencies	Extremely poorly presented, with many major flaws and many minor errors. Analysis & interpretation very poor or absent.
Overall presentation	Excellent throughout. All figures and tables clear with suitable legends/captions	Very good throughout, with only minor shortcomings	Good throughout, with no major flaws but occasional minor errors. Some figures/tables unclear.	A few major flaws and/ or several minor errors. Several figures or tables of poor quality	Some major flaws and/or frequent minor errors. Many poor quality figures/tables.	Many major flaws and many minor errors. Overall poor presentation of figures and tables

<p>Use of literature and references</p>	<p>Complete: fully and correctly cited, up to date and appropriate. Extensive literature resources used to provide balance and an informed view. Interpretation of literature provides basis for project objectives.</p>	<p>Complete and correctly cited, up to date and appropriate. Literature clearly links to project objectives.</p>	<p>Mostly complete and correctly cited, with minor omissions or errors only. Some link between literature and project objectives.</p>	<p>Moderately complete and cited, with occasional major flaws or some minor omissions or errors. Little interpretation of literature and link to project objectives.</p>	<p>Incomplete or incorrectly cited, with some major omissions or errors. Some failures to cite sources. Difficulty in interpreting literature and using it as basis for project objectives.</p>	<p>Material used is frequently not cited and referencing is flawed throughout. No evidence of a link between literature and the project.</p>
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Course UNIT OUTLINE 2017/18

SOST20022 Essentials of Survey Design and Analysis

Lecturer(s): **Patricio Troncoso**
(patricio.troncoso@manchester.ac.uk)
Simon Rudkin
(simon.rudkin@manchester.ac.uk)

Course Unit administrator: Melanie Dunn (Melanie.dunn@manchester.ac.uk)

Important Information - PLEASE READ

Pre-requisite(s):

No pre-requisites

Resits

Please note that if you fail to pass this course as a whole, you will be required to resit some or all components of the course in the August resit examination period (20th August 2018 – 31st August 2018.) Resits are only available for first and second year students.

Communication

Students must read their University e-mails and the course unit's Blackboard page regularly, as important course announcements will be communicated in this way.

Times and Dates

Lectures: Wednesdays 10:00 – 12:00 **Zochonis B.24**
Tuesdays (Tutorials/Computing Labs) 10:00 – 11:00
Humanities Bridgeford Street 2.2.

Lectures start on Wednesday 31st March 2018 and run for 10 sessions (more details below). There is a break for Easter between March 26th and April 13th, so the last lesson will be held on Wednesday April 25th.

Exam period 16th May to 8th June 2018

1. Aims, Objectives and Skills

Aims

The first part of the course will provide practical issues involved in the planning of surveys, including representation and measurement, total survey error, sampling frames, methods of data collection, questionnaire design, probability versus non-probability samples, simple random sampling, stratified and cluster sampling, sample size calculations and standard errors. The tutorials will be based around the planning, design and implementation of a survey. The second part of the course will provide practical topics involved in the analysis of survey data taking into account the design of the survey, management and handling of survey data from a range of social science datasets, exploratory analysis, comparing differences between means and proportions, chi-square tests for testing associations and regression analysis. Such skills are in demand in social research across the public and private sector. This in part will include developing the student's critical analysis skills. It will involve hands on training and practice analyses of survey data using the statistical computer software SPSS. No previous knowledge of statistics or SPSS is assumed.

The aims of this module are:

- (i) Introduce the practical issues involved in the planning and management of surveys and basic analysis of survey data.
- (ii) Introduce the planning, organization and implementation of a sample survey, including the design of questionnaires.
- (iii) Define methods of random sampling and calculating sample sizes.
- (iv) Provide an understanding of basic statistical methods and models for the analysis of quantitative social science data and their application in a range of disciplines.
- (v) Provide practical applications of statistical methods and the interpretation of results using the computer software SPSS.
- (vi) Introduce a range of international and UK social science data sources.

Intended Learning Outcomes

By the end of this course you will be able to:

- Understand the main requirements and problems of planning, organising and implementing a sample survey (including drawing a sample and designing questionnaires) and apply these to specific research questions;
- Prepare survey data for statistical analysis and understand the basic principles;
- Carry out and interpret statistical analyses such as exploratory analysis and testing for differences and associations taking into account the survey design;
- Use the statistical software SPSS effectively on social science datasets.

