

# STAT6089: EVALUATION AND MONITORING

## Module Outline 2018-2019

### Semester 2

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This Module Outline should be read in conjunction with the Blackboard website for the module and the Degree Handbook for your degree programme. Degree Handbooks are available here: <https://www.southampton.ac.uk/studentservices/academic-life/faculty-handbooks.page>.

Welcome to the module STAT6089 Evaluation and Monitoring for 2018-2019! This document is the Module Outline, and includes important pre-Module information. I hope it will give you an idea of what the module is about, and access to some preliminary reading. It also includes a provisional timetable. The timetable is provisional in the sense that we might amend the amount of time allocated to each topic. **We shall not, however, change the start and end times of each day's teaching. These are not provisional: they are (metaphorically) cast in stone.**

I am looking forward to a jolly time studying Evaluation and Monitoring.

## **1. Essential information**

### **Staff**

Module Co-ordinator and Lecturer: Dr Andrew Hinde

Room: 58/4031

Telephone: 02380 599631 or 07985 302720

Email: [Andrew.Hinde@soton.ac.uk](mailto:Andrew.Hinde@soton.ac.uk)

Office hours: Mondays 11.00 a.m. - 12 noon (except 28 January 2019), and  
Tuesdays 3.00 – 4.00 p.m. (except 29 January 2019).

### **Times and dates**

The module will take place between 28 January and 1 February 2019

Assessed coursework handed out: 31 January 2019

Assessed coursework submission: 4.00 p.m. on 7 March 2019

### **Assignments and assessments**

100% coursework consisting of ONE assignment.

## **2. Course content**

### **(a) Aims of the module**

The aims of this module are:

(1) to develop your understanding of the nature of studies to monitor and evaluate intervention programmes, using examples from Government and other related areas;

(2) to explain how to design a broad strategy for the monitoring and evaluation of a government programme or policy; and

(3) to make you aware of and able to apply appropriate analytical techniques that will complement and be consistent with the strategy you have designed.

There is a particular focus on the contribution of statistical methods in both the design and analysis of such studies.

### **(b) Learning outcomes**

On successful completion of this module, you will be able to apply the ideas to the design of a broad strategy for the monitoring and evaluation of a specific government programme or policy, and be aware of and able to apply appropriate analysis techniques to complement a chosen strategy.

You will also:

- understand and be able to apply broad principles to guide the choice between alternative statistical designs that can accommodate the evaluation of an intervention
- understand and be able to articulate the important role monitoring plays, both as a policy tool in its own right and as an aid to evaluation.

You should have gained knowledge of:

- alternative experimental, quasi-experimental, and regression designs for evaluating programmes; and
- statistical methods used in the analysis of data from such designs to estimate programme effects while allowing for potential confounding factors.

**(c) Key skills**

You will develop skills in data analysis, in understanding the difference between experimental and observational studies, and in designing research projects to maximise the chance of being able to establish cause and effect.

**(d) Pre-requisites**

The pre-requisite is STAT6095 (Regression Modelling) or an equivalent introduction to statistical modelling. Hence you should be familiar with basic statistical inference (confidence intervals and hypothesis testing), linear and logistic regression.

Knowledge of Excel and the computer package SPSS will be helpful.

No prior knowledge of evaluation and monitoring will be assumed, but it may be helpful for you to do a bit of preparatory reading (see section 2(e) below).

**(e) Recommended pre-Module reading**

These four works are general introductions to the material we shall cover in the module. They are mainly non-technical.

Government Social Research Unit (2005), *The Magenta Book: Guidance Notes for Policy Evaluation and Analysis*, background paper 7: ‘Why do social experiments? Experiments and quasi-experiments for evaluating government policies and programmes’, London, HM Treasury.

HM Treasury (2011) *The Magenta Book: Guidance for Evaluation*. London, HM Treasury.  
[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/220542/magenta\\_book\\_combined.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/220542/magenta_book_combined.pdf).

Purdon, S., Lessof, C., Woodfield, K. and Bryson, C. (2001) ‘Research methods for policy evaluation’, Department for Work and Pensions Research Working Paper No. 2.

