

# Centre for Census and Survey Research

## Guide for Postgraduate Research Students

This guide complements the School of Social Science  
handbook for research students

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## 1) Welcome to CCSR.

Welcome to your programme of graduate study in Census & Survey Research! This handbook contains essential information about the programme and the resources available for you to have a successful and enjoyable time here. It complements (but does not replace) the more detailed information provided in the **Postgraduate Research Student Handbook** produced by the School Postgraduate Office and available.

A useful source of information is the University Student intranet:

<http://www.campus.manchester.ac.uk/studentnet/>

CCSR is an interdisciplinary research centre with a thriving research and graduate teaching programme. Our focus is on the development and application of quantitative methods in Social Science. The MSc and Diploma in Social Research Methods and Statistics is at the centre of an expanding commitment to high quality graduate teaching in quantitative research methods. CCSR provides a supportive environment to a growing body of postgraduate students at Masters and PhD level. The Centre is located at:

Kantorovich Building,  
Humanities Bridgeford Street

CCSR is located within the School of Social Sciences, which includes the following discipline areas: Sociology, Politics, Philosophy, Social Anthropology and Economics.

More details about the School and Faculty Structures, and how they affect you, are provided in the School Postgraduate Taught Student Handbook.

### **Staff with specific responsibility for CCSR research students:**

Mrs Marie Waite  
Postgraduate Secretary  
Postgraduate Office Room 2.003 Arthur Lewis Building  
Email: [marie.waite@manchester.ac.uk](mailto:marie.waite@manchester.ac.uk),  
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Dr Mark Tranmer  
CCSR PGR Director  
Email: [mark.tranmer@manchester.ac.uk](mailto:mark.tranmer@manchester.ac.uk)  
Tel: 0161 275 4744  
Responsible for all matters relating to graduate study at CCSR.

## **2) Life at CCSR**

Research students are considered integral members of the Centre and involved in the full range of day to day social and research activities. Interaction is encouraged by a coffee room shared by all members of the Centre: as a research student you are expected to attend the monthly CCSR meetings and attend our seminar programme (seminars run every week over the spring and autumn).

### **Resources available to you**

#### **Your Office Space**

All our research students are provided with their own desk in a shared office in CCSR. This includes a fully networked PC and telephone. To facilitate their research, PhD students have free access to a high-quality network printer, photocopier and fax machine.

#### **Funding for fieldwork and conference attendance**

This generally comes from the organisation funding the PhD. If your funding does not cover such costs then you can make a request for funds from the CCSR contingency fund for this purpose. Talk to your supervisor or the for information about how to do this.

ESRC students have an allocation which is held centrally by the Graduate School Office. Students may use this for a variety of purposes related to research (typically to attend conferences). This money is claimed directly from the graduate school by the student (see Marie Waite for details)

#### **Research Training**

Even if you have just completed a formal programme of research training (such as CCSR's MSc in Social Research Methods and Statistics), it is likely that you will have additional training needs at the outset and as you progress through your PhD. Completion of the Faculty on-line 'Training Needs Analysis' will help you identify priority areas for development. General and transferable skills can be gained. This may include short one day courses and/or 12-week Masters courses form CCSR's own programme, or elsewhere in the university.

### **Seminars**

#### **Attending Seminars**

Attending research seminars is important for all graduate students. It serves as a useful way of integrating with colleagues, learning about the research they are doing, as well as playing a crucial training role in providing real-world exemplars of the research process, and exposure to presentation skills. All our Graduate students are expected to attend seminars on the CCSR Seminar series which runs weekly through both semesters. There are two series the prestigious series in individual and social change which runs from 4PM every Tuesdays and the more informal research in progress series which runs on Tuesday Lunch time (when there is no CCSR meeting). You are also strongly encouraged to attend other seminars of interest from the wide range of seminar series run across the school and faculty.

## **Presenting Seminars**

As a PhD student you will be expected to make seminar presentations as part of the CCSR lunchtime research-in-progress series. This is an excellent opportunity to share your research progress with colleagues, gain useful feedback and develop your presentation skills. Giving a CCSR seminar is also valuable preparation for presenting papers at Conferences, which you will be encouraged to do after your first year.