Key/Employability Skills

You will develop your skills in:

- Problem solving and data analysis;
- Statistical computing, data handling and manipulation;
- Interpreting statistical analysis;
- Report writing

2. Semester Plan

Week	Date	Topic
1	31 st January Tutorial: 6 th February	<p>Lecture 1: Introduction: what is a survey, representation and measurement, types of surveys</p> <p>Reading:</p> <p>Groves et al. (2009) – Chapter 1 + 2 De Vaus (2002) - Chapter 1 + 2</p> <p>https://www.ukdataservice.ac.uk/</p> <p>(Using this link, look for the Labour Force Survey, Family Resources Survey and ONS Omnibus survey, read information on these surveys and think about the target and survey population of the surveys.)</p> <p>Lecture 2: Components of total survey error, methods of data collection, sampling frame</p> <p>Exercise 1 – formative assessment</p> <p>Reading:</p> <p>Czaja and Blair (2013) – Chapter 2 De Vaus (2002) – Chapters 3 + 8 Groves et al. (2009) – Chapters 2 to 5 Fowler (2013) – Chapter 2</p>
2	7 th February Tutorial: 13 th February	<p>Tutorial 1: Planning a survey</p> <p>Lecture 3: Design and selection of sample I (probability and non-probability samples, simple random sampling, sampling error, confidence intervals,)</p> <p>Reading:</p>

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Week	Date	Topic
		<p>Czaja and Blair (2013) – Chapter 4</p> <p>De Vaus (2002) – Chapter 6</p> <p>Groves at al. (2009) – Chapters 3 & 4</p> <p>Fowler (2013) – Chapter 3</p> <p>For Introduction into statistics (e.g. Confidence interval, with lots of examples, easy to read): Diamond, I. & Jefferies, J. (2001), Beginning Statistics: An Introduction for Social Scientists - Chapter 5</p>
3	<p>14th February</p> <p>Tutorial: 20th February</p>	<p>Lecture 4: Design and selection of sample II (stratification, clustering and multi-stage sampling)</p> <p>Reading:</p> <p>Czaja and Blair (2013) – Chapter 6</p> <p>De Vaus (2002) – Chapter 6</p> <p>Groves at al. (2009) – Chapter 4</p> <p>Tutorial 2: Sample design and data collection</p> <p>Lecture 5: Sample size</p> <p>Reading:</p> <p>Fowler (2013) – Chapter 3</p> <p>Groves at al. (2009) – pp 103-106</p> <p>Czaja and Blair (2013) – Chapter 7</p> <p>Exercise 2 – formative assessment</p>
4	<p>21st February</p> <p>Tutorial: 27th February</p>	<p>Tutorial 3: Sample Size Calculations</p> <p>Lecture 6: Questionnaire design</p> <p>Tutorial 4: Questionnaire design</p> <p>Reading:</p> <p>Groves et al (2009) - Chapters 7 and 8</p>

FACULTY OF HUMANITIES
SCHOOL OF SOCIAL SCIENCES
SOCIAL STATISTICS

Week	Date	Topic
		<p>De Vaus (2002) - Chapter 7</p> <p>Czaja and Blair (2013) - Chapters 8 to 10</p> <p>Fowler (2013) - Chapter 6 and 7</p> <p>Go on the UKDS website (https://www.ukdataservice.ac.uk/) and read through some questionnaires (e.g. Labour Force Survey, ONS Omnibus survey)</p>
5	<p>28th February</p> <p>Tutorial: 6th March</p>	<p>Lecture 7: Survey processing: post-coding, editing, how to deal with non-response</p> <p>Reading:</p> <p>De Vaus (2002) - Chapters 9 and 10</p> <p>Groves et al (2009) - Chapter 6 and 10</p> <p>Czaja and Blair (2013) - Chapter 12</p> <p>Fowler (2013) - Chapter 9</p> <p>Lecture 8: Introduction into statistical analysis of surveys (basic terms, descriptive statistics: means, medians, standard deviations); z-scores</p> <p>Reading:</p> <p>Diamond and Jefferies (2001) - , Chapters 4 to 6</p> <p>Jaisingh (2005) - Chapters 2 to 4</p> <p>Field (2013) - Chapters 1.6 and 2</p> <p>Exercise 3 – formative assessment</p>
6	<p>7th March</p> <p>Tutorial: 13th March</p>	<p>Lecture 9: Normal distribution, Using tables to describe data; standard errors, confidence intervals for means and proportions; setting up and testing hypotheses; z-score, one-sided vs. two sided tests.</p> <p>Computer workshop 1</p> <p>Quiz – formative assessment</p>

