MANCHESTER 1824
The University of Manchester

Cathie Marsh Centre for Census and Survey Research
Social Statistics, School of Social Sciences
University of Manchester

Masters Degree and Postgraduate Diploma in Social Research Methods and Statistics (SRMS)

www.ccsr.ac.uk
www.socialsciences.manchester.ac.uk/disciplines/socialstatistics/

September 2013

Programme Handbook
2013 – 2014

Content

INTRODUCTION

Welcome to the programme of graduate study in Social Research Methods and Statistics (MSc). This handbook contains essential information about the programme and the resources and support available for you to have a successful time here at Manchester.

Social Statistics within the School of Social Sciences at the University of Manchester is one of very few such groupings in the UK. It has an academic staff of over twenty and a large complement of PhD students through its close relationship with the Centre for Census and Survey Research (CCSR). All academic staff are also members of either CCSR or the Institute for Social Change. See www.ccsr.ac.uk/ and www.humanities.manchester.ac.uk/socialchange/

We are recognised by the Economic and Social Research Council as a research training outlet and part of the ESRC Northwest Doctoral Training Centre with the Universities of Liverpool and Lancaster. See www.nwdtc.ac.uk/

We also offer, in conjunction with CCSR, a wide range of short courses in statistical and survey methods and in the application of statistical methods to substantive problems. We also contribute to undergraduate teaching as part of the School's programmes. The focus of our research activity, supported by flourishing research groups, is on the development and application of statistical methods for longitudinal and multilevel data, the quality of longitudinal survey data, survey methodology, social networks, and problems of statistical disclosure and confidentiality. The Social Statistics discipline area is one of three statistics groupings in the university and we have close links to our colleagues in the Schools of Mathematics and Medicine.

More details about the School and Faculty structures, and how they affect you, are provided in the School Postgraduate Taught Student Handbook produced by the School Postgraduate Office and available, with other useful resources on the Schools student intranet websites:

www.socialsciences.manchester.ac.uk/intranet/pg/handbooks/

http://www.socialsciences.manchester.ac.uk/intranet/index.html

https://my.manchester.ac.uk/uPortal/f/u20l1s14/normal/render.uP

If you have any further queries after reading this handbook, please contact Professor Natalie Shlomo, Programme Director or Amanda Bridgeman, the SRMS Postgraduate Administrator.

INFORMATION POINTS & COMMUNICATION

Programme Director
Prof Natalie Shlomo
Email: natalie.shlomo@manchester.ac.uk
Tel: 0161 275 0269
Location: Room G17A, Humanities Bridgeford Street

SRMS Postgraduate Programme Administrator
Miss Amanda Bridgeman
Email: Amanda.Bridgeman@manchester.ac.uk
Tel: 0161 275 4885
Location: Postgraduate Office, Room 2.003, Arthur Lewis Building

External Examiner

a. **Generic statement outlining the role of External Examiners**

External Examiners are individuals from another institution or organisation who monitor the assessment processes of the University to ensure fairness and academic standards. They ensure that assessment and examination procedures have been fairly and properly implemented and that decisions have been made after appropriate deliberation. They also ensure that standards of awards and levels of

student performance are at least comparable with those in equivalent higher education institutions.

b. Statement about External Examiners' reports

External Examiners' reports relating to this programme will be shared with student representatives at the Staff Student Liaison Committee (SSLC), where details of any actions carried out by the programme team/School in response to the External Examiners' comments will be discussed. Students should contact their student representatives if they require any further information about External Examiners' reports or the process for considering them."

c. External Examiners Details

The External Examiner for this programme is Dr Nikos Tzavidis who is currently Senior Lecturer in Social Statistics at the University of Southampton.

Please note that it is inappropriate for students to make direct contact with External Examiners under any circumstances, in particular with regards to a student's individual performance in assessments. Other appropriate mechanisms are available for students, including the University's appeals or complaints procedures and the UMSU Advice Centre. In cases where a student *does* contact an External Examiner directly, External Examiners have been requested not to respond to direct queries. Instead, External Examiners should report the matter to their School contact who will then contact the student to remind them of the other methods available for students. If students have any queries concerning this, they should contact their Programme Office (or equivalent).

University Student Portal

The University has a Student Portal through which you can view a summary of your e-mails, view your library account, get examination information, and access the Student System through which you register, find your timetable and marks. The portal also links through to all University Policy's and Procedures, some of which are referenced further on in your handbook. www.studentnet.manchester.ac.uk

E-mail

Most of the information sent out by administrators and academics comes via your *University of Manchester* e-mail address which you are allocated upon arrival (e.g. John.Smith@postgrad.manchester.ac.uk). This can be accessed via the internet, or you can set up your University e-mail to be diverted to your personal e-mail account. **It is your responsibility to ensure that you regularly check your e-mail accounts.** If you believe that you are not receiving all relevant e-mails, you must inform your Programme Administrator *immediately*.

Contact Details

It is your responsibility to keep all contact details up-to-date on the on-line student system (which you used to register). If you change address during the course of the academic year, you must update this system accordingly.

School of Social Sciences Intranet

The main reference point for information about your programme, the discipline and the School is the School's Student Intranet http://www.socialsciences.manchester.ac.uk/intranet/pg/

The individual discipline pages will also hold details of student representatives for each programme, once they have been nominated. http://www.socialsciences.manchester.ac.uk/intranet/pg/reps/

Health and Safety

There is a Health and Safety online course (SOCS61230) which is compulsory and available through Blackboard.

A range of occupational health services are available to students. Further information is available at http://www.studentnet.manchester.ac.uk/occupational-health/ including links to a range of policies.

With respect to Display Screen Equipment (including computer monitor screens) you can find further information at http://www.socialsciences.manchester.ac.uk/intranet/healthandsafety/

Accidents and Emergencies
All accidents at work or study must be reported to the School Safety Adviser for SOSS, Lucy Jones, Arthur Lewis Building, telephone 0161 275 1757, email: lucy.jones@manchester.ac.uk

There are first aid boxes located at main reception points in all buildings on campus and in some discipline areas. Contact details of first-aiders for each building can be obtained from the front desk.

STUDENT-FACING IT FACILITIES

Sohol - Arranging meetings with academic staff
Students are advised to use the Sohol System, email or phone. If staff are not available to meet at a time arranged students should inform the Receptionist in the Pod in that area and their PG Administrator.
http://www.socialsciences.manchester.ac.uk/intranet/pg/sohol/

Campus Solutions is the student system. From here you will be able to check your timetable, keep track of your course choices, grades, financial situation, and registration, along with many other functions.
https://www.portal.manchester.ac.uk/uPortal/render.userLayoutRootNode.uP

Blackboard: courses and enrolments
The teaching and learning activities within your courses are enhanced and supported by the use of Blackboard. All of your courses/spaces are listed in: http://my.manchester.ac.uk/ under the 'Blackboard' tab. Within this tab you will find:

- a list of all the courses you are registered to take, under the 'Course List',
- a list for Programme spaces or other 'Organisations', in the 'My Communities' list.

You can also access Blackboard on your smartphone using the Blackboard Mobile Learn app. For guidance, search for 'How to: Access your Bb9 course through a Mobile Phone or Tablet' in the Knowledge Base at: http://www.manchester.ac.uk/servicedesk/
Courses become available to students one week before the start of teaching. For most courses in 2013/14 this is:

- Semester 1 and all-year courses: 9th September 2013
- Semester 2 courses: 20th January 2014

To ensure that you have access to all of your courses within Blackboard, you must be enrolled on them through the Student Records system. Once enrolled, your courses should appear in Blackboard within 24 hours. Also, your tutor needs to have 'activated' your Blackboard course in order for you to access it. If you cannot see a course you expect to see, please:

- contact your School Administrator to check that you have been enrolled;
- check with your tutor that they have made the course available;

Note: If you change your course enrolments there will also be a delay of up to 24 hours in acquiring your new courses and removing those you are no longer taking.

Your Blackboard course(s) will contain different elements, depending on how your tutor(s) have set them up. They may be used for course materials, lecture handouts, coursework submission, quizzes, additional resources, discussion boards or blogs, for example. If you have any queries about the content, please check with your tutor first.

After enrolment or changing your enrolments, if your courses are not correctly listed in Blackboard after 24 hours, please let us know which course(s) you are missing by going through http://www.manchester.ac.uk/servicedesk/

For general information on Blackboard and access to support information, please visit: www.studentnet.manchester.ac.uk/blackboard

Please note: periods when Blackboard access may not be possible (at-risk periods) are Sundays 2am to 5am, Easter holidays and the whole of July. Notification of significant downtime during Easter and July will be communicated through My Manchester Student News.

TIER 4 VISA ATTENDANCE MONITORING CENSUS– for the attention of Tier 4 Visa holders.

As your Tier 4 sponsor, the University of Manchester must monitor your attendance and be assured that you are fully engaged with your course of study or research. We also need to ensure that you we have up-to-date contact contact details for you. If you leave Manchester for any reason during your studies we also need to know this.
You must attend the census points in addition to complying with the attendance requirement of your programme of study.

Attendance at lectures and tutorial is mandatory and this is recorded on campus solutions.

When are the census points?
The Census Dates for 2013/14 for all active Tier 4 students are as follows.

Census Point	Dates	Where
October 2013	30 September – 8 October 2013	New students - at central registration Returning students - Postgraduate Office, 2nd Floor Arthur Lewis Building
January 2014	13 January – 24 January 2014	Postgraduate Office, 2nd Floor Arthur Lewis Building
May 2014	14 May – 27 May 2014	Postgraduate Office, 2nd Floor Arthur Lewis Building
July 2014	18 July – 25 July 2014	Postgraduate Office, 2nd Floor Arthur Lewis Building

Please note:

- Please enter these dates in your diary. You must report in person on one occasion during each census period with your student card to the PG Reception Desk on the 2nd Floor of Arthur Lewis building during the dates specified.
- You must ensure that your current term-time address, telephone number and other contact details are correct and up to date at all times. How do I do this – click here.
- If you are going to be away from Manchester during any period of your registration you need to let your administrator know by completing this form.
- You will receive a reminder e-mail from the School about each census point. You must check your University e-mail account regularly. Failure to check your e-mail account is not a valid reason to be absent from a census point.
- If you cannot attend in person during the dates specified, please let the school know by completing this online form.
    - If you cannot attend due to illness you must provide a copy of a medical certificate to your Programme Administrator
    - If you are unable to attend the census you should report in person to the School as soon as possible after you return to campus.
    - Students who are recorded as interrupting their studies are not expected to attend during their period of interruption

What happens if I cannot attend a census point?
The School must be able to confirm your presence to the UKBA by the end of each census point in the academic year. If you do not attend a census point when required and you do not provide a valid explanation for your absence you will be deemed to be "not in attendance".
Those students identified as "not in attendance" will be reported to the UKBA and the University will cease to sponsor the student's Tier 4 visa. The Tier 4 visa will then be curtailed and the student will be required to leave the UK within 60 days

Further information
For more information on Tier 4 visas:
www.ukba.homeoffice.gov.uk/visas-immigration/studying/adult-students/

Your responsibilities as a tier 4 student are outlined in the crucial guide here.

If you have any concerns about the attendance monitoring census points, or your Tier 4 visa status, please contact pbs@manchester.ac.uk

GETTING STARTED

Length of the prescribed course
Master's degree:
According to the current regulations, the period of registration at this University for the degree of Master of Arts (MA), Master of Science (MSc) or Master of Research (MRes) is 12 months full-time or 27 months part-time. The period of registration commences in September 2013 until September 2014 for full time students and to December 2015 for part-time students.

Postgraduate Diploma
A 9 month full-time or 18 month's part-time programme. The period of registration runs from September 2012 until June 2013 for full-time students and to June 2014 for part-time students.

The Academic Year

2013-2014
First Semester
Attendance: 16 September 2013 – 13 December 2013 Christmas Vacation: 14 December 2013 – 13 January 2014 Attendance: 14 January 2014 – 26 January 2014
Second Semester
Attendance: 27 January 2014 – 3 April 2014 Easter Vacation: 4 April 2014 – 28 April 2014 Attendance: 29 April 2014 – 6 June 2014

Choosing your MSc Course Units
The MSc degree and the Postgraduate Diploma comprise a number of course units which add up to 120 credits. To this the MSc adds a dissertation worth 60 credits.

Preparation for the dissertation begins early in the academic year, though the bulk of it is normally written over the summer. Our Postgraduate courses *normally* comprise eight 15-credit course units divided equally between two semesters, though some courses do have slightly different credit ratings. A full listing of Politics postgraduate course units can be found later in this guide. You will have an opportunity during registration week to discuss your module options with your programme director.

Changing your MSc Course Units
If you decide to change any of your course unit options, you can make the alteration yourself online (see 'Guide to Using Self-Service Course Unit Selection' included in your registration pack). However, before you process any changes, you will need to complete a *Course unit Change Form* (available from the School Postgraduate Office, room 2.003, Arthur Lewis Building or downloadable from the Intranet) so that we have a record of any alterations to your choice of course units. Changes to your choice of course units must be made no later than the dates specified.

In Semester I you must make any course unit changes by Friday 4th Oct.
In Semester II you must make any course unit changes by Friday 7th Feb.

Attendance Requirements
Attendance at seminars is compulsory. If you know in advance of circumstances beyond your control preventing you from attending a seminar you should contact the course unit tutor and the Politics Postgraduate Administrator as soon as possible to explain your absence. Unexcused absences will result in poor participation marks.