## **Teaching Opportunities**

We strongly encourage research students to take advantages of the opportunities for paid teaching work available within CCSR and elsewhere in SoSS. Apart from providing useful additional income, gaining teaching experience will considerably enhance your CV, as well as improving your presentation skills.

### **Classroom assistance in CCSR external day courses**

CCSR runs a programme of short courses for participants from outside the University. These are typically based around practical sessions in a computer cluster. These sessions always require helpers to provide assistance to course participants and we rely on our research students to fill this role. Most courses use SPSS or STATA so if you are familiar and confident with these packages there will be opportunities to work as workshop helpers. The current rate of pay for teaching assistance.

### **Teaching Assistance on the SRMS Masters programme**

CCSR has a masters program called *Social Research Methods and Statistics*. There are opportunities for research students to take up positions as graduate teaching assistants on this program. This will involve classroom assistance as with the external courses, but you may also get involved in marking of formative assessments and other activities associated with an accredited programme.

### **Teaching Assistance elsewhere in SOSS**

It is also possible to get involved in teaching assistance work elsewhere in the school. This will typically be a teaching assistant on an undergraduate course.

### **Teaching Assistance Training**

If you have an interest in teaching you should take the University course on Tutoring (see: <http://www.rcmt.man.ac.uk/courseinfo/GTADatesforDepts.htm>). The training runs every September. Apart from providing a useful creditation for your CV, attending this course is a formal requirement for any research students taking on a teaching assistance role at the University.

### **If you are interested in teaching**

Talk to your supervisor and let your interest be known to Mark Tranmer. He will talk through the possibilities and let you know what you need to, and when, depending on your area of interest.

There is a limit on the hours you can spend on non-PhD related work (e.g. ESRC students should check ESRC guidelines). The rate of pay for students is currently £14+ per contact hour for teaching assistance roles (with a multiplier applied to allow for preparation and

marking). For classroom assistance work on CCSR external short courses, there is a fixed rate of £120 per day.

## **Other Useful Information**

### **Semester Dates 2013-14**

#### Semester 1

16<sup>th</sup> September 2013 –  
26<sup>th</sup> January 2014

#### Semester 2

27<sup>th</sup> January 2014  
6<sup>th</sup> June 2014

### **Student representation**

As a research student you are formally represented by an elected Student representative (nominated from the current body of CCSR research students). Student Reps hold their position for one academic year, but can be re-elected in subsequent years (though, of course, they will represent different years!). Student reps meet with the graduate team in specially convened meetings. Details of these will be posted

### **What to do if there is a problem**

Especially to those new to research, doing a PhD is a very different challenge to all preceding study you may have done, including taught Masters. While the overall experience will hopefully prove highly rewarding, there will certainly be times when you are not making the progress you would wish, for a range of reasons that may be academic related or otherwise.

The research process is rarely smooth and short-term difficulties and lack of apparent progress is to be expected. But you are strongly advised not to sit on problems, and to make full use of the support available. Problems can often be sorted out informally through working with colleagues and your supervisor. As Director of Postgraduate Research, Mark Tranmer is also available to discuss problems in a more formal capacity. You should make yourself aware of the many specialist support services (including health and counselling services) available to all students at the University of Manchester through the Student Services Centre.

## **3) Supervision**

CCSR generally operates a model of two supervisors per student (consisting of main and second supervisor). Generally these will both come from within CCSR though we also operate joint supervision across discipline areas where appropriate. For ESRC CASE students, the supervision team will also include a representative from the partner organisation (their involvement will vary considerably between projects).

Supervisors are always selected carefully and the aim is to ensure that you have two complementary supervisors who have interests and expertise in the research area of your

PhD. The joint arrangement also ensures continuity for the student in the event of illness or absence of one supervisor.