Week	Date	Topic
		<p>Reading:</p> <p>Diamond and Jefferies (2001) - , Chapters 7 to 10</p> <p>Jaisingh (2005) - Chapters 7 to 10</p> <p>Field (2013) - Chapter 9</p> <p>Kinnear and Gray (2006) - Chapter 6</p> <p>Exercise 4 – formative assessment</p>
7	14 th March Tutorial: 20 th March	<p>Lecture 10: Using tables for analytical purposes: chi square tests; comparing differences between means and between proportions: the t-test</p> <p>Reading:</p> <p>Diamond and Jefferies (2001) - Chapters 11 and 14</p> <p>Jaisingh (2005) - Chapters 11 to 14</p> <p>Field (2013) - Chapter 18</p> <p>Kinnear and Gray (2006) - Chapter 11</p> <p>Computer workshop 2</p> <p>Exercise 5 – formative assessment</p>
8	21 st March Tutorial: 17 th April (after the Easter break)	<p>Lecture 11: Correlation</p> <p>Introduction to simple linear regression</p> <p>Multiple linear regressions</p> <p>Hypothesis testing, categorical explanatory variables</p> <p>Computer workshop 3</p> <p>Exercise 6: formative assessment</p> <p>Reading:</p> <p>Diamond and Jefferies (2001) - Chapter 13</p> <p>Jaisingh (2005) - Chapter 5</p>

Week	Date	Topic
		Field (2013) - Chapter 7 Kinnear and Gray (2006) - Chapter 12
9	18 th April Tutorial: 24 th April	Lecture 14: Use of interactions, OLS regression assumptions Computer workshop 4 Reading: Field (2013) - Chapter 8 Kinnear and Gray (2006) - Chapter 12
10	25 th April	Review of Course, Exercises and Tutorials, Computing Workshops

3. Reading List

General Course Readings

Specific readings are listed for each week (you should pick at least one of these as a minimum but the more you read the better). The full reading list is below:

A Part 1 of the module: Design of Surveys

1. Czaja, R. and Blair, J. (2013) *Designing Surveys: a guide to decisions and procedures*. 3rd ed. Sage, London.
2. De Vaus, D. (2002) *Surveys in Social Research*. 5th ed. Routledge, London.

This is a good book for applied social sciences with lots of examples; however, some issues are not covered very well (e.g. sampling frame).

3. Fowler, F. J. (2013) *Survey Research Methods*, 5th edition. Sage, California.
4. Groves, R M et al. (2009) *Survey Methodology*, 2nd Edition. J. Wiley, Hoboken.

This is an excellent book; you might find it quite mathematical though.

5. Oppenheim, A.N. (2000) *Questionnaire Design, Interviewing and Attitude Measurement New Edition*. Bloomsbury Academic, London.

B Part 2 of the module: Statistical analysis

1. I. Diamond and J. Jefferies (2001). *Beginning Statistics: an Introduction for Social Scientists*, London: Sage.
2. A. Field (2013). *Discovering Statistics using SPSS*, 4th Edition, London: Sage

This is an excellent book! This is the newest edition. The 3rd Edition may be more readily available.

3. P. R. Kinnear and C. D. Gray (2006). *SPSS for Windows Made Simple: Release 12.0*, Hove: Psychology Press.

This is a very well-written guide to SPSS. Separate sections on all topics covered in the course.

4. L. Jaisingh (2005). *Statistics for the Utterly Confused*, 2nd Edition. McGraw-Hill.

4. Assessment

Summative Assessment (assessment that contributes to your grade)

- 2 hour exam in May/June worth 50% of the final grade
- 2000 word essay due April 19th at 2pm worth 50% of the final grade. Details below

Assessed Coursework Details

There will be one assessed piece of coursework of around 2,000 words. There will be a final examination of 2 hours. Details of when the assignment will be handed out and the corresponding deadline for submission follow:

Assignment	Handed Out	Deadline
1	Wednesday, February 28 th	Thursday, April 19 th

Coursework Submission

Coursework must be typed, double-spaced in a reasonable font (eg. 12 point in Times New Roman or Arial). You must submit your essay by 2pm on the deadline day. The assignment should be **submitted online** via Blackboard.