THE MSC ASSESSMENT SYSTEM

Assignment Criteria
The following criteria for assessment govern the way in which we mark assignments and dissertations. These guidelines have been established by the School of Social Sciences and, as such, operate across the School's discipline areas:

40 – 49% (40% = Pass at PG Certificate/ Diploma level)	Work should be at a postgraduate level although not reaching the level required for a Masters course. Such work should provide a competent discussion of relevant material, although this may be largely descriptive and lack critical/analytical depth. Work should be well structured, well presented and demonstrate an awareness of relevant literature.
50 – 59% (50% = Pass at MA level)	This represents the minimum performance required on a Masters course. Work should provide a competent discussion of relevant material and some evidence of critical/analytical thought. It should be well structured, well presented, demonstrate an awareness of relevant literature and consistently evidence arguments/assertions by reference to relevant literature/research.
60 – 69% (Merit at MA level)	Work that is competent and well presented, touching very good work at the top end of the range. This work should be critical and comprehensive in its coverage and have a degree of depth and imagination in the presentation and consideration of the material, especially at the top end.
70 – 79%	This is excellent work, showing evidence of comprehensiveness and focus, with critical depth and insight that befits work at graduate level. These grades mean that the student is producing work that fits within a distinction profile.
80% +	This is outstanding work in every respect constituting or approaching publishable work.

Each module has a detailed breakdown of the marking criteria. In order to ensure the effective development of your skills certain modules include a combination of examination and assessed written work. Moreover the practical components of the different modules are very important to your learning experience. See each individual course booklet for details of assessment. In advance of the submission date the criteria will be discussed in the course lectures.

For the modules a mark of less than 50 is a fail; 50-59 is a pass; 60-69 is a merit pass and 70 or more is a distinction. Students proceeding to an ESRC funded PhD are usually required to have a merit pass or higher in their overall average mark (see below).

How is my degree calculated?
To be considered for a Masters Degree you must have achieved 180 credits at the appropriate level. Don't worry if you have had a referral or compensation as these still count towards your credit total for a Pass or Merit. If, however, you have undertaken any referred assessment or been compensated you will not be eligible for a Distinction.

The award of masters is based upon gaining the required number of credits. Classifications for merit or distinctions will be calculated on the basis of an average mark, based on the weighted programme as a whole.

The Taught Degree Regulations Glossary of Terms[1] states the following with regard to Compulsory Course units:
'Compulsory Course units: Course units which cannot be substituted and must be taken in order to meet the intended learning outcomes of the programme (see pre-requisites). Compulsory course units are not normally compensatable.'

PGT Programmes in the School of Social Sciences have course units which are compulsory and may be termed as such. However, programmes in the School do allow compensation for compulsory course units in line with point 14 of the PGT regulations:

'PGT programmes can be compensated up to 30 credits for PG Diploma/ Masters and 15 credits for a PG Certificate. The number of credits compensated and those referred cannot exceed half the taught credits in total.'

Feedback and Support
Each student will be provided with written feedback on their assessed work. A follow up meeting with the lecturer can be requested if the student requires further discussion.

The SRMS programme director is available for academic guidance or to discuss issues of a personal nature that may have an impact on your ability to study and/or meet course requirements. The programme director is also available to meet students during dedicated office hours or at other times by appointment.

Information for MA Essay Submissions
Hand in dates below unless otherwise stated in the course guides. Essays must be submitted via Blackboard/Turnitin
Semester I Final deadline - 3.00pm 13th January 2014*
Semester II Final deadline - 3.00pm 19th May 2014*
*Unless otherwise specified by the course lecturer

Assignments should be submitted via Turnitin. Instructions can be found in the web page corresponding to the SRMS MSc degree. Dissertations should also be submitted via Turnitin.

PLEASE REMEMBER THAT UNTIL THE PRELIMINARY EXAMINATION BOARD IN JUNE ALL MARKS ARE PROVISIONAL AND MAY STILL BE AMENDED UNTIL THE FINAL EXAMINATION BOARD IN NOVEMBER.

Please read carefully the information on our policy on assignment extensions.

- Length of Assignments - Course unit convenors will state the specific length limits for individual pieces of work. (Assignments exceeding the specified length by more than 10 per cent will be penalised).
- Submissions - All assignments must be submitted to Turnitin via Blackboard by the deadline stated.
- Problems - If you are encountering any problems, please see either your course unit convenor or the Programme Director.
- Bibliography & Referencing - A full bibliography should be appended listing all sources consulted in preparing the assessment assignment. This should be arranged alphabetically, and in time order for publication in the case of where several works by the same author (or government or other collective source) are being used. Where no author is available for quotation, the title of the publication (for example, a newspaper or poster) should be placed alphabetically in the bibliography. Journals should be identified by their volume numbers as well as by the year of issue. A bibliography constructed in this way will permit references to be made easily in the text. In an appropriate place, the author, year of publication and page reference can be placed in parenthesis, for example (Banton, 1967, p. 143). In other words, use the standard Harvard referencing system.

Turnitin
The University uses electronic systems for the purposes of detecting plagiarism and other forms of academic malpractice and for marking. Such systems include TurnitinUK, the plagiarism detection service used by the University.

As part of the formative and/or summative assessment process, you may be asked to submit electronic versions of your work to TurnitinUK and/or other electronic systems used by the University (this requirement may be in addition to a requirement to submit a paper copy of your work). If you are asked to do this, you must do so within the required timescales.

The School also reserves the right to submit work handed in by you for formative or summative assessment to TurnitinUK and/or other electronic systems used by the University. Please note that when work is submitted to the relevant electronic systems, it may be copied and then stored in a database to allow appropriate checks to be made.

Guidelines for Assignments
Students will receive an appropriate level of guidance to help them draft their assignments. The type and level of guidance will vary according to the specific needs of the subject matter, but some general guidelines will apply across all degree courses.
- Students can discuss a plan of their assignment with the course convenor at an early stage. Approval of a plan, however, does not automatically translate into a good mark.
- Students can expect to discuss only one plan of each assignment.
- Course convenors are not expected to look over a draft of an assignment.
- Assignment feedback and provisional marks will usually be available in accordance with the

University's feedback policy.

The University's policy on late submission of course work assignments/essays and dissertations
If you submit your course work or dissertation late there will be a penalty of 10 marks per day (sliding scale) applied for up to 10 days. So, for example, if you submit your course work or dissertation 2 days late, 20 marks will be deducted after examination. A day includes weekends and weekdays.

Extensions to the submission deadline can be granted to students where there are exceptional mitigating circumstances (e.g. compelling medical reasons). It is vital that you provide documentary evidence to support your application. The application must be submitted before the due date of your work. You are advised to refer to the University's Policy on Mitigating Circumstances for what constitutes grounds for mitigation.
Essay/Assignment Extension Application form or Dissertation Extension Request form

Mitigating Circumstances and extension requests
If you think that your performance or academic progress is likely to be affected by your circumstances or that you may not be able to hand in your assignment/dissertation by the deadline, you may submit a Mitigating Circumstances form/extension request form, with relevant supporting documentation, for consideration by the Mitigating Circumstances Committee and Board of Examiners. The programme also benefits from an Examinations Officer: Dr Wendy Olsen, Room G11, Humanities Bridgeford Street, Email: Wendy.Olsen@manchester.ac.uk who supports the programme in all matters related to assessments and marking.

The nature of the supporting documentation required will vary according to the nature of the circumstances, but it must be sufficiently independent and robust to confirm the veracity of the case you are making. Please note that it is your responsibility as the student to submit a request for consideration of mitigating circumstances by the published deadlines. You should not wait until your results are issued or the deadline for the submission of your work to have passed to apply for mitigating circumstances as cases will not be accepted retrospectively.

Grounds for Mitigation
Students should be aware that grounds for mitigation are 'unforeseeable or unpreventable circumstances that could have a significant adverse effect on your academic performance'. Please see below for examples of possible mitigating circumstances as well as circumstances which will not be considered as grounds for mitigation.
Examples of possible mitigating circumstances:
- significant illness or injury;
- the death or critical/significant illness of a close family member/dependant;
- family crises or major financial problems leading to acute stress;
- absence for jury service or maternity, paternity or adoption leave.

Circumstances which will NOT normally be regarded as grounds for mitigation:
- Holidays and events which were planned or could reasonably have been expected;
- Assessments which are scheduled closely together;
- Misreading the timetable or misunderstanding the requirements for assessment;
- Inadequate planning and time management;
- Failure, loss or theft of a computer or printer that prevents submission of work on time: students should back up work regularly and not leave completion and printing so late that they cannot find another computer or printer;
- Consequences of paid employment;
- Exam stress or panic attacks not diagnosed as illness.

Assignment Extension Policy
For Mitigating Circumstances please read this in conjunction with the information on Medical & Personal Problems and Mitigating Circumstances as outlined on pages 29 – 32.

- Please note that this policy also applies to the Dissertation. To apply for an extension:
- Extension applications should be made on the 'Application for Extension to Submission Date' form available from the School website at: http://www.socialsciences.manchester.ac.uk/intranet/pg/
- Where relevant applications must be accompanied by documentary evidence e.g. certification by a

qualified doctor specifying nature of illness, duration and impact on ability to study, letter from qualified counsellor, copy police incident report etc.
- Applications must be submitted to your programme administrator.
- Applications for extension to the submission date must be made in advance of the published submission date. Applications received after the submission date will not be accepted.
- Your application will then be considered by the Programme Administrator within your DA.
- When the extension request is approved or rejected, the student will be formally notified by the School office by email.

Accessing Marks

The marks for January examinations, as issued to graduate students by the Postgraduate Office, are provisional marks and are provided for information only. Provisional marks for assessed essays submitted in Semester 2 may be given to students. Confirmed marks for examination papers will not be made available to students until after the June meeting of the School Postgraduate Committee. Students are advised that:

- these marks may be raised or lowered by the external examiners.
- once marks have been agreed by the internal examiners and issued to students, they can only be changed via the external examiners.
- if the mark for a particular exam is both 'marginal' and 'critical' to the overall result, the exam paper/assessed essay will always be referred to the appropriate external examiner.
- questions of compensation will be dealt with in the June Examinations Board, when the full range of results is available.
- marks are never confirmed until the meeting of the School Postgraduate Taught Programmes Examinations Board in June.
- the University does not allow student appeals against the academic judgements of Examiners.

The pass mark on all our taught Masters programmes is 50%. The pass mark on the Postgraduate Diploma is 40%.

GUIDANCE TO STUDENTS ON PLAGIARISM AND OTHER FORMS OF ACADEMIC MALPRACTICE

Preface: please note that the School reserves the right to request electronic copies of course work assessments. These may be used to investigate suspected cases of academic malpractice. For help and advice on plagiarism and related matters, potential sources of assistance are: your academic advisor; your course tutors; the Student Guidance Service; and Paul Smith, the School's Student Support Officer.

Plagiarism is presenting the ideas, work or words of other people without proper, clear and unambiguous acknowledgement. It also includes 'self-plagiarism' (which occurs where, for example, you submit work that you have presented for assessment on a previous occasion), and the submission of material from 'essay banks' (even if the authors of such material appear to be giving you permission to use it in this way). Obviously, the most blatant example of plagiarism would be to copy another student's work. Hence it is essential to make clear in your assignments the distinction between: the ideas and work of other people that you may have quite legitimately exploited and developed, and the ideas or material that you have personally contributed.
http://www.humanities.manchester.ac.uk/studyskills/essentials/writing/avoiding_plagiarism.html

ETHICAL ISSUES IN RESEARCH

In carrying out their work, researchers inevitably face ethical dilemmas which arise out of competing obligations and conflicts of interest. Research proposals involving human subjects are coming under closer scrutiny; it is an issue that the University takes very seriously. Therefore it is important that steps are taken to ensure that safeguards are in place, not only in the interests of the participants but also those of the investigator conducting the research. This brief statement aims to alert all postgraduate students undertaking research to issues that raise ethical concerns and more generally to identify good research practice. This might apply to any research student in the Faculty but is particularly relevant to students in the Social Sciences whose research work involves other humans. In general, "research on human beings" will raise ethical issues and this is why you are required to declare whether or not this applies to your dissertation topic and, if so, how these ethical issues are to be addressed. In doing so, you are providing an

assurance that you have read the Notes of Guidance on completing an application form for the approval of a research project by the Committee on the Ethics of Research on Human Beings and the Guidelines for Applicants. The brief guide to Research Governance will help you and your supervisor ascertain if you require ethical approval. All of these guides are available on the School of Social Sciences intranet at http://www.socialsciences.manchester.ac.uk/intranet/pg/ethics/

In particular, a research student and their supervisor preparing a thesis must adhere to the following fundamentals:

- Researchers have a responsibility both to safeguard the interests of those involved in, or affected by, their work, and to report their findings accurately and truthfully. They need to consider the effects and consequences of their work for those they study and other interested parties.
- Researchers should satisfy themselves that the research they undertake is worthwhile and that the techniques proposed are appropriate. They should be clear about the limits of their detachment from, and involvement in, their areas of study and recognise the diversity of social and other research so that they can respond reasonably and courteously to those with whom they disagree.
- Researchers should never present others' work as their own. Nor should they misrepresent knowingly the findings of their research or the work of others. (See section on Plagiarism above).

Procedure for Pre-screening your research for ethical issues, confirming your Dissertation Title and submitting forms for Ethical Approval

a) If you are on a MA, MSc, MRes or Diploma programme with option to upgrade to one of the aforementioned programmes, you will receive by email a form called "Confirmation of Dissertation Titles & Pre-Screening of Applications for Ethics Opinion of Research Projects form" from your Programme Administrator in February or March. This form is also available on our intranet. http://www.socialsciences.manchester.ac.uk/intranet/pg/ethics/
   The purpose of this form is for you and your supervisor to confirm your Dissertation Title and to pre-screen your research to ascertain whether or not it will require ethical approval. The purpose of pre-screening is to ensure that your project is scientifically sound and that it has been assessed to see if it requires ethical approval. The purpose of pre-screening is NOT to undertake ethics review. This MUST be done by our University Ethics Committee with authority to undertake such a review. You and your supervisor should complete and return this form to your Programme Administrator by no later than 1st May 2014
b) If your research requires ethical approval you and your supervisor must also complete an Application form for approval of a research project, available at http://www.socialsciences.manchester.ac.uk/intranet/pg/ethics/index.html, for consideration by the University's Ethics Committee. The deadline for you to return this form is 10th May 2014, although you may wish to return it alongside your pre-screening form.
c) Safety - If the project involves a likelihood of danger to the researcher above and beyond risks normally associated with social sciences research the student is required to complete a risk assessment form available from our intranet. http://www.socialsciences.manchester.ac.uk/intranet/pg/ethics/
   The above dates are final deadlines. You can submit your forms anytime from 1st April with the approval of your supervisor.