Ravallion, M. (2001), ‘The mystery of the vanishing benefits: an introduction to impact evaluation’, *World Bank Economic Review* 15, 115-40 (World Bank Policy

Research Working Paper 2153)

[http://papers.ssrn.com/sol3/papers.cfm?abstract\\_id=620612](http://papers.ssrn.com/sol3/papers.cfm?abstract_id=620612).

These texts are available on the module's Blackboard site (see section 2(f) below) in the <Reading materials> content area.

**(f) Blackboard site**

When registered for the module, you should be enrolled automatically on the module's Blackboard course and you can log on at <http://blackboard.soton.ac.uk/>. If you do not have access to the site please let the module coordinator or the

The site contains all the relevant course materials. Hard copies of the slides and handouts for computer workshops will also be provided.

You should check in regularly to ensure you see all announcements and course materials. You will also need to submit your coursework to Turnitin through Blackboard (see section 3(d) below).

**(g) Module schedule**

Monday 28 January 2018

10.00 – 10.15	Registration and coffee
10.15 – 10.30	Introduction to the module
10.30 – 11.30	1. Evaluation and monitoring – types, aims and examples
11.30 – 11.45	Coffee/Tea
11.45 – 12.30	1. Evaluation and monitoring (exercises)
12.30 – 13.00	2. Data Sources and research methods
13.00 – 14.00	Lunch
14.00 – 15.00	2. Data Sources and research methods (continued)
15.00 – 15.45	3. Some examples from performance monitoring
15.45 – 16.00	Coffee/Tea
16.00 – 17.30	4. Conceptual framework for the evaluation problem

Tuesday 29 January 2018

9.30 – 11.00	5. Randomised controlled trials
11.00 – 11.30	Coffee/Tea
11.30 – 12.15	5. Randomised controlled trials (exercises)
12.15 – 13.00	6. Quasi-experimental designs
13.00 – 14.00	Lunch
14.00 – 14.45	6. Quasi-experimental designs (continued)
14.45 – 15.30	6. Quasi-experimental designs (exercises)
15.30 – 16.00	Coffee/Tea
16.00 – 16.45	7. Matching
16.45 – 17.30	7. Matching (exercises)

Wednesday 30 January 2018

9.30 – 11.00	8. Propensity score matching (design and analysis)
11.00 – 11.30	Coffee/Tea
11.30 – 13.00	9. Regression methods for adjustment

13.00 – 14.00	Lunch
14.00 – 15.30	9. Regression methods (exercises)
15.30 – 16.00	Coffee/Tea
16.00 – 17.30	Introduction to case study of United Nations Population Fund and China

#### Thursday 31 January 2018

9.00 – 11.00	Case study (practical exercise)
11.00 – 11.30	Coffee/Tea
11.30 – 12.15	10. Regression discontinuity design
12.15 – 13.15	10. Regression discontinuity design (exercise)
13.15 – 14.15	Lunch
14.15 – 15.45	11. Instrumental variables
15.45 – 16.15	Coffee/Tea
16.15 – 16.45	Discussion of the Coursework Assignment
16.45 – 17.00	Module evaluation

#### Friday 1 February 2018

10.00 – 11.00	Tutorial on the Coursework Assignment (optional)
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The details of this timetable are subject to change depending on class progress. The start and end times for each day are fixed, however. The lecturer will be around during the rest of Friday if you have any queries about any of the module material.

### 3. Assessment and feedback

#### (a) Assessment methods

The intended learning outcomes for the module will be assessed as follows:

- a single Coursework Assignment of no more than 4,000 words. The deadline for submission of the coursework is 4.00 p.m. on **Thursday 7 March 2019**.

#### (b) Resit arrangements

No mark below 25 per cent is allowed for any module in the programme. If you receive below the minimum mark will have to resit the Module. This will involve another Coursework Assignment of the same *form* (though not exactly the same).

#### (c) Coursework submission

You should submit coursework electronically via the TurnitinUK plagiarism device on Blackboard, not later than the published date and time. Turnitin is a plagiarism detection tool which checks your work against electronic sources and other submissions for the same assignment.

Login to the Blackboard site for this module and select the Assignments link from the left-hand menu. Find the coursework and click View/Complete. There will be a series of screens to complete and then you will upload your assessment as an electronic file.