Full details of how to submit online are available in the 'Submission of Coursework' folder in the relevant section on the course Blackboard website. Ensure you have familiarised yourself with the system and give yourself plenty of time for submission as technology problems will not be an acceptable reason for late or non-submission of work. If you have serious problems submitting on the day please contact the SoSS Undergraduate Office in the Arthur Lewis Building urgently. When you have successfully submitted your essay you will be able to download and print a receipt. You must **keep a copy of your submission receipt** until all work on this course is complete and you have received your final grades.

For further guidance in relation to referencing and bibliographies see section below. Inadequate referencing may be considered plagiarism which is a serious offense.

Note that our online submission system includes TurnItIn plagiarism detection software. Be sure that you fully understand what plagiarism is; links for further details are included in section 5 below. If, after reading the guidance, you are at all unsure

about what counts as plagiarism then you should contact your Academic Advisor to discuss it.

If your essay is submitted late your grade will be reduced by 10 marks per day for 5 days, after which it will receive a mark of zero. For clarity a 'day' is 24 hours, beginning immediately after the published deadline. *Deadlines will be strictly enforced in all cases*. The mark published through Turnitin will show your mark *before* the late penalty is applied. The final mark, with the late penalty applied, will be recorded on the student system and used to calculate your overall course unit mark.

Formative Assessment (assessment that does not contribute to your grade) and other feedback opportunities

There will be homework assignments throughout the course in which you will gain formative feedback that will help you to prepare for the coursework assignments.

Students can also receive further feedback from tutorials, office hours and discussion board on Blackboard

Coursework Extension

You **MUST** contact your Programme Administrator in your home school to request an extension. Your Programme Administrator is the only individual authorized to grant a deadline extension.

- If granted an extension, you will be provided with written confirmation of the extension and the new due date.
- If you ask for an extension you must complete the correct Mitigating Circumstances Form (available from your Programme Administrator) and provide evidence of the reasons for seeking extension.

Late Submission of Essays

Any work submitted at any time within the first 24 hours following the deadline will receive a penalty of 10 marks. Any work submitted at any time between 24 hours and up to 48 hours late will receive a deduction of 20 marks, and so on, at the rate of an additional 10 marks deducted per day/24 hours, up to 5 days. Work submitted after 5 days will receive a mark of zero. The Policy relates to calendar days, so includes weekends and weekdays.

Resits (for Year 1 and 2 only)

Please note that if you fail a course unit you will be required to resit assessments in the August resit examination period.

5. Feedback

All Social Statistics courses include both formative feedback – which lets you know how you're getting on and what you could do to improve – and summative feedback – which gives you a mark for your assessed work.

The weekly homework and quizzes provide students with a form of ongoing feedback on progress in understanding core topics. Students are encouraged to use the practical workshops to ask for any assistance or additional feedback on their progress that they require, in preparation for the assessed coursework assignments.

Your Feedback to Us

We're continually working to improve our teaching practices – for that we need your feedback. Towards the end of the semester you'll be asked to fill out a Unit Survey for each of your modules – please do! The survey is designed to be very short and easy to fill out but the results are really valuable for our monitoring of teaching quality. We want to hear from you whether your opinion on the course was good, bad or indifferent.

All of your Unit Surveys are available via Blackboard – simply go to 'Unit Evaluation' on the left hand menu of the Blackboard website to begin. Alternatively, you can download a smartphone app called EvaluationKit to fill out Unit Surveys for all of your course units.

6. YOUR COMMITMENT

Study Schedule

This module consists of 20 CATS points which translates into a total study time of about 200 hours. These 200 hours split into 30 teaching hours and an estimated 170 hours that you will need for private study. The 30 teaching hours include lectures, tutorials, computing workshops and short quizzes for formative assessment.

Each 20 credit module requires that you study for a minimum of 12 hours per week. This is comprised of teaching and independent study in these proportions:

- 3 hours lectures and tutorials;
- At least 3 hours reading the Key Reading;
- At least 3 hours reading an additional text from the reading list;
- At least 3 hours written work for assessed and non-assessed assignments. There will be weekly assignments throughout the course.

This leaves 80 hours study time remaining to be used in independent study over the duration of the course. You will see that the unit progresses fast. The unit is also progressive, later topics building on what has gone before. Therefore it is important that you revise and do your reading regularly each week in order to make sure that you understand the material and that you will be able to follow the new lectures.