You will find full details, along with our procedure, forms and Guidance notes on our website at http://www.socialsciences.manchester.ac.uk/intranet/pg/ethics/. When the University Ethics Committee is assessing applications for Ethical consideration, they may require further information. If this is the case students can expect to receive feedback directly by email from Committee. You and your supervisor may be asked to submit additional information or to attend the University Ethics Committee. No work on a research project can take place until pre-screening has been fully completed and, if required, formal ethical approval has been obtained. Please be aware that the University cannot guarantee that it will provide the required insurance to students who embark on their research and have not submitted an ethical declaration. More information on students and insurance can be found via our intranet site.

Research Ethics

All research raises ethical issues of some kind including research that is solely based on the analysis of secondary data. Reviewing the ethical issues raised by your research is an important stage in the research process and can often provide some useful feedback on the research design. Where conducting fieldwork this needs to include a risk assessment and fieldwork safety training. See www.the-sra.org.uk/guidelines.htm

Information will be provided as part of the dissertation training worksessions and is integral to a number of the MSc modules (MARD and Survey Research). You will need to complete an ethical approval form as a minimum. For further background information see
http://www.socialsciences.manchester.ac.uk/intranet/pg/ethics/

THE DISSERTATION

Notice to submit your Dissertation
Subject to you being Passed Subject To Dissertation at the Examinations Board in June you will be sent a "Notice of Submission Form", together with information about the presentation of your dissertation ie. Guidance for the Presentation of Taught Masters Dissertations http://documents.manchester.ac.uk/display.aspx?DocID=2863

This will only be sent to you if you have submitted your "Confirmation of Dissertation Title & Pre-Screening for Ethical consideration" form and, if applicable, your "Application form for approval of a research project". Please submit a completed, signed, paper copy of your Notice of Submission along with your dissertation.

Please note that according to our regulations you must complete the taught component (course units) of your degree before you can proceed to dissertation. A student who works on their dissertation before being formally passed subject to dissertation by our Examinations Board do so at their own risk.

Supervision and Support
During the MSc course you will be given training in research design. Specifically in relation to the dissertation you will undertake training as part of workshops and linked lectures. You will also be asked to present your research plan to CCSR/SOST staff and students in the spring term as a way of seeking further feedback on your ideas.

You will be allocated a supervisor in accordance with your research area and research interests. Please note that each a student does not have the right to be supervised by a particular preferred member of staff.

Attendance of Supervision Meetings and Draft Material Feedback
You will be provided with an appropriate supervisor early in semester two. You can expect to have up to five meetings with your supervisor before the end of June.

A student should meet regularly with her/his supervisor in order to obtain guidance. At these meetings, a student is able to consult with the supervisor about the chosen topic, about refining the topic to a researchable question or problem, and about relevant primary and secondary sources of data. Also, the student can discuss with the supervisor literature relevant to the student's topic and also any problems that the student has encountered.

Given the differences between a dissertation and a course assignment and given the aims and objectives of the dissertation, a student writing a dissertation should not expect her/his supervisor to provide a topic and/or reading list. However, the supervisor is available to help a student define a researchable question or problem and to provide advice about relevant sources. Hence, meeting with the supervisor should help ensure that the research remains focused on the student's chosen topic. In addition, the supervisor can help a student with the structure of the dissertation and with thinking through the narrative and line of argument.

Furthermore, the supervisor can read and comment upon a dissertation plan and draft material. A student can only expect her/his supervisor to read and comment upon material if s/he submits the material **no later than the end of July.** However, different arrangements can be made between the supervisor and the student. While a supervisor might read and comment upon material submitted after that date, a supervisor has no obligation to do so.

Suggested supervision schedule:
Meeting 1 - Discussion of ideas and methods
Meeting 2 - Feedback on draft plan

Meeting 3 - Discussion of methodology and literature
Meeting 4 - Feedback and discussion of key chapters
Meeting 5 - Feedback on draft thesis

Self-study group participation is also recommended.

Dissertation Word Limit
All pieces of assessed work including the dissertation are subject to prescribed word limits. Students exceeding the maximum word limits on any assessed work may be penalised. All word limits are inclusive of notes, but exclusive of bibliography and appendices. The word count also includes quoted material. This applies to both essays and dissertations.

Details on preparing your MSc dissertation can be found here:
http://www.socialsciences.manchester.ac.uk/intranet/pg/dissertation/documents/Presentation-of-dissertations.pdf

Dissertation Presentation and Guidance
Guidelines on the presentation of your dissertation including binding requirements are available on the intranet at the following: http://www.socialsciences.manchester.ac.uk/intranet/pg/dissertation/ (See Section 4: Preparing Your Dissertation).

Students will be required to submit two bound copies and upload an electronic version on Turnitin. Further details are available in the Postgraduate School Taught Programmes handbook (bound back to back with the paper copy of this handbook) and available electronically at:
http://www.socialsciences.manchester.ac.uk/intranet/pg/handbooks/

Dissertation Submission Date:
Monday 1st September 2014 – for all full-time students who started in September 2013
Monday 1st December 2014 for all part-time students who started in September 2012.

For those students who fail to satisfy the taught element of their PGT programme and have to do referrals in the August Exam period before being permitted to proceed to dissertation, the deadline for you to submit your dissertation will be Monday 13th January 2014. Students who do not satisfy the examiners after referrals will be considered against the criteria for award of a PG Diploma or Certificate.

Dissertation Marking Criteria

Criteria	➢ 80% A+	70 – 80% A	60 – 69 % B	50 – 59% C	40 – 49% D	Fail
Intellectual content and originality (25%)	High intellectual content, novel ideas and integrated excellently with the existing literature. Likely to be publishable.	Very good intellectual content, some novel ideas, integrated well with the literature. Possibly publishable	Good intellectual content, developed with reference to the literature.	Moderate intellectual content, with some integration with the literature.	Some evidence of intellectual input, limited integration with the literature.	Little evidence of intellectual content. Clear evidence of repeating previous work without additional intellectual input.
Coherence of overall report (10%)	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.
Project design and methods (25%)	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 (25%)	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 contain significant deficiencies	Extremely poorly presented, with many major flaws and many minor errors. Analysis & interpretation very poor or absent.
Overall presentation (10%)	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.
Use of literature and references (5%)	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.	Complete and correctly cited, up to date and appropriate. Literature clearly links to project objectives.	Mostly complete and correctly cited, with minor omissions or errors only. Some link between literature and project objectives.	Moderately complete and cited, with occasional major flaws or some minor omissions or errors. Little interpretation of literature and link to project objectives	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.	Material used is frequently not cited and referencing is flawed throughout. No evidence of a link between literature and the project.

MAKING CHANGES

Applications to interrupt the course
A student may be permitted to interrupt the course for good cause, such as illness, family crisis or bereavement. The provision for interruption is important because it effectively 'stops the clock' and postpones the programme. It is therefore very much in the student's interest to seek formal interruption where the progress of study has been disrupted by any unforeseen circumstance. In such cases, the Graduate Office should be informed of the reasons for the request and a medical certificate should be provided if an interruption is sought on health grounds. Where appropriate, students are also advised to consult their funding body before making such an application.

Interruption applications should be made on the 'Application to Interrupt Programme' form available from the School website at: http://www.socialsciences.manchester.ac.uk/intranet/pg/

Research Council-funded students
Students funded by a UK Research Council (e.g. ESRC, AHRC) **must** obtain permission by completing the relevant form as explained above. Applications must be accompanied by full supporting evidence (supervisors statement of support, medical note etc). The School will then apply directly to Faculty for approval and the Research Council will be contacted accordingly.

Withdrawing from a Programme
If, after consultation with your supervisor, you decide, for whatever reason, to withdraw from a programme of study you must inform the Postgraduate Office by completing the relevant form.

The Postgraduate Office will then update your Student Record, which will prompt the Fees Office to contact you regarding any refund due.

Withdrawal applications should be made on the 'Application for Withdrawal from Programme' form available from the School website at: http://www.socialsciences.manchester.ac.uk/intranet/pg/

OPPORTUNITIES FOR FURTHER STUDY – A PHD?
The School welcomes enquiries and applications for research programmes throughout the year.

If you are interested in applying for funding for a PhD please be aware that it is now **generally** required that you have completed a Research Training (RT) Masters in the first instance. However, we do of course welcome applications from any Masters student regardless of what programme they are doing. The School's current RT courses are:

Political Science (Research Route)	MA	PG Diploma
International Politics (Research Route)	MA	PG Diploma
Human Rights (Research Route)	MA	PG Diploma
Political Economy (Research Route)	MA	PG Diploma
Economics	MSc	
Economics and Econometrics	MSc	
Econometrics	MSc	
Sociological Research	MSc	
Anthropological Research	MA	
Philosophy	MRes	
Social Research Methods & Stats.	MSc	PG Diploma

The minimum academic entry requirements for admission to the PhD is a Masters degree at Merit level, which MUST include an overall taught course average of 60% (with no mark below 50%) **and** a dissertation mark of 60%

The University normally holds a Postgraduate Open Day in November and further details will be available via http://www.manchester.ac.uk/postgraduate/opendays/

Information on all School funding opportunities, including details on the deadlines will be advertised via http://www.socialsciences.manchester.ac.uk/postgraduate/funding/

Competition for funding is very strong and we therefore advise that you consult with a prospective supervisor regarding your research proposal before submitting a full application. Applications must be submitted via the on-line application service at http://www.manchester.ac.uk/postgraduate/howtoapply/

If you have any further queries please email pg-soss@manchester.ac.uk

UNIVERSITY POLICIES & REGULATIONS

There are a number of University policies and regulations which apply to you during your period of registration. Further details can be found at http://documents.manchester.ac.uk/studentrelatedlist.aspx

These policies may undergo changes during your period of registration. You will be notified when changes take place, e.g. by email or by posting updates to the Document Resources section of the School of Social Sciences website at: http://www.socialsciences.manchester.ac.uk/intranet/pg/

PLEASE NOTE – Whilst teaching is concentrated on particular days you are encouraged to attend other academic activities such as study groups, seminars, workshops and professional training that might take place on other days. For example, all MSc students are encouraged to attend the CCSR/ISC lunchtime and 4pm seminar series and other seminars across the University where appropriate.

SRMS PROGRAMME

Overview

The SRMS MSc programme provides a firm grounding in advanced quantitative methods, taught within an applied social science framework. The programme is designed to be accessible to non-statisticians yet more focussed than most of the existing Master's courses in social research methods. The programme will therefore require an existing baseline level of knowledge and will build on this to give a set of statistical and analytical skills. Such skills are in demand within the social sciences and the social research and policy making sector.

Programme Aims

To produce social scientists who have:

- a thorough grounding in research design and related issues;
- the tools for collecting statistical data using a range of sampling designs;
- skills in methods of data analysis, including advanced statistical methods for complex data;
- the skills needed to present their research effectively, in both written and oral form.

And, for students proceeding to the dissertation:

- to provide instruction and practice in planning, conducting and writing up an independent piece of research.

Programme Objectives

Students will be able:

- to design and execute methods of data collection appropriate to a given research question;
- to apply advanced methods of statistical analysis to complex data;
- to communicate research results effectively and clearly.

And, for students proceeding to the dissertation:

- to plan, conduct and report on a piece of independent research, employing the skills learned in the taught elements of the programme.

Programme Structure

The SRMS programme structure is outlined in the next section. It incorporates a number of compulsory modules that all SRMS students must take. The various options will be fully explained as part of the Programme Induction meeting in September.

The SRMS programme is an ESRC recognised training for students wanting to go on to study for a research degree (PhD). Enrolment on to a PhD programme in the UK now generally requires students to have done such a recognised Research Training Masters. It is required by the ESRC, the major providers of PhD studentships in the Social Sciences for UK students.

Software Training
Data analysis software is a key component of the MSc and we aim to give you training in a number of the most advanced and widely used software. This will prepare you for different types of data and analytical techniques and for working in different contexts. Core software training which is included in the modules includes: MLwiN, SPSS, STATA and R. There are also opportunities to learn and practice your skills on other training courses across the University and beyond including, of course, the CCSR short course programme. See www.ccsr.ac.uk/courses/. See also methods@manchester which includes taster sessions of research methods and software www.methods.manchester.ac.uk/

Part-Time Students
Part-time students take the SRMS programme over two years (normally two modules per semester over the two years). Students are strongly advised to take guidance on the selection and order of courses taken. There is no requirement to take the modules in any particular order in year 1 or year 2 though all the selected compulsory and optional modules need to be completed. Students can base the selection of the order of taking the modules on their own interests and learning goals within the course timetable. It should be remembered though that those students going on to the dissertation are likely to need to use quantitative data analysis skills and if these have all been taken in the first year the student may need to refresh these skills.

Where possible it is suggested that students take a combination of quantitative, qualitative and research design modules in each year, building their expertise through the introductory and then the more advanced modules. Module selections can be discussed with the course director and lecturers at the Induction meeting. Depending on the nature of work commitments, and the need to attend on certain days only, choice of options may be limited.

Pre-sessional Courses
You may be coming to the MSc course with limited formal training in quantitative analysis of social science data. If you would like to refresh your skills and experience, particularly in using computer programmes such as SPSS or if you feel you'd like to practice skills that may have become a little rusty, we would strongly recommend you to attend a series of preparatory courses that run just before the start of the first semester. These courses will allow students who have less experience with quantitative methods to have more time to practice using statistical software and dealing with numerical information.