Supervision arrangements will vary in detail, but the following provides general guidelines:

1. At the start of the programme you and your supervisors will **agree a programme of work** including training provision. This will be informed by your completion of an on-line Training Needs Analysis (a skills audit), details of which will be provided during induction.
2. You will receive **regular supervision meetings**. Length and frequency of meetings may vary according to the nature of ongoing work and stage of the PhD but we generally expect to hold two-weekly supervisory meetings with written work normally submitted beforehand for discussion. It is important that you keep good records of supervision meetings, including agreed goals and actions ahead of the next meeting. These records will form an integral part of your personal development planning.
3. Your supervisors are generally your first port of call for all academic related matters. However, all staff (and your research student colleagues) are usually very happy to be consulted where you seek advice in areas relating to their own expertise. We particularly value the co-operative and supportive working relations that are possible in a small unit like CCSR.

## **The Review Process**

All research students are subject to a formal process of monitoring and review as follows:

### **Mid Year review**

Mid year reviews happen in January. These are lighter than the Annual review. Details vary from student to student. As a minimum the rules require completion of a report form (comprising separate sections for student and supervisor(s)) outlining progress over previous work period, highlighting problems, and stating objectives for the next 6 months. The form is signed by student and supervisor(s) and sent to the school office.

### **Annual review of progress**

1. At a date agreed by the main supervisor, the student submits appropriate written work<sup>1</sup> to an external reviewer. This is circulated, together with the completed annual report form<sup>2</sup>.
2. The review reviews the written work and makes a recommendation to the CCSR graduate director about whether the students should be allowed to progress to the next year of study.<sup>3</sup> The reviewer also provides feedback on the written work.

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<sup>1</sup> This should be a substantial piece of written work. For first year students, it might be the research design paper submitted as part of the Graduate School course 'The Research Process' Alternatively it might be a chapter from the thesis.

<sup>2</sup> The review committee comprises: The Supervisors (including the partner in CASE studentships) and at least one other academic independent of the supervisory team. The Review Committee is chaired by the main supervisor who is responsible for selecting the members of the Review Committee.

AQM students will also be required to submit an AQM review form to the AQM committee this will determine whether the student's AQM additional stipend will continue.

## **4) Personal Development**

### **Skills Audit**

It is recommended that all students attend the Introduction to Skills Audit – this will take place as part of the registration process – please refer to the Registration Timetable for further details.

### **Transferable Skills Training**

#### **IT Skills**

The IT Skills programme (RSCH60300) is designed to ensure that all research students in the School of Social Sciences will be able to use email and network services effectively and word process their own theses, including tables and graphs where necessary. It also prepares students, if they wish to take the European Computer Driving License examination (available at Manchester Computing) and trains students in Endnote, a reference and image database to aid in constructing bibliographies. For further details please see website: [http://www.socialsciences.man.ac.uk/postgraduate/it\\_skills/](http://www.socialsciences.man.ac.uk/postgraduate/it_skills/) All postgraduate research students are expected to take this course.

#### **Foreign Language Training**

If you need to undertake foreign language training to do your research, you can take relevant course units at the University. Please see the Language Centre website for details at: <http://www.langcent.manchester.ac.uk/>

#### **English Language Training**

The Language Academic Support Programme is offered to registered international students. These classes on academic writing, grammar, academic speaking and pronunciation are available for 20 weeks and can be up to 5 hours of tuition per week. Registration is via a diagnostic test which is compulsory for all postgraduate students registering on a programme in the School of Social Sciences for whom English is an additional language. Further details can be found on the Registration Timetable.

Students who have already registered with a department of the University, and require advice regarding their level of English should go for testing. Where appropriate, after testing, recommendations will be made for attendance of the In-Sessional (part-time) programme in English for academic purposes. Please note that it is not necessary to register in advance for the test.

In addition to the In-Session academic writing, the University's English Language/Academic Support programme includes individual tutorial support for academic writing through academic writing consultations and a 'drop-in' service.

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<sup>3</sup> Recommendations: If a student is not able to demonstrate satisfactory progress after one year of registration, they will not be allowed to register for the second year of the programme, leading to a PhD, but may be offered the opportunity to submit a thesis for the degree of MPhil.