The lectures will give a presentation of the course material and will concentrate on principles and illustrative examples. The tutorials will give you the opportunity to apply the lecture material by designing a survey in group work. The computer workshops are an opportunity to practice the practical application of the techniques presented in the lectures, and to reinforce your learning from lectures and reading. You might find it useful to bring a portable drive to the computer workshop for saving any work you do. You will also be expected to complete take-home exercises.

Tutorial Preparation

The workshops are a central part of the course module structure. They provide you with an opportunity to discuss, apply and enhance your knowledge, and to build confidence in your skills of analysis, comprehension and presentation. What you will gain from workshops is dependent upon your preparation and willingness to participate. Each workshop is accompanied by a detailed guide with a series of tasks. Completing these tasks each week will prepare you for the following week and for the coursework assignment that draws on the work you undertake in workshops. As part of workshop preparation, it is thus essential that you make every effort to finish off any unfinished work from the preceding weeks class workshop as well as attending the preceding lecture which covers the methods used in workshop classes. It is not acceptable to attend a workshop without being fully prepared.

Attendance

You are expected to attend all lectures, tutorials, and workshops that are part of your programme. It is also expected that you arrive on time. Absence and late arrival are recorded on your University record. Inappropriate amounts of absence or late arrival at class, without extenuating circumstances, will be treated seriously and may result in exclusion from the course. In addition, you should be aware that prospective employers almost always ask for information about attendance and punctuality, as well as matters such as your record on completing work to deadlines.

Absences

If you are unable to attend a tutorial because of illness or other good reason you should notify the course lecturer/tutor and your Programme Administrator in advance if possible (melanie.dunn@manchester.ac.uk). This is especially important if you are due to make a presentation to the class. Absences of more than a few days should be backed up by medical or other evidence.

All absences will be reported to the relevant Tutor, who will then monitor your performance. A record of indifferent attendance will be held against you if your examination results are marginal; you should not expect to be shown sympathy by the Board of Examiners in such circumstances.

If you have missed a class, you should be sure to catch up on what you have missed by further independent reading of materials on the reading list and/or consulting any available lecture notes or PowerPoint slides if these are provided or asking other students whether they might allow you to consult theirs.

Email and Blackboard

Your commitment is also to **check your University email and Blackboard at least every other day** in order to make sure that you are informed of any communications from tutors or administrative staff. These might, for example, concern important meetings with staff, changes of room; notification of course options registration, or course-relevant information from your lecturer. Being unaware of arrangements because you have not checked your email or Blackboard is not an acceptable excuse.

7. REFERENCING & PLAGIARISM

The lack of a proper bibliography and appropriate reference in assessed assignments will potentially greatly affect the mark for the work and may be considered plagiarism, which is a serious offence.

All coursework assignments must employ the scholarly apparatus of references and a bibliography. There are different acceptable referencing styles. In Social Statistics we recommend use of the Harvard system of referencing, which is described in detail here: <http://subjects.library.manchester.ac.uk/referencing-harvard>

In short, Harvard referencing means that you refer to the author and date of publication in brackets within the text, wherever you are referring to the ideas of another writer. Where you quote an author you must always include quotation marks and a page number in the reference.

All coursework assignments must include a References List which lists your sources in alphabetical order by author's surname. This should include all (and only) the sources you have directly referenced in the text. Whatever your source is, you need to provide a full set of publication details as described in the guide linked above. All academic texts you read will include bibliographies and these should give you plenty of examples of what information to include.

Cite it Right

You can learn how to reference properly in 15 minutes – head to the online tutorial, Citing it right, at: <http://libassets.manchester.ac.uk/mle/introducing-referencing/>



KNOW HOW

Plagiarism

KNOW HOW

Avoiding Plagiarism

You can learn how to avoid plagiarism in 20 minutes – head to the online tutorial, *Original Thinking Allowed*, at:
<http://libassets.manchester.ac.uk/mle/avoiding-plagiarism>



The University defines plagiarism as ‘presenting the ideas, work or words of other people without proper, clear and unambiguous acknowledgement.’ It is an example of academic malpractice and can lead to very serious penalties up to exclusion from the University. You should read the University’s guidelines here:

<http://documents.manchester.ac.uk/display.aspx?DocID=2870>

There is additional useful guidance on plagiarism and referencing in the Crucial Guide:

<http://www.studentnet.manchester.ac.uk/crucial-guide/academic-life/support/referencing-and-plagiarism/>

8. ASSESSMENT CRITERIA

Student's work in Social Statistics is assessed into different class categories by using the criteria shown in the following rubric. Please note this is a qualitative indicator of strengths and weaknesses related to these different class categories. The precise marking criteria will vary between assignments so this rubric cannot be used as a direct guide to any specific mark received on an Assignment.