Statistics and software preparatory courses

Topic	*Date*	*Place*
Foundation Skills for Data Analysis	11th September 2013	Humanities Bridgeford Street Building
Introduction to Data Analysis 1	12th September 2013	Humanities Bridgeford Street Building
Introduction to Data Analysis 2	13th September 2013	Humanities Bridgeford Street Building

These preparatory courses are not assessed and will not directly affect your grades or progression but you are **strongly** recommended to take them. If you would like to benefit from this additional training then book on-line at: www.ccsr.ac.uk/courses/

Places are limited. If you have any questions please email: Nasira.Asghar@manchester.ac.uk

The courses are available free of charge to you as an SMRS Masters student.

Unfortunately, places on these courses are limited and a position cannot be guaranteed. Booking as early as possible is highly recommended.

SRMS Module Choices and Options

All SRMS students (MSc and Postgraduate Diploma) must take taught course units totalling 120 credits (8x15 credits).

Compulsory Course Units

Survey Research (SR) SOST60421
Introduction to Statistical Modelling (ISM) SOST70011
Statistical Foundations (SF) SOST70151
Methodology and Research Design (MARD) SOST70521
Multilevel Modelling (MLM) SOST70292
Qualitative Research Methods (QRM) (3 x 5 Credits selection)

Optional Course Units

Plus two options from the following:

Longitudinal Data Analysis (LDA) SOST70022
Advanced Survey Methods (ASM) SOST70032
Structural Equation and Latent Variable Modelling (SEM) SOST70042
Social Network Analysis (SNA) SOST71032
Demographic Theory and Analysis (DTA) (DTC Liverpool University)

OR any other suitable module (only one) from the School of Social Sciences (SOSS) (second semester only), to be agreed with the Programme Director. Students should consult the SoSS on-line postgraduate module database for details about the different courses available.

Semesterisation

Semester One	Semester Two
SOST70521 (MARD) SOST70151 (SF) SOST70011 (ISM) SOST60421 (SR) QRM	SOST70292 (MLM) SOST70022 (LDA) SOST70042 (SEM) SOST70032 (ASM) SOST71032 (SNA) QRM DTA (Liverpool) Dissertation training module: three work sessions

2013-2014 SRMS TIMETABLE

Semester One

	Tuesday	**Thursday**	**Friday**
10am	**SOST70011** Introduction to Statistical Modelling Mansfield Cooper 2.1	**SOST70151** Statistical Foundations Williamson 3.59	QRM Courses as scheduled*
11am			
12pm	CCSR lunchtime seminars. For dates see www.ccsr.ac.uk		
1pm			
2pm	**SOST60421** Survey Research Mansfield Cooper 2.1	SOST70521 Methodology & Research Design Univ Place 5.205	
3pm			
4pm	CCSR/ISC Seminar. For dates see www.ccsr.ac.uk		

Semester Two

	Tuesday	Thursday	Friday
10am		**SOST70292** Multilevel Modelling Mansfield Cooper 2.01	QRM Courses as scheduled*
11am			
12pm	CCSR lunchtime seminars. For dates see www.ccsr.ac.uk		
1pm			
2pm		**SOST70032** Advanced Survey Methods Williamson 3.59	
3pm			
4pm	CCSR/ISC Seminar. For dates see www.ccsr.ac.uk		

Longitudinal Data Analysis
Longitudinal Data Analysis SOST70022, Semester 2, March, five-day course, includes longitudinal regression models, survival analysis and event history analysis. See module outline for details.

Structural Equation and Latent Variable Modelling
Structural Equation and Latent Variable Modelling SOST70042, Semester 2, March, five-day course. See module outline for details and times.

Social Network Analysis
Social Network Analysis SOST71032. Semester 2, January/February, five-day course. See module outline for details.

Demographic Theory and Analysis
Demographic Theory and Analysis via Liverpool DTC, Semester 2, February, four-day course. See module outline for details

***QRM**
Qualitative Research Methods: the module runs over both semesters – the balance of work will depend on student choices for the 3 x 5 credit options (typically run as workshops) that make up the 15 credit module (full details of options are provided in the Schools 'Qualitative and Quantitative Research Methods Training Handbook'). http://www.socialsciences.manchester.ac.uk/intranet/pg/handbooks/

****Dissertation Workshops** Three dissertation workshops - Semester 2. See module outline for details.

Survey Research - SOST60421
Dr Wendy Olsen and Dr. Maria Pampaka

Compulsory for SRMS

Aims
- Introduce students to the role of surveys in social research;
- Provide an introduction to and practical experience of the key elements of conducting a survey - development of a research question, questionnaire design, sampling, fieldwork and data entry;
- Provide a practical learning forum for students to consolidate and further develop their academic knowledge about research methods.

Learning Outcomes: By the end of the course students should have:
- Achieved the practical skills needed to conduct a survey from the point of defining the research question to conducting the fieldwork, preparing the data and initial analysis.
- Applied and developed their knowledge of survey methods and methodology.
- Evaluated different survey methods and sampling techniques.
- Developed their knowledge and understanding of government and social surveys.

Course Content
The social survey is a research tool of fundamental importance to government and social researchers. The course addresses a need for training in the understanding of survey data and in aspects of survey design and data collection. It covers key generic and subject specific training needs specified in the ESRC's postgraduate training guidelines. The course may include presentations from external speakers from local authorities and commercial survey companies such as MORI.

Teaching and learning methods
The course is taught over 10 weeks through lectures, practicals and workshops. The course includes an actual survey thus giving students practical experience of research. The course will be structured around the following areas:
- Introduction to social surveys
- Sampling
- Questionnaire design
- Piloting
- Fieldwork
- Data entry, data analysis, and presenting results

Assessment
The assessment for this module is an essay of 3,000 words outlining how you would conduct a survey to answer a specific research question . The essay offers a short example question module designed to collect the information with which to address the specified research question. This segment would form part of a larger questionnaire. You are asked to assess the strengths and weaknesses of your survey questions.
You are also required to: (i) participate in the non-assessed fieldwork component of the course and (ii) give a short review of a survey in the news or survey methodology article. Feedback on these activities will enhance your learning.

Preliminary Reading and References
Resources for General Reading and Research For Your Essay
Survey Resources Network
http://www.surveynet.ac.uk/

Question Bank (Social Surveys Online):
http://surveynet.ac.uk/sqb/qb/

- Alasuutari, P., Bickman, L. and Brannen, J. (2008) Sage Handbook of Social Research Methods, London: Sage.
- Babbie, E. (2013 or earlier edition), The Practice of Social Research, Belmont, CA: Wadsworth.

- Babbie, E., and T. Wagenaar (2006) Guided Activities for Babbie's The Practice of Social Research, 11th ed., Belmont, CA: Wadsworth.
- Czaja, R. & Blair, J. (2005) Designing Surveys: A guide to decisions and procedures, Thousand Oaks, CA: Pine Forge Press.
- Dale, A. (2006) Quality Issues with Survey Research. In International Journal of Social Research Methodology, Vol 9 No 2 April 2006.
- De Vaus, D. (2001) Surveys in Social Research, London: Allen and Unwin, 3rd Edition
- Marsh, C. (1982) The Survey Method, London: Allen and Unwin.
- Mason, J. and Dale, A. (2011) Understanding Social Research, London: Sage.
- May, T. (2004) Social Research Issues: Methods and Practices. London: OUP.
- Saris, W.E. and Gallhofer, I.N. (2008) Design, Evaluation, and Analysis of Questionnaires for Survey Research, Wiley Series in Survey Methodology, London: Wiley-Blackwell.
- Williams, M. and Vogt, W. (2011) Sage Handbook of Innovation in Social Research Methods, London: Sage.

Introduction to Statistical Modelling - SOST70011
Dr Mark Elliot

Compulsory for SRMS

Aims

1) Enable student to understand the following topics: Regression modelling (linear, binary logistic, multinomial logistic, multilevel), principal components analysis, and cluster analysis.
2) Provide students with the skills to use statistical packages to run analyses using the above techniques.
3) Provide a learning environment in which students build up their ability to interpret and report upon such analyses.

Outcome

Students should be able:

- To understand the principles of several regression modelling, data reduction and classification (DRC) techniques.
- To understand the practical application of the statistical concept of variance.
- To produce and interpret regression models and DRC analyses and the necessary supporting exploratory analyses in SPSS.
- To decide on a plan of action for hypothesis testing of a research question, given large-scale social survey data.
- To write coherent reports about a piece of quantitative data analysis.

Teaching and Learning

The course will be delivered in eleven 2-hour classes consisting either of a lecture or a Q&A session followed a lab class. In the lab class the students will be required to carry out formative tasks designed to strengthen their understanding. The course is a series of lectures with associated practical sessions. Weekly back-up support will also be provided in the form of an office hour. The students will be required to complete one piece of formative homework each week. In some weeks they will also be required to watch a podcast lecture. They will receive feedback on that work. The homework will either be in the form of structured short-answer questions requiring students to run and interpret simple analyses, or in the form of short reports on a more extensive piece of analysis. The latter will enable students to practice and receive feedback on the skills required for the assessment.

Assessment

A report on a series of analyses on two or more datasets aimed at demonstrating the ability to investigate a significant research question (e.g. the factors related to unemployment or ill-health) using quantitative data and techniques. Essay 3000 words worth 100%

Preliminary Reading

Field, A (2009) *Discovering Statistics Using SPSS* (Introducing Statistical Methods, Second Edition). London: Sage Publications.

Statistical Foundations - SOST70151
Dr Johan Koskinen

Compulsory for SRMS

Aim

To give students: (a) a firm grounding in the basics of statistical inference and probability, (b) an understanding of how study design and model considerations affect the kinds of inferences that can be drawn from different kinds of social science data, (c) the confidence and ability to draw different kinds of statistical inferences from real data.

Content

The course is divided into six themes: (1) Population, samples and descriptive statistics (2) fundamental concepts in probability theory (3) Common probability distributions and their properties (4) Estimators (5) Hypothesis testing (6) Causal inference, modelling and practical considerations in social science

Assessment

Assessment task	Length	Weighting within unit (if relevant)
Examination at the end of semester 1.	2 hours	Part A: 20%; part B: 30%
A critical description of statistical inference as used in a selected journal article (coursework)	2K Words	50%
Quizzes for each topic	N.A.	0%

Teaching and Learning

Twelve teaching occasions comprising a lecture component and a practical. The practicals element may involve computer based activities and/or discussion sessions. Computer exercises will primarily be done using the R environment. A number of extra tutorials led by the course TA will be scheduled in addition.

Preliminary main reading

Agresti, A. and Finlay, B. (2008). Statistical Methods for the Social Sciences (4th Edition). Pearson International Edition.

Preliminary additional readings may include excerpts from

Lindsey, J. K. (1999). Revealing statistical principles. Arnold.
Crawshaw, J. and Chambers, J. (1990). A concise course in A-level statistics: with worked examples. Cheltenham:Nelson Thornes Ltd.
Olofsson, P. (2010). Probabilities: the little numbers that rule our lives. Chichester: Wiley-Blackwell.
Aczel, A.D. (2008). Complete Business Statistics. McGraw-Hill Higher Education (7th edition).

Methodology & Research Design (MARD) SOST70521
Albert Varela

Compulsory for SRMS

Aims

This course aims primarily to help students learn the skills needed to develop a good research proposal and to plan and deliver a research project successfully. This course is based on weekly lectures and seminars structured around three broad topics: (a) philosophy of social science; (b) research methodology and practical research strategies; and (c) research design, with an emphasis on comparative and longitudinal research.

A secondary aim of the course is to provide students with opportunities and guidance to develop their presentation skills. These skills are vital for researchers in order to communicate their ideas and research findings to a variety of audiences and in different settings. Most of the lectures are followed by a one and half hour seminar where students will present key articles to the group, followed by group discussion. The final two lectures of the series will be entirely set aside for students' research design presentations. These final sessions are an excellent opportunity for students to put their presentation skills into practice and to receive feedback from the group.

The course can be understood as a gateway to other methods courses taught as part of the SRMS program and other Research Training (RT) programmes in the University of Manchester.

Learning Outcomes: *At the end of this module, students should be able to:*

- Recognise the theoretical context of their research agenda.
- Identify a worthwhile research question and operationalize its key components for analysis.
- Understand how different research methods can provide different research conclusions.
- Have a broad understanding of the different research methods available to answer your research questions.
- Present your research ideas to a group.
- Evaluate a research design.
- Provide feedback on methodological issues and use the feedback received from others to improve your research designs.
- Write a convincing research proposal.

Content

	Course Outline
Week 1	Social Research in Historical Perspective 2 hour lecture.
Week 2	Philosophical Issues in Social Research 1 hour lecture followed by 1.5 hour seminar.
Week 3	Doing Research. Basic steps, what is your research puzzle? 1 hour lecture followed by 1.5 hour seminar.
Week 4	Measuring Concepts 1 hour lecture followed by 1.5 hour seminar.
Week 5	Norms, Objectivity and Ethics. 1 hour lecture followed by 1.5 hour seminar.
Week 6	Comparative Research I: Strategies and examples 1 hour lecture followed by 1.5 hour seminar.
Week 7	Comparative Research II: Data and the Micro-Macro link. 1 hour lecture followed by 1.5 hour seminar.
Week 8	Longitudinal Research and the Analysis of Change 1 hour lecture followed by 1.5 hour seminar.
Week 9	Student presentations
Week 10	Student presentations

Teaching and learning methods

A mixture of lectures, formative assessment work, seminars, and practical sessions involving group work and a presentation.

Assessment:

One correctly referenced 3,000 word research proposal and one research presentation.

Preliminary reading

- Blaikie, Norman (2009) *Designing Social Research. 2d Edition*, Cambridge: Polity.
- De Vaus, D. A. (2001) 'Research Design in Social Research', London: Sage.
- King, G. Keohane, RO, Verba, S (1996) *Designing Social Inquiry. Scientific Inference in Qualitative Research.* NJ: Princeton University Press.