Please contact Carroll Pierce (carroll.pierce@manchester.ac.uk) for copies of the In-Sessional class timetable, test dates, information on the academic writing consultations and the 'drop-in' service. These also can be found at <http://www.langcent.manchester.ac.uk/englishlanguagecourses>

### **Personal Development Planning**

Personal Development Planning (PDP) is an active and continuous process of self-appraisal, review and planning of professional and personal development. In other words, you look at what you can do and what you have done, think about what you need to do and would like to do next, figure out how you will do it and then congratulate yourself for having done it. You then start the process all over again.

PDP is a **process** not a single document or product. PDP is a collection of active documents that should be revisited regularly to enable you to evaluate your own progress and learning. If approached in a professional manner, your experience of PDP at the University of Manchester should be the beginning of a life-long process of self-reflection and action in which you identify and set goals that make you the control-centre of your own development.

PDP provides the student with the opportunity to – **Plan, Reflect, & Record** - their progress throughout the period of their research and is premised on the idea that a student is more than their research. The components of PDP result in a portfolio for the student to reflect upon and use as a source of reference. PDP provides the student with the opportunity to set their own development goals. It also provides the student with the opportunity to reflect on their increasing skill set and to comment on the quality of the research experience.

Over the course of the research, a PDP builds into a comprehensive record of a student's development and achievements, which can be used as the basis for a CV upon thesis completion.

For further details see *Personal Development Planning – A Guide for Postgraduate Research Students in the School of Social Sciences, Faculty of Humanities*.

## **Appendix A: CCSR academic staff and their research interests**

Most teaching staff in CCSR keep regular office hours for student consultation (although they can often be contacted at other times too); 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.

### **Dr Mark Brown Senior Lecturer**

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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. His research interests increasingly lie in the area of teaching development, including the use of real data in methods teaching.

### **Selected Recent Publications**

- 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.**

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Tarani Chandola is Professor of Medical Sociology. He joined CCSR in April 2010 and was formerly at the UCL Research Department of Epidemiology and Public Health. His research is primarily on the social determinants of health, focussing on health inequalities and psychosocial factors, and the analysis of longitudinal cohort studies. He is a member of the Social Statistics committee of the Royal Statistical Society and co-director of [Methods@Manchester](mailto:Methods@Manchester).

His current research projects include:

- 1) Health inequalities in an ageing population: the Whitehall II study

<http://www.ucl.ac.uk/whitehallII/>

2) Work and Stress: Report for the British Academy  
<http://www.britac.ac.uk/policy/Stress-at-Work.cfm>

3) Spatial and social inequalities in health in Brazil and India: An ESRC Pathfinder Project  
<http://www.esrc.ac.uk/my-esrc/grants/RES-238-25-0015/read>

4) Lifecourse pathways between education, health and well-being: International Centre for Lifecourse Studies <http://www.ucl.ac.uk/icls/>

### **Selected Recent Publications**

- Cable N, Sacker A, Chandola T, Bartley M (2012) Friends are equally important to men and women, but family matters more for men's well-being *J Epidem Comm Health*
- Aitsi-Selmi A, Chandola T, Friel S, Nouraei R, Shipley MJ, Marmot MG (2012) Interaction between education and household wealth on the risk of obesity in women in Egypt *PLoS One*
- Chandola T (2012) Spatial and social determinants of urban health in low-, middle- and high-income countries. *Public Health*. Mar;126(3):259-61. Epub 2012 Feb 9.
- 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.
- Forde I, Chandola T, Garcia S, Marmot MG, Attanasio O. (2011) The impact of cash transfers to poor women in Colombia on BMI and obesity: prospective cohort study. *Int J Obes (Lond)*
- Sekine M, Tatsuse T, Kagamimori S, Chandola T, Cable N, Marmot M, Martikainen P, Lallukka T, Rahkonen O, Lahelma E. (2011) Sex inequalities in physical and mental functioning of British, Finnish, and Japanese civil servants: role of job demand, control and work hours. *Soc Sci Med*. 2011 Aug;73(4):595-603. Epub 2011 Jul 6.
- 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. Epub 2011 Jun 28.
- Forde I, Chandola T, Raine R, Marmot MG, Kivimaki M. (2011) Socioeconomic and ethnic differences in use of lipid-lowering drugs after deregulation of simvastatin in the UK: The Whitehall II prospective cohort study. *Atherosclerosis*. Mar;215(1):223-8

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Tel: 0161 275 4257

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. 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 national statistical agencies 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 data linkage, attitude theory and measurement and the impact attitudes on socio-economic outcomes.