For a tutorial explaining the submission procedure in detail please go to the iSolutions website: <http://elearn.southampton.ac.uk/blackboard/student/studentplagiarism/>  
 When you submit an assignment through Turnitin you will receive a confirmation email containing a submission ID number, which is proof that you have submitted your work. Make sure you keep a copy of the confirmation email you receive which will act as a receipt for your electronic submission. If you do not receive a submission ID number or an email it means that you have not submitted. If this is the case you will be penalised. If you think you have submitted but do not receive this email then you should contact the module coordinator as soon as possible.

You are advised to leave plenty of time before the deadline for electronic coursework submission, delays due to computer ‘glitches’ will not be considered as justification for late submission.

Penalty for late submission

When coursework is set a due date for submission will be specified and there will be associated penalties for handing in work late unless a deadline extension has been formally granted.

Work submitted up to five days after the deadline will be marked as usual, including moderation or second marking, and feedback prepared and given to the student. The final agreed mark is then reduced by the factors in the following table.

University Working Days late	Mark
1	(final agreed mark) * 0.9
2	(final agreed mark) * 0.8
3	(final agreed mark) * 0.7
4	(final agreed mark) * 0.6
5	(final agreed mark) * 0.5
More than 5	Zero

For example, if your mark for the coursework is 63% but you hand in your work 3 working days late, then your final mark would be  $63 \times 0.7 = 44.1\%$ .

Working days are Monday to Friday throughout the calendar year, including student vacation periods (but excluding University closure dates at Easter and Christmas).

Policy for overlength work

The Assignment length has been stipulated in section 3a above. Your work will be overlength if you go even one word over the stipulated length or upper limit, there is no percentage leeway over the stated word length. Overlength work will be addressed through marking **only that portion of work that falls within the word limit**. Your mark will be based on this portion of your work only, with the result that the mark will usually be lowered.

Unless otherwise stated the policy is that:

The word count includes:

- the body of the text,
- section headings and subheadings, and
- quotations and citations that are within the body of the text.

The word count excludes:

- the title and subtitles,
- the table of contents,
- the abstract (if relevant),
- tables and figures, including captions,
- lists of figures, tables, plates, etc.,
- acknowledgements,
- appendices, and
- the bibliography/list of references.

#### Procedure for coursework extensions

If you know there will be a valid reason why you cannot submit the work by the given deadline you must request an extension as soon as possible. Coursework extension requests should provide adequate detail of the reasons why you are seeking an extension and be made on the ‘Special Considerations and Deadline Extension request form’ available on the Form store on the FSS Faculty Student Hub or at [http://www.southampton.ac.uk/quality/assessment/special\\_considerations.page](http://www.southampton.ac.uk/quality/assessment/special_considerations.page).

Applications must be accompanied by documentary evidence e.g. self-certification of illness form or certification by a qualified doctor specifying nature of illness to include duration and impact on ability to study, letter from qualified counsellor, copy of police incident report, etc. Your completed form should be submitted to the Student Office who will arrange for your request to be reviewed. The Student Office will contact you via your University email account to let you know once approval has been made. **It is your responsibility to request an extension in a timely manner.**

In cases where further extensions to the original application are requested, students should submit a new application making reference to the original.

#### **(d) Feedback**

Formative and summative feedback are provided in the following ways:

- Informal verbal feedback will be given during lectures and tutorials for individual and group work. (You will need to contribute regularly to group discussions to make the best use of this.)
- Informal written and verbal feedback are often provided by email or during office hours when staff respond to queries about assessments, for example.
- Written feedback will be given on your assessed coursework, available via Blackboard. Our aim is to get coursework back to students within four working weeks of submission. For this module that means that you can expect feedback by 4.00 p.m. on Thursday 4 April 2019. Bear in mind that if you hand in work late, your feedback may be delayed.
- Feedback works two ways. We want to hear from you about any concerns you have and suggestions about how to improve modules. We do this through informal feedback,

which can sometimes be used to make immediate improvements in module delivery, and through a formal questionnaire at the end of the module, which will benefit students taking it in subsequent years. In addition to these, informal feedback from you on how we are doing and what we could do better is welcome anytime.

For further information about how your work is marked and moderated, university quality assurance processes etc., please visit the marking and feedback section in the University's quality handbook:

<https://www.southampton.ac.uk/quality/assessment/framework/policyprocedure.page>

For the feedback to be effective, it is important that you work with the feedback given and identify how you can improve your work in the future. Should you need further information about your work, get in touch with whoever marked the work.