Semester 2

Longitudinal Data Analysis - SOST70022
Professor Ian Plewis and Albert Varela

Optional for SRMS

Timetable Semester 2 - 10.00 am - 4.30pm
3rd March – University Place 6.213
10th March – Williamson 3.59
12th March – Williamson 3.59
17th March – Williamson 3.59
19th March – Williamson 3.59

Aim
To provide students with an understanding of different longitudinal designs and the skills needed to conduct appropriate analyses using longitudinal data.

Teaching Methods
The course will comprise 5 days of teaching and learning spread over three weeks. The days of intensive training will be made up of lectures and computer-lab examples and exercises implemented with appropriate statistical software.

Objectives
• To gain facility in the concepts, designs and terms of longitudinal research;
• To be able to apply a range of different methods of longitudinal data analysis;
• To have a general understanding of how each method represents different kinds of longitudinal processes;
• To be able to choose a design, a plausible model and an appropriate method of analysis for a range of research questions.

Course
The UK is fortunate in having a rich and growing store of longitudinal studies for researchers to analyse. The course will introduce students to the methodological and statistical skills that will enable them to address questions about the measurement and explanation of change.

Assessment
This module will be assessed by two pieces of coursework.

Preliminary Reading and References
Blossfeld, H-P, Golsch, K. and Rohwer, G. (2007) *Event History Analysis with STATA*. Mahwah(NJ): Erlbaum
Bryk, A.S. and Raudenbush, S.W. (1992). *Hierarchical Linear Models: Applications and Data Analysis Methods*. Newbury Park, CA: Sage.
Firebaugh, G. (1997) *Analyzing Repeated Surveys*. Sage University Paper No. 115. Thousand Oaks, CA: Sage.
Goldstein, H. (2011). *Multilevel Statistical Models* (4th. Ed.) Chichester: John Wiley..
Lynn, P. (Ed.) (2009) *Methodology of Longitudinal Surveys*. Chichester: John Wiley
Plewis, I. (1985) *Analysing Change*. Chichester: John Wiley
Plewis, I. (1997) *Statistics in Education*. London: Arnold.
Rabe-Hesketh, S, and Skrondal, A.. (2008). *Multilevel and Longitudinal Modeling Using Stata*. 2nd ed. College Station, TX: Stata Press.
Singer, J. D. and Willett, J. (2003) *Applied Longitudinal Data Analysis*. New York: OUP.
Snijders, T.A.B. and Bosker, R.J. (2012*). Multilevel Analysis* (2nd. Ed.). London: Sage.

Advanced Survey Methods - SOST70032
Dr. Maria Pampaka and Professor Natalie Shlomo

Optional for SRMS

Aims
This course provides an insight into the design and methodological issues for the analysis of complex surveys. It also introduces analytical methods and software for handling complex survey data.

Learning Outcomes: At the end of this module, students should be able to:

- Know several methodological aspects of conducting a survey.
- Assess the strengths and weaknesses of the design of secondary survey data.
- Assess how aspects of survey design will impact on the analysis.
- Use STATA (and other) software to analyse complex survey data.
- Understand the difference between model-based and design-based approaches to handling complex survey designs.

Content
This module will extend the students' skills on conducting survey research by focussing on more advanced methodological aspects of survey. It covers the most important features of design and analysis in complex surveys. Different sampling strategies involving stratification and clustering will be discussed, in regards to their impact on analysis. Further aspects of survey methodology such as how to compensate for non-response, will be presented as well as methodological issues arising in longitudinal designs, such as clustering and attrition. Since a major focus of the course relates to how these methodological aspects affect the analysis, two different statistical approaches of dealing with all these features of complex surveys will be discussed: the design and model-based approach. A substantial part of the course will be based on computer sessions whereby the techniques of handling complex surveys will be practised with complex datasets.

Assessment
The assessment for this module will be based on an online multiple-choice test (15%) and one piece of coursework of 3,000 words (85%).

Prerequisites
The students should have some familiarity with survey research and statistical modelling. A good introduction is provided by the modules: Introduction to Statistical Modelling (ISM - SOST70011) and Survey Research (SOST60421)
Some familiarity with the STATA software is very desirable. CCSR offers a short course introduction to STATA.

Background Reading
Lehtonen, R. and Pahkinen, E.J. (1995) Practical Methods for Design and Analysis of Complex Surveys. Chichester, John Wiley & Sons.
Lohr, S.L. (2010) Sampling: Design and Analysis, 2nd edition. Boston: Brooks/Cole.
Heeringa, S.G., West, B.T. and Berglund, P.A. (2010) Applied Survey Data Analysis. London: CRC Press.

Structural Equation & Latent Variable Modelling - SOST70042
Dr Nick Shryane

5 Day Short Course- Optional for SRMS

Timetable
Term 2. Five day course 9am-5pm each day .
March 18, Ellen Wilkinson B3.3
March 24, Samuel Alexander W2.19
March 26, Williamson 3.59
March 31, Williamson 3.59
April 2, Samuel Alexander W2.19

Course Aims
- Introduce students to structural equation modelling, so that they can generate, specify, analyse, interpret and critically discuss a range of such models based on relevant research questions.
- Provide intermediate-level training in MPlus.

Prerequisites
Students should have completed introductory/intermediate training in statistical analysis and research design, such that they are familiar with:
- Non-experimental, survey-based research; its strengths and limitations.
- Linear and logistic regression analyses; their specification, estimation in software packages such as SPSS or Stata, and interpretation.

Teaching and Learning Methods
Each of the five course days will consist of 2 teaching/workshop blocks and an exercise. The teaching/workshop blocks comprise a 1 hour lecture followed by a 1 hour computer practical/tutorial. The computer practical/tutorial will involve hands-on computer work, guided by the course tutor and with students assisted by GTAs. The content of the exercise will vary, but generally will require students to work at their own pace on a set problem, with assistance from the tutor and GTAs available. Sessions will also feature class discussions and critical evaluation of published SEMs.

Intended Learning Outcomes: On completion of this unit successful students will be able to demonstrate:
Knowledge and understanding: Understand the nature of structural equation modelling and its relationship to other statistical methods, specifically regression, path, and latent variable models. Distinguish between categorical and continuous variables, both observed and latent. Identify the contexts when different structural equation models are appropriate.

Intellectual skills: be able to critically evaluate an example of structural equation modelling published in a scholarly journal. Be able to translate conceptual theory/hypothesis into appropriate structural equation models. Make appropriate scientific inferences from the results of structural equation models.
Practical skills: use MPLUS to specify and fit a range of structural equation models to 'real' datasets (e.g. the European Social Survey). Interpret and graph the parameter estimates generated by different structural equation models.

Transferable skills and personal qualities: write a report that synthesises evidence from relevant literature and the student's own analysis; exercise self-management skills in terms of pacing workload and meeting deadlines; gain experience in analysing quantitative social data.

Assessment
Critique of a published SEM study: 600 words (20%), report based on SEM analysis of data: 2,400 words (80%)

Preliminary reading
Byrne, B. M. (2011). Structural Equation Modeling with Mplus. Basic Concepts, Applications, and Programming. Routledge Academic.
Kline, K. (2005). Principles and Practice of Structural Equation Modelling (2nd Ed.). New York: Guildford.

Multilevel Modelling - SOST70292
Professor Tarani Chandola

Compulsory for SRMS

Aim
The aim of this unit is to teach students the theory of multilevel models and present applications of multilevel models as well as software for fitting such models.

Objectives: *Students should be able to:*
• Recognise when there is a need for more advanced modelling techniques
• Apply multilevel techniques to normal response data, discrete and repeated measures data
• Acquire knowledge on how to use the MLwiN software for fitting multilevel models
• Understand why multilevel analysis may be more appropriate for certain data designs such as clustered designs
• Discuss the basic underlying theory of multilevel models
• Interpret in non-technical language the results from a multilevel analysis of a large dataset
• Use MLwiN software for multilevel analysis
• Students will develop skills for using multilevel models for their own research and for reading journal papers that very often employ multilevel analysis

Course Content
This unit will teach the theory and applications of multilevel models. Having introduced the basic statistical concepts and modelling tools in Semester 1, in this module, students will be introduced to more advanced modelling techniques. The unit will cover basic and more advanced multilevel models including random intercepts models, random slopes models, inference for multilevel models, the use of contextual variables in multilevel analysis, modelling complex variance structures, binary response multilevel models, and modelling repeated measures. All students will gain familiarity with and hands-on experience. Typically this will be managed by having both lectures and practical workshops in each session. A range of prepared data sets will be used, including large-scale surveys and longitudinal studies. Students will achieve, as a minimum, a level of competence that enables them to use more advanced modelling techniques.

Teaching and Learning
The course will consist of lecture-based sessions and practical sessions (MLwiN workshops).

Assessment
The assessment for this module will be based on one piece of coursework.

Key online material:
http://www.bristol.ac.uk/cmm/learning/course.html

Key Reading
Rasbash, J., Steele, F., Browne, W. and Goldstein, H. (2009) A user's guide to MLwiN. Centre for Multilevel Modelling, University of Bristol
www.cmm.bristol.ac.uk/MLwiN/download/MLwiN-userman-09.pdf

Additional Reading
Dobson, A. (2002). An introduction to generalized linear models. Chapman and Hall
Goldstein, H. (1995). Multilevel Statistical Models. London: Edward Arnold.
Snijders, T.A.B. and Bosker, R.J. (2011). Multilevel Analysis. Second Edition. London: Sage.

Social Network Analysis - SOST71032
Dr. Mark Tranmer, Dr. Elisa Bellotti (Sociology) and Professor Nick Crossley (Sociology)

Optional for SRMS

Timetable
This five-day course comprises 5 lecture/practical days: 10.00am - 4.30pm
27th – 29th Jan – Williamson 3.59
3rd – 4th Feb – Williamson 3.59

Aims
To introduce the concepts of social networks and the various kinds of relation that can occur between members of the network.
To explain how do describe social networks, including visualisation using UCINET software.
To show how statistical models can be used for social network analysis. To demonstrate the use of software for describing and modelling social networks e.g PNet, R.

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

- Understand the concept of a social network, and the various kind of relations that can occur with it.
- Know how to describe and visualise the network using appropriate software and summary measures.
- Know how to model a social network using appropriate software, and understand the substantive reasons for doing so.
- Know how to model social network dependencies, and understand the substantive reasons for doing so.
- To critically assess the use of social network analysis in the social sciences.
- Use UCINET, Pnet and R for social network analysis, and organise the network data for use with each of these software packages.
- Participate in a discussion about the strengths and weaknesses of a given piece of research that involves social network analysis.
- Understand the main arguments in methodological journal articles on social network analysis.

Course content : The course will be split into two parts :
Part I: Concepts, description, visualisation. Social networks occur in many situations in the social sciences and other disciplines. We begin with some illustrative examples, and consider the various relations that can occur in a social network such as directed relationships, undirected relationships, reciprocation, valued relations. We then consider ways to visualise a network, making use of the software UCINET (co-developed by Martin Everett, one of the course lecturers), and related visualisation package NETDRAW. To complement the visualisations we consider summary statistics for networks such as density and degree. We then move on to other important ideas such as the centrality and betweenness of network members. Substantively these are extremely important concepts: e.g. to find out who are the key people in the network that facilitate information flow in an organisation. We mainly focus on one-mode networks, but we also other kinds of social networks. Finally we briefly touch on other topics, including the collection of network data.

Part II: Statistical models for social networks. In some situations, the researcher might wish to model the network, to see if a particular type of substructure, such as triangles, occur more often than would be expected at random given the number of people in the network and the total number of relations observed. When this is the case, exponential random graph (p*) models, can be used to characterise the network in terms of substructures. We cover this idea here, making use of the software packages PNET and R. Whilst the mathematics is slightly more complicated, p* models are strongly related to logistic regression and hence we advise participants to have covered logistic regression on a previous course unit, such as the compulsory SRMS semester 1 course unit "Introduction to Statistical Modelling". We also consider statistical models for social network dependencies, such as network autocorrelation models, which may be fitted using R. Practical sessions on these models will be given.

Teaching Methods:
The course is taught on three consecutive days in early February 2013, followed by two days in the following week. Computer labs are an integrated part of the course.

Assessment:
One report equivalent to a 3,000 word essay, and comprising two parts: part one on concepts, description and visualisation of social networks and part two on statistical models for social networks.

Preliminary Reading
Hanneman, R.A. and Riddle. M. (2005) Introduction to social network methods. Riverside, CA: University of California, Riverside (published in digital form at http://faculty.ucr.edu/~hanneman/
Scott, J (2000) Social Network Analysis: A handbook. Sage
Robins, G., Pattison, P., Kalish, Y., & Lusher, D. (2007). An Introduction to Exponential Random Graph (p*) Models for Social Networks.
Lusher D, Koskinen J, Robins G [editors] (2013). Exponential Random Graph Models for Social Networks: Theory, Methods, and Applications (Structural Analysis in the Social Sciences). NY: Cambridge University Press.

See also these websites:

Quick-R : http://www.statmethods.net
Statnet in R (for fitting ERGMS) : http://statnet.csde.washington.edu

Demographic Theory and Analysis - SOST71032
Led by Dr. Hill Kulu and Dr. Karyn Morrissey (DTC, Liverpool)

Optional for SRMS

Timetable:
Semester 2, four day course, seminars, computer sessions and self-study - 9am-2pm
4, 11, 18, 25 February – GIC, Roxby Building 604, University of Liverpool

Aims
- To provide an introduction to competing explanations of population dynamics.
- To provide an introduction to basic techniques of population analysis and projection.
- To introduce students to the use of spreadsheets for population analysis.

Learning Outcomes
- An understanding of the major theories of mortality, fertility and migration.
- An understanding of the basic techniques of population analysis and projection.
- The ability to use spreadsheets for data analysis and presentation.
- Appreciation of the value of population analysis and projection for understanding society.

Teaching and Learning Strategies
Seminars, practicals and exercises

Content
- Demographic Theory - Mortality and health, Family and fertility, Internal and international migration
- Demographic Analysis and Projection - Population pyramids, Demographic rates, Life table analysis, The cohort component method I, The cohort component method II
- Microsimulation - Spatial microsimulation

Assessment
Essay (1,000 words) and solutions for six exercises. Essay counts 1/4 towards the final mark, each exercise count 1/8.

