New College of the Humanities

Quantitative Research Methods II Course Descriptor

Course Title	Quantitative Research Methods II	Faculty	Economics
Course Code	NCHEC669	Course Leader	Dr Ravshonbek Otojanov
Credits Points	15	Teaching Period	Hilary
FHEQ Level	Level 6	Date Approved	June 2020
Compulsory / Optional	Optional for PPE Economics Pathway students only		
Pre-requisites	Statistics		
Co-requisites	Quantitative Research Methods I		

COURSE SUMMARY

This course follows on from Quantitative Research Methods I and broadens the knowledge and application of quantitative methods in empirical research in social and political sciences. The course helps students gain a critical understanding of the strengths and weaknesses of quantitative research, and acquire practical skills using different methods and tools to answer questions of social, economic, and policy interest. It equips the students with the skills needed to study cross sectional, time series and panel data and test hypotheses to draw inferences about the social world. It also helps students to prepare for the quantitative requirements of a postgraduate course in social sciences.

COURSE AIMS

The course aims to:

- Foster an understanding of the application of quantitative techniques on social and economic data.
- Prepare students to read and critically evaluate quantitative research in social sciences.
- Enable students to consider the uses of quantitative methods in social and economic analysis.

LEARNING OUTCOMES

On successful completion of the course, students should be able to:

KNOWLEDGE AND UNDERSTANDING

K2c understand the important features and properties of social, economic and political data, and perform the necessary operations to organise and manipulate the data

K3c understand and express the underlying assumptions that justify the statistical techniques taught in the course

K2c understand and apply appropriate quantitative techniques based on the research question and features of the data.

SUBJECT-SPECIFIC SKILLS

S1c develop skills in statistical programming and data analysis in a statistical software

S1c draw balanced conclusions from regression analysis using real-world data

S2c perform statistical tests to investigate whether the classical assumptions in regression analysis are satisfied

TRANSFERABLE SKILLS

T3c identify good-quality statistical analysis, and use this to distinguish between appropriate and inappropriate policy suggestions

TEACHING AND LEARNING

Students will have the opportunity to engage with:

- 1 x virtual learning environment (VLE)
- 15 x large-group hours
- 10 x seminar hours
- 0.75 x tutorial hours (individual or group tutorial)
- Weekly office hours

Students are required to attend and participate in all timetabled sessions for this course and, with the ongoing support available, to manage their directed learning and independent study.

Total study hours for this course are: 150.

EMPLOYABILITY SKILLS

- Students will be well-versed in collecting, cleaning, processing and communicating quantitative information to wide-variety of audience.
- Students will be able to present data and reports of a high standard and learn to make data-driven decisions.
- Students develop skills necessary to deliver a small-scale empirical project, and the management of the project from initial conception to delivery.

ASSESSMENT

FORMATIVE

Students will be formatively assessed during the course by means of set assignments. These do not count towards the end of year results but will provide students with developmental feedback. For example, weekly problem sets are provided, and students present and discuss their answers in the tutorials.

SUMMATIVE

Assessment will be in one form:

AE:	Assessment Activity	Weighting (%)	Online submission	Duration	Length
1	Coursework	100%	Yes	N/A	2500 words

The coursework requires students to conduct an empirical analysis of real-world data. The coursework will be assessed in accordance with the assessment aims set out in the Programme Specification.

FEEDBACK

Students will receive formal feedback in a variety of ways: written (including via email correspondence); oral (within one-to-one tutorials or on an ad hoc basis) and indirectly through discussion during seminars. Students will also attend the formal meeting, Collections, at the end of Michaelmas and Hilary in which they will receive constructive and developmental feedback on their term's performance.

Feedback is provided on written assignments (including essays, briefings and reports) and through generic internal examiners' reports, both of which are posted on the College's VLE.

INDICATIVE READING

Note: Comprehensive and current reading lists for courses are produced annually in Subject Handbooks or other documentation provided to students; the indicative reading list provided below is used as part of the approval/modification process only.

BOOKS

Asteriou, D. and Hall, S. (2015), Applied Econometrics, Third Edition, London: Palgrave Macmillan Higher Education.

Gujarati, D. (2014), *Econometrics by Example*, Basingstoke: Palgrave Macmillan.

INDICATIVE TOPICS

- Linear regression model: An overview
- Model specification: functional forms
- Regression diagnostics
- Measurement errors and IV models
- Limited dependent variables
- Time series models I
- Time series models II
- Panel models

Title: NCHEC669 Qualitative Research Methods II Course Descriptor **Approved by: Academic Board**					
Version number	Date approved	Date published	Owner	Location	Proposed next review date
2.0	June 2021	June 2021	Marianna Koli	1 Academic Handbook > Course Descriptors 2 VLE	April 2025
1.0	June 2020	June 2020	Marianna Koli	1 Academic Handbook > Course Descriptors 2 VLE	April 2025
Modifications (As per AQF4)					
Version number	Date approved	Date published	Modification (including category number)		
2.0	June 2021	June 2021	Category 2: Change to 'Teaching and Learning Strategy'		