#### **4. Grade descriptors and marking criteria**

The Department of Social Statistics and Demography follows the standard the University grade descriptors available here:

[http://www.southampton.ac.uk/quality/assessment/framework/principles\\_and\\_definitions.page#assessment\\_descriptors](http://www.southampton.ac.uk/quality/assessment/framework/principles_and_definitions.page#assessment_descriptors) when marking assessed work. The marking criteria and/or marking rubric for each individual piece of assessment on this module will be made available on Blackboard and with the instructions for each assessment. Note that the rating given for each criterion is descriptive and does not necessarily relate in a direct numerical way to the mark achieved.

#### **5. Academic integrity and referencing**

The University places the highest importance on the maintenance of academic integrity and expects that all students will familiarise themselves with the regulations governing academic integrity available at: <https://www.southampton.ac.uk/calendar/sectioniv/index.page>.

Procedures will be invoked to investigate suspected breaches of academic integrity when concerns are raised during the marking process or in connection with suspected cheating in examinations. We are aware that students may have experienced differing standards at other institutions (including those overseas) but it is essential that you take steps to ensure your full understanding of the standards expected at Southampton as significant penalties can be imposed if these standards are breached.

It is often helpful to discuss ideas and approaches to your work with your peers, and this is a good way to help you think through your own views. However, work submitted for assessment should always be entirely your own, except where clearly specified otherwise in the instructions for the assignment. In some instances working in groups will be required, and there may be occasions when work is submitted from the whole group rather than individuals. In these instances the instructions will make it clear how individual contributions to the joint work should be identified and will be assessed. If you are in any doubt, check with the person setting the assignment. If you have worked with others you should make sure that you acknowledge this in any declaration you make.



Please note that you are NOT permitted to discuss the assignment or to show any other student your written work or computer programmes or outputs. Copying includes using another student's computer program, output or graphics.

A very useful set of interactive guides is available at <http://library.soton.ac.uk/sash/what-is-academic-integrity>. These aim to help you gain a better understanding of academic integrity and develop your skills so that your assessed work does not accidentally plagiarise the work of others.

### Referencing

There are many styles of referencing used in academic publications. Unless otherwise specified the style known as the Harvard system is preferred in our Faculty. Details about how to use the Harvard referencing system can be found through the following Hartley library link: <http://library.soton.ac.uk/sash/referencing> or by downloading the guide from: [http://library.soton.ac.uk/ld.php?content\\_id=4660789](http://library.soton.ac.uk/ld.php?content_id=4660789).

If in doubt about what is required in any particular assignment, what referencing styles are appropriate etc., always ask. Your tutor or module co-ordinator will be able to point you in the direction of appropriate sources of advice and information.

Unfortunately, Academic integrity breaches sometimes occur. The regulations distinguish between two types of breaches of academic integrity: minor (first-time offences, "committed through inexperience or lack of understanding and ... limited in scope or their effect"), and major. The minor breaches are dealt with by individual markers, through the regular feedback process. However, everything that is not a minor breach, including all repeated cases, is a major one.

The major breaches are dealt with either by the Faculty Academic Integrity Officer or by an Academic Integrity panel, depending on the severity of the alleged breach. The outcomes from this process can vary with the maximum penalty that can be given the termination of the programme – so please treat Academic Integrity seriously.

## **6. Support and troubleshooting**

If you find yourself experiencing any study skills difficulties contact the Academic Skills Hub, level 2 in the Hartley Library, Monday - Friday: 10:00 a.m. – 12:00 noon and 2:00 – 4.00 p.m.. <http://library.soton.ac.uk/sash>.

You can also access specialized study support from Enabling Services: [https://www.southampton.ac.uk/edusupport/study\\_support/index.page](https://www.southampton.ac.uk/edusupport/study_support/index.page)

If you experience any specific difficulties with the content of this module, please contact Dr Hinde. If you are not satisfied with the response, contact your Personal Academic Tutor or the Programme Coordinator. If you have a major difficulty during the course, such as a health problem that prevents you from attending lectures or seriously interferes with your work, you should make sure to discuss this with your Personal Academic Tutor.

Andrew Hinde  
14 January 2019