Criteria	> 80% High First	70 - 80% First	60 - 69 % 2.1	50 - 59% 2.2	40 - 49% 3rd	<40% (Fail)
Relevance to question/completeness of answer	Excellent answer with no significant omissions. Excellent breadth and depth of understanding of context for the question, key issues and interrelationships. Shows some innovation in methods and thinking.	Very good answer with no significant omissions. Very good understanding of context for the question, key issues and interrelationships. Shows good independent thinking or use of very good methods.	Good coverage of question, but may have some omissions. Broad understanding of context for the question, key issues and interrelationships. Shows some independent thinking and an appreciation of application of methods.	Fair answer to question, with some omissions. Lacks breadth and depth of understanding of the issues, perhaps with some confusion/inaccuracies. Mainly derivative from module material, lacks evidence of independent thought/research.	Basic answer to question, with significant omissions. Superficial understanding of the issues and some confusion/inaccuracies. Regurgitates taught or given material with no evidence of independent thought/research.	Partial answer to question, with major omissions. Weak understanding of the issues and considerable confusion/inaccuracies. Regurgitates taught or given material with no evidence of independent thought/research.

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Structure	Excellent. Clear and logical progression through and between sections. All aims and outcomes of the project are very clear.	Very good. Logical progression through and between sections. All aims and outcomes clear.	Good. Mostly logical progression through and between sections. Main aims and outcomes of the project are clear.	Moderate. Progression through and between sections uneven or unclear at times. Main aims and outcomes of the project moderately clear.	Poor. Little logical progression through and between each section. Some sections not appropriate to the project as carried out. The main aims and outcomes of the project lack clarity.	Flawed. No clear progression at all through and between sections. The report does not have any clear aims or outcome. No scientific focus.
Research design and/or methods	Excellent. Design and method totally in alignment with objectives.	Very good. Design and method aligned well with objectives.	Good. Any faults are minor and do not detract from the overall quality of the project.	Moderate. Minor faults which detract from the overall quality of the research, but most of the methods used are sound.	Poor. Some major faults which detract from the overall quality of the project. Methods used are partially appropriate or correct.	Extremely poor. Methods inappropriate or incorrect for the project. The project lacks validity due to these flaws.
Results and analysis or substantive analysis	Excellently presented. Results analysed & interpreted at a level suitable for publication.	Presented to a high standard, with no major flaws. With minor changes results and analysis suitable for publication.	Well presented, with occasional flaws and minor errors only. Analysis & interpretation mostly sound.	Moderately presented, but with some major flaws or several minor errors. Analysis & interpretation moderate.	Poorly presented, several major flaws and/or many minor errors. Analysis & interpretation contains significant deficiencies	Extremely poorly presented, with many major flaws and many minor errors. Analysis & interpretation very poor or absent.
Overall presentation	Excellent throughout. All figures and tables clear with suitable legends/captions	Very good throughout, with only minor shortcomings	Good throughout, with no major flaws but occasional minor errors. Some figures/tables unclear.	A few major flaws and/or several minor errors. Several figures or tables of poor quality	Some major flaws and/or frequent minor errors. Many poor quality figures/tables.	Many major flaws and many minor errors. Overall poor presentation of figures and tables

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<p>Use of literature and references</p>	<p>Complete: fully and correctly cited, up to date and appropriate. Extensive literature resources used to provide balance and an informed view. Interpretation of literature provides basis for project objectives.</p>	<p>Complete and correctly cited, up to date and appropriate. Literature clearly links to project objectives.</p>	<p>Mostly complete and correctly cited, with minor omissions or errors only. Some link between literature and project objectives.</p>	<p>Moderately complete and cited, with occasional major flaws or some minor omissions or errors. Little interpretation of literature and link to project objectives.</p>	<p>Incomplete or incorrectly cited, with some major omissions or errors. Some failures to cite sources. Difficulty in interpreting literature and using it as basis for project objectives.</p>	<p>Material used is frequently not cited and referencing is flawed throughout. No evidence of a link between literature and the project.</p>
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