Readings
A list of readings from journal articles and book chapters will be provided at the introductory seminar.
Preston, S. H., Heuveline, P. and Guillot, M. (2001) Demography: Measuring and Modeling Population Processes. Blackwell, Oxford.
Hinde, A. (1998) Demographic Methods. Arnold, London.
Newell, C. (1994) Methods and Models in Demography. Wiley, London.

Woods, R. I. (1979) Population Analysis in Geography. Longman, London.
Zaidi, A., Harding, A. and Williamson, P. (eds) (2009) New Frontiers in Microsimulation Modelling. Ashgate, Farnham.
O'Donoghue C, Hynes, S., Morrissey, K., Ballas, D. and Clarke, G. (2013) The Spatial Policy Context of Economic, Agricultural and Environmental Change in Rural Ireland in, Spatial Microsimulation for Rural Policy Analysis. Springer-Verlag - Advances in Spatial Science. (Available as an e-book)
Morrissey, K., O'Donoghue, C., Clarke, G., Li, J. (2013) Using Simulated Data to examine the Determinants of Acute Hospital Demand at the Small Area Level. Geographical Analysis, 45(1), 49-76.

SRMS Dissertation Training: Research Design, Ethics and Making Sense of Large Scale Datasets
Dr. J. Wathan and Dr. L. Becares

Compulsory for SRMS

This series of work sessions is designed to provide students with appropriate skills for undertaking a dissertation using secondary analysis. They are required training for all dissertation students (including those who are not currently registered for the Masters, but who wish to progress to the dissertation).

Worksession 1. SPSS Syntax - Wednesday 13th November 2pm-4pm. Location: Williamson 3.59
This session will provide users of SPSS with knowledge about a command language called Syntax which records and reuses commands. This session is recommended for all students who will be using SPSS either in their taught courses or dissertation. We will cover how to use menus to generate commands, how to get help on writing commands and how to store commands for reuse. Led by J. Wathan.

Worksession 2. Dissertation Research Design, Ethics And Getting The Best Out Of Supervision - Wednesday 5th February 10am-12pm. Location: Williamson 3.59
This session will provide an overview of the dissertation requirements, the project management skills that are required and the role of the supervisor. It will also cover the research ethics process and link to the issues covered in the other modules. Led by N. Shlomo.

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Worksession 3. Locating Research Data - Wednesday 19th February 10am-12pm. Location: Williamson 3.59
This session will introduce the UK Data Service and other data resources for undertaking secondary analysis. In this session you will explore the data available and consider how to assess what constitutes good quality data for your own research project. Led by J.Wathan.

Worksession 4. Data Manipulation – Tuesday 4th March 10am-12pm. Location: Williamson 3.59
This session covers data manipulation in more detail. In particular, we will consider ways in which files can be merged, how group summaries can be produced and how aggregated files can be made using SPSS and Stata using syntax. Led by L. Becares.

Learning Outcomes: By the end of the three sessions, students will have:
- Developed their research and project management skills
- Developed their understanding of research ethics
- Understood how to get the best out of supervision
- Demonstrated skills in accessing secondary data sources and to assessing their appropriateness for a given research topic.
- Produced derived variables from raw data in a research use dataset
- Understood units and levels of analysis and work across these
- Be able to produce SPSS syntax, save and edit this
- Have an awareness of good practice in secondary analysis

Data Registration Requirements: Students will be required to register for each of the datasets used during the worksessions. Students will be contacted prior to the course to confirm username and password requisites.

Presentations:

In the spring term all students are requested to give a short presentation of their dissertation outlines. These presentations are given in a supportive environment in which to develop your ideas and benefit from the feedback of staff and fellow MSc and PhD students.

Self Study Groups:
Students are also encouraged to hold their own dissertation study groups to discuss ideas and share learning. Study rooms and refreshments are made available for these activities.

OTHER USEFUL INFORMATION

SRMS Director and Personal Tutors
Social Statistics allocate a personal tutor for all SRMS students. Your tutor should be the first port of call for any problems you have that are not specific to a particular module. The tutor will also assist you with module selection and with personal development planning and any additional training you would like to take.

For module specific support, students are also strongly encouraged to make use of the 'office hours' provision offered by all teaching staff on the SRMS programme (details of office hours are posted on staff office doors).

The SRMS programme director is also available for academic guidance or to discuss issues of a personal nature that may have an impact on your ability to study and/or meet course requirements. The programme director is available to meet students during dedicated office hours or at other times by appointment.

General queries regarding the course should be directed to the SRMS Postgraduate Administrator - Amanda Bridgeman.

University of Manchester Alumni Association
What does alumni mean? It simply means 'former student' and you become one after studying here.
The University of Manchester Alumni Association is the main point of contact for the University's global network of over 270,000 former students. It gives you the opportunity to continue a lifelong connection with us and to remain an active part of The University of Manchester. It also gives you some added extras; we offer exclusive discounts and services, you can continue learning with discounted CPD courses and access to learning resources, and get insight into cutting-edge research through our alumni events – including the annual Cockcroft Rutherford lecture – exclusive and free to alumni. This lecture has been delivered by Professor Andre Geim, discoverer of graphene, and leading science communicator Professor Brian Cox.

You automatically become a member of the Alumni Association on graduation, but to get the full benefit you should register with our online alumni community 'Your Manchester Online' www.manchester.ac.uk/yourmanchester during your final year.

IS Services within the Faculty of Humanities
Students at the University of Manchester enjoy access to a wide range of high quality IS services provided across campus. Within Humanities itself there are in excess of 500 computers located within Faculty buildings available for student use complementing the 1000+ seats provided by the University in public clusters – including a public cluster at Owens Park.

All cluster computers are configured in the same way and provide access to services offered by schools, faculties and central service providers such as Humanities ICT Office (http://ict.humanities.manchester.ac.uk/), IT Services (http://www.studentnet.manchester.ac.uk/it-services/) and the University Library (http://www.library.manchester.ac.uk/). These include printing, scanning and copying and access to a wide range of general use and course specific software on the Windows 7 operating system. A list of software is available at
http://ict.humanities.manchester.ac.uk/facilities/software/HumanitiesClusterSoftware.html

Full details of the services offered, including a list of available locations, can be found at http://www.itservices.manchester.ac.uk/wireless/.

Help and advice is available from our Service Desk which can be contacted by phone, via the web, email or in person. Physical Service desk support is available at the University Library and the Joule Library. Details of opening hours and other contact details can be found at http://www.itservices.manchester.ac.uk/contacts/. Telephone support is available 24 hours a day throughout the year.

Academic Appeals
The purpose of this regulation is to safeguard the interests of students and may only be used when there are adequate grounds for doing so which are outlined in the regulation. It may not be used simply because you are dissatisfied with the outcome of your assessment or other decision concerning your academic progress.

Appeals based upon provisional decisions of the University cannot be considered.
http://www.studentnet.manchester.ac.uk/crucial-guide/academic-life/formal-procedures/academic-appeals/

Complaints
If you have a complaint it should be made as soon as possible, and in any case within eight weeks, of the events or actions (or lack of actions) which have prompted the complaint. The University will not normally consider complaints made after this period, unless there is good reason for the delay.
http://www.studentnet.manchester.ac.uk/crucial-guide/academic-life/formal-procedures/complaints/

Dignity at Work and Study
The University of Manchester does not tolerate any form of harassment, discrimination or bullying. If you believe that you are being bullied or harassed, you can contact a Harassment Advisor. Harassment Advisors provide confidential support and information to students and staff on the University's policy and will be able to explain the options available to you. For further information see http://documents.manchester.ac.uk/DocuInfo.aspx?DocID=2755

Student Representation
The University of Manchester is committed to receiving and responding to student feedback in order to bring about improvement in the quality of the student experience and development of learning and teaching within the institution.

Student representation covers a diverse range of activities and structures and student feedback can be provided by a number of different means, for example, through programme evaluation questionnaires, the academic advisor system or through students being present at Staff-Student Liaison Committees or Programme Committees. Representation enables dialogue between the student body and staff in order to aid development of programmes of study, the student experience and the quality of the institution as a whole. This dialogue can take place in both formal and informal structures and circumstances.

For further information please go to the Students Union Website
http://manchesterstudentsunion.com/voice/academicreps

Student representatives will also be called upon to attend one or two Faculty-level meetings per year.

Student representatives may also be sought during the course of the year to sit on smaller working groups where student input is important.

The individual discipline pages will also hold details of student representatives for each programme, once they have been nominated. http://www.socialsciences.manchester.ac.uk/intranet/pg/reps/

Student Guidance and Counselling Service
The Student Guidance Service (SGS) can offer useful advice regarding all aspects of studying for your postgraduate degree. It is free and confidential and completely independent from the School of Social Sciences and Faculty of Humanities.

For example, the SGS can help you with:

- Course changes

- Programme interruptions
- Anxiety about academic ability or assessments
- Guidance on academic appeals

The Student Guidance Service website is here: www.manchester.ac.uk/sgs
You can email them on: sgs@manchester.ac.uk

Information on the Student Counselling Service can be found at:
www.studentnet.manchester.ac.uk/counselling

Office Facilities and Resources
Whilst we are unable to offer dedicated office space to our Masters students, SRMS students have access to the wired and wireless computing and printing facilities in the Arthur Lewis and Humanities Bridgeford Street buildings.

Limited financial resources to part-fund conference attendance and dissertation research are available for students to apply for. See the following web pages for details:
http://www.manchester.ac.uk/tandl/resources/funding/index.html
http://www.manchester.ac.uk/socialchange/postgraduate/PGTsupportfund.html

Course Forum
Each semester a forum meeting of SRMS students is arranged by the Student Representative and held usually during a lunch-time. Students are invited to come to this meeting to air their views and make suggestions and can then ask their student representative to speak on their behalf at the programme meeting.

English Language Skills
The University Language Centre provides a range of English language support services for registered students, whose first language is not English. This provision is free of charge to the student. See www.langcent.manchester.ac.uk/

Academic writing tutorial service
The University offers an academic writing tutorial service in which students receive detailed feedback and advice on their academic writing style. These tutorial sessions are based on a sample of the student's written work so are tailored to the student's own particular requirements. The writing sample can be from anything the student has completed in the past or is currently working on (research proposal, literature review, journal article, lab report, case or field study). Full information on how (and when) to access this service can be found on the Academic writing tutorial service page of Academic support.

Social Statistics/CCSR and Faculty Seminars
www.ccsr.ac.uk
CCSR run a regular series of seminars, given by both internal and external researchers, which SRMS students are encouraged to attend. These are held on **Tuesdays** during term time in two slots:

Lunchtime Internal research seminars. These are more informal than the late afternoon slots, with members of staff and research students giving short presentations of work in progress followed by discussion. Lunch is provided. These usually take place in room 1.69 in Humanities Bridgeford Street. (Times and venue subject to change check the CCSR website).

4:00-5:00. External guest speakers. These are more formal presentations often by well-known academics from elsewhere in the UK and overseas. These usually take place in the Arthur Lewis Board Room. After these seminars there is occasionally a social gathering or meal which students are welcome to join. (Venue subject to change - check the CCSR website).

Attendance at either or both these seminars are an excellent way to see how research methods and analysis techniques may be used or developed for a variety of research-related applications, and to find out about some of the research questions that are currently of interest in social science.

Other seminar series within the School and wider Faculty may also be of interest to SRMS students, and these will be advertised on the School notice board and via email.

CAREER SUPPORT AND OTHER RESOURCES

Careers Service

From the moment you arrive to university, we encourage you to be proactive about planning and developing your career. The Careers Service can help you in many ways, including:

- Exploring your career options and ideas
- Looking for part-time or vacation work
- Finding out about specific jobs and sectors
- Improving the skills sought by employers
- Finding graduate jobs, internships or postgraduate study;
- Writing strong applications and CVs
- Succeeding at interviews and assessment centres
- Starting your own business, and much more.

Please do not wait until your final year to access these services, or you might find that you have missed out on an important opportunity, such as a summer internships.

The Careers Service is located in the Atrium, University Place.
(http://www.manchester.ac.uk/medialibrary/maps/campusmap.pdf) Building number 13.
tel: 0161 275 2829
email: careers@manchester.ac.uk
www.manchester.ac.uk/careers/students/

Research Careers

In addition to the University of Manchester resources for helping students, Social Statistics/CCSR also provide a number of sessions for helping students find employment such as for example a CV clinic and a lunchtime session on research careers and applying for funding. Individually staff are happy to provide feedback on CVs and interview preparation.

Other Resources

As a postgraduate student on the Social Research Methods and Statistics course, you are also a member of the Graduate School of Social Sciences. www.socialsciences.manchester.ac.uk/postgraduate/index.html

The Graduate School's MA and Diploma Student Guide provides information on all aspects of study to SRMS students.

For a wide range of more general information, including accommodation and student life in Manchester, see Graduate Study at the University of Manchester. www.manchester.ac.uk/postgraduate/
See also the University's Student Services Centre
www.humanities.manchester.ac.uk/humnet/stuserv/ugandpgtstudents

Overseas students should consult the International Students website
www.manchester.ac.uk/international/

CCSR Common Room
MSc students are welcome to use the CCSR common room in line with its terms of use.

Kantorowich Library
Next door to CCSR is the Kantorowich Library. This has a number of quiet study areas.

University Library Support for Postgraduate Students
The University Library is the University of Manchester's library and information service and is one of the top 5 academic libraries in the UK. It is the largest non-legal-deposit academic library in the United Kingdom and supports all subject areas taught by the University. The Library provides its members with a large number of services and resources, including the most extensive range of electronic resources of any UK Higher Education library. A range of services is also provided for members of the public, schools and commercial companies.

The Library offers a range of types of support for postgraduates. All new students will be offered an introductory session to give them basic information about the library and the services it can offer them. Later in the semester, sessions dealing in depth with databases, electronic books and journals and internet resources for specific discipline areas are held, usually given by the Academic Liaison Librarian responsible for the School concerned. Both these types of session are usually organised by the relevant School or discipline area in conjunction with the Library. In addition, all Academic Liaison Librarians are happy to set up one-to-one sessions to assist students with particular problems. This may be either in the context of regularly held drop-in sessions, available in some subject areas, or can be arranged by contacting the librarian concerned. The contact details for Academic Liaison Librarians are given on the Subject Information pages of the Library's web site http://www.library.manchester.ac.uk/. These pages also contain detailed information about library provision for the full range of discipline areas.

Burlington Society
The Burlington Society is a postgraduate common room near the main library. There is a cafe and also a room for making tea and coffee and for study.
http://www.burlington.manchester.ac.uk/

Room Booking
If MSc students would like to hold group discussion meetings/worksessions it may be possible to book rooms for these events. Please contact the programme director.

EXTERNAL LINKS

The Social Research Association (SRA)
The Social Research Association is a national organisation whose central aim is to advance the conduct, development and application of social research. Membership is open to any person interested or involved in social research, including students. Members receive a regular newsletter and are entitled to reduced rates at the many training courses and seminars organised by the SRA. www.the-sra.org.uk

Royal Statistical Society (RSS).
The Royal Statistical Society is an international membership organisation with members in over 50 countries worldwide. We promote public understanding of statistics and provide professional support to users of statistics and statisticians. See www.rss.org.uk

TEACHING STAFF

All teaching staff in Social Statistics and CCSR keep regular office hours for student consultation (although they can often be contacted at other times). Students should consult the notices on the office doors of teaching staff which give details of their regular contact hours. Alternatively, staff can be contacted by e-mail.

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Mark Brown joined CCSR in 1996. A research background in demography (fertility transition and aspects of the demography of UK ethnic minority populations), Mark has been key in driving forward the teaching and learning program in CCSR and Social Statistics where he is currently director of undergraduate studies. His research interests increasingly lie in curriculum innovation in quantitative methods teaching, an area in which he has held a number of research grants. He is currently co-leading a major inter-disciplinary project to embed and expand the use of quantitative data and methods in undergraduate Social Science programmes at Manchester.

Selected Publications

- Brown M. (2013 forthcoming) Engaging Students in Quantitative Methods: it's all about the data. *Sociology Teacher.*
- Wathan, J, Brown, M, Williamson, L. (2012) Increasing Secondary Analysis in Undergraduate Dissertations: a pilot project. In Teaching Quantitative Methods: getting the basics right, ed. Payne, G and Williams, W. Sage.
- Simpson, L and Brown, M. (2008) Census fieldwork - the bedrock for a decade of social analysis. *Environment and Planning. A.*
- Brown M. (2007) When Ancient meets modern: the relationship between postpartum non-susceptibility and contraception in Sub-Saharan Africa. *Journal of Biosocial Science*.

Professor Tarani Chandola
Professor of Medical Sociology and head of Social Statistics discipline area from 1/1/2012
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Tarani is a Professor of Medical Sociology. He joined CCSR in April 2010, and in January 2012 took over as head of the Disciplinary Area of Social Statistics. He was formerly at the UCL Research Department of Epidemiology and Public Health. He is the co-director of methods@manchester and the meetings secretary of the Social Statistics committee of the Royal Statistical Society.
Tarani's research is primarily on the social determinants of health, focusing on health inequalities and psychosocial factors, and the analysis of longitudinal cohort studies. Much of his research is on stress at work and its effects on health. His current research projects include the MRC funded FRAILL study (Frailty, Resilience And Inequality in Later Life), the ESRC funded International Centre for Lifecourse Studies in Society and Health (ICLS) and a work stress intervention study funded by the NIHR.

Selected Recent Publications

- Cable N, Sacker A, Chandola T, Bartley M (2013) Friends are equally important to men and women, but family matters more for men's well-being. *J Epidemiol Community Health*, 2013 Feb;67(2):166-71.
- Chandola T (2012) Spatial and social determinants of urban health in low-, middle- and high-income countries. *Public Health*. Mar;126(3):259-61.
- Heraclides AM, Chandola T, Witte DR, Brunner EJ. (2012) Work stress, obesity and the risk of type 2 diabetes: gender-specific bidirectional effect in the Whitehall II study. *Obesity* (Silver Spring). 2012 Feb;20(2):428-33.
- Howden-Chapman PL, Chandola T, Stafford M, Marmot M. (2011) The effect of housing on the mental health of older people: the impact of lifetime housing history in Whitehall II. *BMC Public Health*;11:682.
- Chandola T, Plewis I, Morris JM, Mishra G, Blane D. (2011) Is adult education associated with reduced coronary heart disease risk? *Int J Epidemiol*; 40(6):1499-509.
- Chandola T, Heraclides A, Kumari M. (2010) Psychophysiological biomarkers of workplace stressors. *Neuroscience & Biobehavioral Reviews* Sep;35(1):51-7.

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Mark Elliot joined CCSR in 1996 and was director from 2005-2008 and was pivotal in the development of the new discipline area of Social Statistics. Since 2012 he has been the School of Social Sciences postgraduate director. He is a world leading researcher in the field of Statistical Disclosure, has frequent invitations to speak at international conferences on Confidentiality and Privacy and is consultant to many government agencies and private companies including the Office for National Statistics in the UK, US bureau for the Census and the Australian Bureau of Statistics and Statistics Singapore. Dr Elliot's work on *Data Intrusion Simulation* and *Special Uniqueness* is regarded as seminal within the disclosure control field.

Apart from Confidentiality and Privacy his main research interests are in, attitude theory and measurement and the impact attitudes on socio-economic outcomes.

Selected Recent Publications

- Elliot, M.J. and Purdam, K. (2013, forthcoming) 'The Changing Social Data Landscape' in Halfpenny, P. and Procter, R. (eds.) *Innovation in Digital Research Methods.* Sage.
- Korra Sathya Babu, Nitin Reddy, Nitesh Kumar , Elliot, M. J. and Sanjay Kumar Jena (2013) Achieving *k*-Anonymity Using Improved Greedy Heuristics for Very Large Relational Databases. *Transactions in Data Privacy*.
- Mackey E., and Elliot., M.J. (2013, forthcoming) 'Understanding the Data Environment' *XRDS.*
- Duncan, G. Elliot, M. J. and Salazar-Gonzalez, J.J. (2011) Statistical Confidentiality. Springer, New York.
- Smith, D. and Elliot, M.J. (2008) A Measure of Disclosure Risk for Tables of Counts. *Transactions in Data Privacy*. 1 1-17.

- Elliot, M. J. Purdam, K. and Smith, D. (2008) Statistical Disclosure Control Architectures for Patient Records in Biomedical Information Systems, *The Journal of Biomedical Informatics* 41, pp 58-64.

Dr. Johan Koskinen
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Johan Koskinen joined the Social Statistics DA in January 2011 having previously worked at the Universities of Stockholm, Melbourne and Oxford. He specialises in computational methods for statistical inference such as Markov chain Monte Carlo but has long experience with working with researchers in the social and behavioural sciences in formulating formal models for testing substantively defined research questions. Most of his work has been geared towards understanding and modelling complex dependencies in human social behaviour. In particular he has developed generative models and inference procedures for explaining the patterns of social ties in social networks, over time and across different contexts. Outside the University of Manchester he is active in teaching and disseminating methods for social network analysis and is particularly active in the RSiena developer group. At the University of Manchester he works towards establishing Manchester as a centre of expertise in cross-disciplinary approaches to social network analysis through the Mitchell Centre for Social Network Analysis and the Multilevel Network Modelling Group. He further has a general interest in, among other things, longitudinal analysis, multilevel models, methods for dealing with missing data, and latent class analysis. He is a Bayesian by preference and principle.

Recent Publications

- Koskinen, J. H., Robins, G. L., Wang, P., Pattison, P. E. (2013). Bayesian analysis for partially observed network data, missing ties, attributes and actors. *Social Networks* (in press) DOI: 10.1016/j.socnet.2013.07.003
- Koskinen, J., and Lomi, A. (2013). The Local Structure of Globalization: The Network Dynamics of Foreign Direct Investments in the International Electricity Industry. *Journal of Statistical Physics*. Vol. 151, (3), 523-548.
- Lusher, D., Koskinen, J., Robins, G., (2013). Exponential Random Graph Models for Social Networks: Theory, Methods and Applications. Cambridge University Press, New York.
- Daraganova, G., Pattison ,P., Koskinen, J., Mitchell, B., Bill, A., Watts, M., and Baum, S. (2012). Networks and geography: modelling community network structures as the outcome of both spatial and network processes. *Social Networks*, 34(1), 6–17.

- Koskinen, J. & Edling , C. (2012). Modeling the evolution of a bipartite network – Peer referral in interlocking directorates. *Social Networks*, 34(3), 309–322.
- Koskinen, J., and Stenberg, S-Å. (2012). Bayesian Analysis of Multilevel Probit Models for Data with Friendship Dependencies. *Journal of Educational and Behavioural Statis*tics, 37(2), 203–230.

Dr Wendy Olsen
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Wendy Olsen's research is focused on the sociology of economic life. She has a consultancy background in development policy, as well as doing research and lecturing in Social Statistics. She has a PhD in Economics. Her teaching has included research methods, regression, factor analysis, questionnaire design, survey commissioning, qualitative analysis, comparative research, and panel data analysis. She is interested in applied structural equation modelling.

Wendy's research focuses on labour relations in different country contexts. She writes about labour markets including the formal and informal sectors, child labour, women's rural labour supply and norms based on gender. She also studies the UK labour market and its gender pay gap, the allocation of paid work time, overtime, mothers' return-to-work transitions, self-employment and employment policy. Recently she has worked on Bangladesh and Indian social norms as well as those in the UK using quantitative methods.

Selected Recent Publications
- Olsen, W.K. (2012) *Data Collection: Key Trends and Methods in Social Research,* London: Sage, in press.
- Olsen, W.K., and J. Morgan (2011) Informal Sector Institutional Change in Rural and Urban Development Contexts, *International Review of Sociology*, 20:3, 535-555.
- Tomlinson, J., W. Olsen and K. Purdam (2008), Occupational gender segregation, over-qualification and part-time work: an exploration of the situation of women returners in the UK*, European Sociological Review*.
- Morgan, J., and W. Olsen, (2008) Defining Objectivity in Realist Terms: Objectivity as a Second-Order "Bridging" Concept, Part 2: Bridging Into Action, *Journal of Critical Realism*. (vol 7 no. 1, pages 107-132; see http://www.equinoxjournals.com/ojs/index.php/JCR/)
- Cheng, S., Olsen, W., Southerton, D., and A. Warde, (2007) The Changing Practice of Eating: Evidence from UK Time Diaries, 1975 and 2000, *British Journal of Sociology*, March, 58:1: 39-61.
- Olsen, W.K. (2009) Beyond Sociology: Structure, Agency, and Strategy among Tenants in India, *Asian Journal of Social Science*, 37, 366-390.

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Maria Pampaka joined CCSR in 2010, as a part time lecturer. In addition to this position, she has also been a researcher in the School of Education, since 2005. During this time she had worked in various projects on the area of mathematics education, mainly focused on students' developing dispositions to continue with the study of mathematically demanding subjects.

Maria's research currently focuses on mathematics teaching and learning in secondary schools, as she has recently been awarded an ESRC first grant to investigate the impact of pedagogical practices on important learning outcomes. Methodologically her interests fall into the broad areas of measurement and assessment with focus on the use of the Rasch model to create measures from survey instruments. She is also applying statistical modeling with emphasis on complex survey designs and analysis, data imputation and dealing with missing data problems.

Selected Recent Publications

- Pampaka, M., Williams, J., Hutcheson, G., Black, L., Davis, P., Hernandez-Martinez, P., & Wake, G. (2013). Measuring Alternative Learning Outcomes: Dispositions to study in Higher Education. *Journal of Applied Measurement*, 14(2), 197-218.
- Pampaka, M., Williams, J. & Hutcheson, G. (2012). Measuring students' transition into University and its association with learning outcomes. *British Educational Research Journal*, 38(6), 1041-1071.
- Pampaka, M., Williams, J., Hutcheson, G. D., Wake, G., Black, L., Davis, P., & Hernandez-Martinez, P. (2012). The association between mathematics pedagogy and learners' dispositions for university study. *British Educational Research Journal*, 38(3), 473-496.
- Pampaka, M. (2012). *Rasch Models for Measurement*, in G. Hutcheson & L. Moutinho (Eds), Sage Dictionary of Quantitative Management Research (pp. 212-218). London: Sage.
- Pampaka, M., Kleanthous, I., Hutcheson, G. & Wake, G. (2011). Measuring mathematics self efficacy as a learning outcome. *Research in Mathematics Education*, 13(2), 169-190. DOI: 10.1080/14794802.2011.585828
- Hutcheson, G. D., Pampaka, M., & Williams, J. (2011). Enrolment, achievement and retention on 'traditional' and 'Use of mathematics' pre-university courses. *Research in Mathematics Education*, 13 (2), 147-168. DOI: 10.1080/14794802.2011.585827.

Professor Ian Plewis
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Ian Plewis joined the university as Professor of Social Statistics in September 2007 having previously worked at the Centre for Longitudinal Studies, Institute of Education, University of London since 1999 where he was Professor of Longitudinal Research Methods in Education and where he holds a Visiting Professorship. He was the first head of the Social Statistics discipline area and now holds a 0.2 appointment. His research interests include: the design and analysis of longitudinal studies; multilevel modelling as applied to longitudinal data; non-response, missing data and measurement error; educational inequalities.

Selected Recent Publications

- Plewis, I., Ketende, S. and Calderwood, L. (2012) Assessing the accuracy of response propensities in longitudinal studies. *Survey Methodology*. 38, 167-171.
- Carpenter, J. and Plewis, I. (2011) Analysing longitudinal studies with non-response: Issues and statistical methods. In Williams, M. and Vogt, W. P. (eds.) *Handbook of Methodological Innovation*. London: Sage.
- Plewis, I. (2009) Statistical modelling for structured longitudinal designs. In Lynn, P. (ed.) *Methodology of Longitudinal Surveys*. Chichester: John Wiley.
- Plewis, I., Ketende, S. C., Joshi, H. and Hughes, G. (2008) The contribution of residential mobility to sample loss in a birth cohort study: Evidence from the first two waves of the Millennium Cohort Study. *Journal of Official Statistics*, 24, 365-385.
- Plewis, I. andHawkes, D (2006) Modelling non-response in the National Child Development Study *Journal of the Royal Statistical Society,* Series A 169:3. 479-491.
- Plewis, I., Vitaro, F., and Tremblay, R (2006) Modelling repeated ordinal reports from multiple informants. *Statistical Modelling* 6. 251-263.

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Kingsley Purdam has over ten years experience in conducting high profile social research on behalf of the Electoral Commission, the Home Office, the Department for Trade and Industry, the Department for Work and Pensions, the National Assembly for Wales, the European Union and numerous local authorities and charities. His main research interests: public consultation and policy making. Specific areas include: civic engagement, identity and governance; and behaviour change. He is a founder member of the Changing

Peoples Behaviour group at the University of Manchester.

Selected Recent Publications

- Purdam, K. and Tranmer, M. (2013) Expectations of Being Helped in Return for Helping – Citizens, the State and the Local Area. Population, Space and Place. 9 Jan 2013. DOI: 10.1002/psp.1756
- Purdam, K. and Tranmer, M. (2012) Help in Context: A Multilevel, Multivariate Analysis of the European Social Survey. European Societies 3, 2012.
- Norman, K. and Purdam, K. (2012) Unpaid Caring Within and Outside the Carer's Home in England and Wales. Population, Space and Place 1, 2012.
- Upham, P, Whitmarsh, L. and Purdam, K. (2009) Public Attitudes to Environmental Change. LWEC, RCUK
- Richardson, L. and Purdam, K. (2009) Impact of Community Contracts, Dept. for Local Government.
- Purdam, K. and Crisp, R. (2009) Measuring the Impact of Community Engagement on Policy Making in the UK. Journal of Civil Society 5, 2. pp 169-186.

Professor Natalie Shlomo
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Natalie Shlomo is Professor of Social Statistics since joining the faculty in September 2012. Prior to that, she was Senior Lecturer, Director and Coordinator of the MSc in Official Statistics Programme at the University of Southampton. Her areas of interest are Survey Methodology and Official Statistics with emphasis on Survey Methods, Design and Estimation, Statistical Disclosure Control, Statistical Data Editing and Imputation, Non-response Analysis and Adjustments, Quality Indicators for Survey Representativity, Variance Estimation and Small Area Estimation. She is the UK Principle Investigator for several grants of the 7th Framework Programme of the European Union: Representativity Indicators in Survey Quality (RISQ) for developing indicators to assess non-response bias (completed in 2010); BLUE-Enterprise and Trade Statistics (Blue-ETS) for the dissemination of business microdata and small area estimation for business statistics (to 2013); Data Without Boundaries (DwB) on disclosure risk assessment and data utility for statistical outputs (to 2015); Inclusive Growth Research Infrastructure Diffusion (InGrid) on socio-economic indicators (to 2017). She is an elected member of the International Statistical Institute, an elected Council member for the International Association of Survey Statisticians and a fellow of the Royal Statistical Society. She is Associate Editor of several journals and Co-editor of the International Association of Survey Statisticians Newsletter. She is a member of several national and international Advisory Boards, including the Beyond 2011 Census Project and The European Masters in Official Statistics.

Selected Recent Publications

- Coutinho, W., De Waal, T. and Shlomo, N. (2013), Calibrated Hot-Deck Donor Imputation Subject to Edit Restrictions. *Journal of Official Statistics*, Vol. 29, No. 2, 299-321.
- Hunt, K.J., Shlomo, N. and Addington- Hall, J. (2013), Recruiting Vulnerable Populations in Survey Research: a Comparative Trial of 'Opt-in' Versus 'Opt-out' Approaches. *BMC Medical Research Methodology* 13:3.
- Skinner, C.J. and Shlomo, N. (2012), Estimating Frequencies of Frequencies in Finite Populations. *Statistics and Probability Letters,* Vol. 82, 2206-2212.
- Shlomo, N., Skinner, C.J. and Schouten, B. (2012), Estimation of an Indicator of the Representativeness of Survey Response. *Journal of Statistical Planning and Inference* 142, 201-211.
- Schouten, B., Shlomo, N. and Skinner, C.J. (2011), Indicators for Monitoring and Improving Representativeness of Response. *Journal of Official Statistics*, Vol. 27, No. 2, 231-253.
- Shlomo, N. and Skinner, C.J.(2010), Assessing the Protection Provided by Misclassification-Based Disclosure Limitation Methods for Survey Microdata. *Annals of Applied Statistics*, Vol. 4, No. 3, 1291-1310.

Dr Nick Shryane
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Nick is interested in the statistical modelling of complex psychosocial systems using latent variables. He uses generalized latent variable modelling techniques, including factor- and item response theory-mixture models, latent growth curve models and mixed multinomial logit models. He has applied these techniques to address issues of wellbeing and social enfranchisement across a wide variety of topic areas, such as political science, psychology, psychiatry and health.

Selected Recent Publications

- Palmier-Claus, J., Shryane, N., Taylor, *et al*. (2012). Mood variability predicts the course of suicidal ideation in individuals with first and second episode psychosis. *Psychiatry research,* 206, 240-5.
- Bentall, R., Rowse, G., Shryane, N., *et al*. (2009). The cognitive and affective structure of paranoid delusions. *Archives of General Psychiatry*, 66(3), 236-247.
- Shryane, N., Corcoran, R., Rowse, G., *et al*. (2008). Deception and false belief in paranoia: modelling theory of mind stories. *Cognitive Neuropsychiatry*, 13(1), 8-32.
- Fieldhouse, E., Shryane, N. & Pickles, A. (2007). Strategic voting and constituency context: Modelling party preference and vote in multiparty elections. *Political Geography*, 26(2), 159-178.

Dr. Mark Tranmer
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Mark Tranmer joined CCSR in 1998. He is one of the UK's leading researchers in applying multilevel modelling to substantive research questions. He is one of several people in the School of Social Sciences driving forward the cross-disciplinary Social Network Analysis research agenda at the University of Manchester through the Mitchell Centre for Social Network Analysis. His main research interests are: Multilevel Modelling – theory and application, Social Network Analysis, and the integration of Multilevel Analysis and Social Network Analysis. He is currently co-editing a special edition of the journal Social Network on the topic of Multilevel Networks. A more recent research interest is methods and models in the context of social inequality, a topic for which he currently has funding with colleagues in Scotland.

Selected Recent Publications

- Tranmer M, Steel D, and Browne W (2014) Multiple Membership Multiple Classification Models for Social Network and Group Dependencies. *Journal of the Royal Statistical Society*, Series (A), 177, Part 2, pp 1-17.
- Purdam K and Tranmer M (2013) Expectations of Being Helped in Return for Helping – Citizens, the State and the Local Area. *Population, Space and Place*. Article first published online: 9 JAN 2013 DOI: 10.1002/psp.1756
- Purdam K and Tranmer M (2012) Helping Values and Civic Engagement in Context. *European Societies.* Volume 14, Issue 3.
- Ballas D and Tranmer M (2012) Happy People or Happy Places?: A Multilevel Modelling Approach to the Analysis of Happiness and Well-Being. *International Regional Science Review*. Vol. 35, 70-102
- Steel D and Tranmer M (2011) Measuring and Analyzing the Within-Group Homogeneity of Multi-Category Variables. *Journal of Statistical Theory and Practice*, Volume 5, No. 4 (December).
- de Miguel Luken and Tranmer M (2010) Personal Support Networks of Immigrants to Spain: a Multilevel Analysis. *Social Networks*, 32, no. 4: 253-262.

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Albert Varela joined CCSR in September 2012 as a Lecturer in Social Statistics. He has previously taught Research Methods and Social Policy at the University of Sheffield where he conducted his doctoral research. The main focus of his research has been the conceptualisation and measurement of multidimensional social exclusion, and the measurement of individual trajectories in employment and social assistance in the UK. He has specialised in longitudinal data analysis and latent class modelling for

cross-sectional and panel data. He has also conducted research on homelessness, the effects of the crisis on the Spanish welfare state, and is currently involved in a project analysing the relation between corporate welfare and business needs in the OECD.

Selected Recent Publications

- Ramos-Díaz, J. & Varela, A. (2012) 'From opportunity to austerity: Crisis and social policy in Spain' In M. Kilkey, G. Ramia and K. Farnsworth (eds.) *Social Policy Review 24: Analysis and debate in social policy 2012*, Bristol: The Policy Press, pp 231-255.
- Ramos-Díaz, J & Varela, A (2010) 'Beyond the Margins: Analysing social exclusion with a homeless client dataset', *Social Work & Society,* vol 8(1), p. 104-120.

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Jo works in data support and enhancement. She joined CCSR to undertake a PhD in 1995which involved an analysis of the impact of women's family situation on employment participation between 1975 and 1996. Since this time she has worked on projects which have introduced new census classifications, supported the use of data in teaching, explored data practices and provided support for users of secondary data first under the auspices of the Economic and Social Data Service and Census and more recently as part of the Census and User Support functions of the UK Data Service where she focuses on government microdata from surveys and cenuses and user training.

Selected Recent Publications

- Stillwell, J., Hayes, J., Dymond-Green, R., Reid, J., Duke-Williams, O., Dennett, A. and Wathan, J. (2013) Access to UK census data for spatial analysis: Towards an integrated Census Support service. In Geertman, S., Toppen, F and Stillwell, J. (eds.) *Planning Support Systems for Sustainable Urban Developments*. Springer, Dordrecht, pp.329-348.
- Wathan, J., Brown, M. and Williamson, L. (2011) Increasing Secondary Analysis in Undergraduate Dissertations. In Williams. M and Payne, G. eds *Teaching Quantitative Methods.* Sage, London
- Dale, A., Wathan, J. and Higgins, V. (2008) Secondary Analysis of Quantitative Data Sources. In SAGE *Handbook of Social Research Methods*, P. Alasuutari, L. Bickman and J. Brannen (eds). Sage, London
- Cole, K., Wathan, J. and Corti, L (2008) The provision of Access to Quantitative Data for Secondary Analysis. In SAGE *Handbook of Online Research Methods*, N. Fielding, R. M. Lee and G. Blank (eds). Sage, London.

Dr Hill Kulu
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Hill Kulu's substantive research interests lie in the field of fertility, family, migration and health studies. His methodological interests include the development and application of longitudinal models in population research. Kulu's research has advanced our understanding of how family changes and residential choices interact in people's lives and how socio-spatial context shapes childbearing, partnership, migration and health behaviour of individuals. Kulu's current research focuses on the family dynamic among immigrants and their descendants in Europe. The large EU funded project is conducted in collaboration with colleagues from 27 European universities and research institutes.

Selected Recent Publications

- Kulu, H., Steele, F. 2013. Interrelationships between childbearing and housing transitions in the family life course. Demography (published online).
- Wallace, M., Kulu, H. 2013. Migration and health in England and Scotland: a study of migrant selectivity and 'Salmon Bias'. Population, Space and Place (published online)
- Kulu, H. 2013. Why do fertility levels vary between urban and rural areas? Regional Studies 47:6, 895–912.

- Neyer, G., Andersson, G., Kulu, H., Bernardi, L. (eds.) 2013. The Demography of Europe. Dordrecht, Springer. 227 pp.
- Kulu, H., Boyle, P. J. 2010. Premarital cohabitation and divorce: support for the 'trial marriage' theory? Demographic Research 23:31, 879–904.
- Boyle, P. J., Kulu, H., Cooke, T., Gayle, V., Mulder, C. H. 2008. The effect of moving on union dissolution. Demography 45:1, 209–222.

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Dr. Karyn Morrissey joined the Department of Geography and Planning in the University of Liverpool in September 2011. An economist by background Karyn is interested in multi-disciplinary research, particularly the application of spatial and regional analysis to population health and natural resource management. Karyn is particularly interested in developing and applying geo-computational models, such as spatial microsimulation and spatial interaction models to approximate reality for policy and future scenario analysis in both population health and natural resource management.

Selected Recent Publications

- Morrissey, K., O'Donoghue, C., Farrell, N. (2014) The Local Impact of the Marine Sector in Ireland: A Spatial Microsimulation Analysis. *Spatial Economic Analysis*, forthcoming
- Morrissey, K., O'Donoghue, C., Clarke, G., Li, J. (2013) Using Simulated Data to examine the Determinants of Acute Hospital Demand at the Small Area Level. *Geographical Analysis*, Vol. 45, Issue 1, pp. 49-76.
- Morrissey, K., Daly, A., Clarke, G., O'Donoghue, C. (2013) A Rural/Urban Comparison of Psychiatric Inpatient Admissions in Ireland. Journal of Public Mental Health, Vol. 11, Issue 4, pp. 209-213.
- O'Donoghue, C., Ballas, D., Clarke, G., Hynes, S., Morrissey, K. (Eds.) (2013) Spatial Microsimulation for Rural Policy Analysis. Advances in Spatial Science. Springer, London.
- Morrissey K., Clarke, G., Hynes, S., O'Donoghue, C. (2010) Examining the factors associated with depression at the small area level in Ireland using spatial microsimulation techniques. *Irish Geography*, Vol. 43, Issue 1, pp 1-22.
- Morrissey, K., Clarke, G., Ballas, S., Hynes, C., O'Donoghue, C. (2008) Analysing Access to GP Services in Rural Ireland using Micro-level Analysis. *Area*, Vol. 40, Issue 3, pp. 354-364.