### **Selected Recent Publications**

- 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.
- Haglin, J., Mayes, K. R., Manning, A. M. Feo, J., Elliot, M. J. Gurd, J. R., and Keane, J. A. (2009) Factors affecting the performance of parallel mining of minimal unique itemsets on diverse architectures. *Concurrency and computation: practice and experience* 21(9), pp 1131-1158
- 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**

#### **Lecturer**

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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**

- Daraganova, Pattison, Koskinen, Mitchell, Bill, Watts, Baum (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 Statistics*, 37(2), 203–230.
- Lusher, D., Koskinen, J., Robins, G., (2012). *Exponential Random Graph Models for Social Networks: Theories, Methods and Applications*. Cambridge University Press, New York.
- Snijders, T.A.B., Koskinen, J., & Schweinberger, M. (2010). Maximum likelihood estimation for social network dynamics. *The Annals of Applied Statistics*, 4, 567-588.
- Koskinen, J., Robins, G., and Pattison, P. (2010). Analysing Exponential Random Graph (p-star) Models with Missing Data Using Bayesian Data Augmentation. *Statistical Methodology*, 7, 366-384.

**Professor James Nazroo**

**Director of CCSR**

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James Nazroo is Professor of Sociology and Director of CCSR. He joined the University of Manchester in 2006 and became Director of CCSR in April 2010. Before coming to Manchester, he was Professor of Medical Sociology in the Department of Epidemiology and Public Health at University College London.

Issues of inequality, social justice and underlying processes of stratification have been the primary focus of his research activities, which have centred on gender, ethnicity, ageing, and the intersections between these. His research on ageing has been concerned to understand the patterns and determinants of social and health inequalities in ageing populations, with a particular interest on the ‘transmission’ of inequalities across the lifecourse, patterns of ‘retirement’, and formal and informal social and civic participation. He has conducted studies on quality of life for older people among different ethnic groups in the UK, on inequalities in health at older ages, and on routes into retirement and the impact of retirement on health and well-being. He is co-PI of the English Longitudinal Study of Aging, which is a multi-disciplinary panel study of those aged 50 and older, and part of an international ‘family’ of very similar studies.

A second theme of his work is concerned with ethnic inequalities in health. His research on this began with describing differences in health across and within broad ethnic groupings and assessing the contribution that social disadvantage might make to these differences. Central to this has been developing an understanding of the links between ethnicity, racism, class and inequality. This work has covered a variety of elements of social disadvantage, including socioeconomic position, racial discrimination and harassment, and ecological effects. It also covers a variety of health outcomes, including general health, mental health, cardiovascular disease and sexual health. He has taken an increasing focus on comparative analysis (across groups, time and place) to investigate underlying

processes, involving collaborations with colleagues in the US, Canada, Europe and New Zealand – as well as the UK.

### **Selected Recent Publications**

- Kelly, Y., Bécares, L. and Nazroo, J. (in press) ‘Associations Between Maternal Experiences of Racism and Early Child Health and Development: Findings from the UK Millennium Cohort Study’, *Journal of Epidemiology and Community Health*, doi: 10.1136/jech-2011-200814
- Bécares, L., Stafford, M., Laurence, J. and Nazroo, J. (2011) ‘Composition, concentration, and deprivation. Exploring their association with social cohesion among different ethnic groups in the UK’, *Urban Studies*, 48, 13, 2771-2787, doi: 10.1177/0042098010391295
- Panico, L. and Nazroo, J.Y (2011) ‘The social and economic circumstances of mixed ethnicity children in the UK: Findings from the Millennium Cohort Study’, *Ethnic and Racial Studies*, 34, 9, 1421-1444 doi: 10.1080/01419870.2011.556745
- Scherger, S. Nazroo, J. and Higgs, P. (2011) ‘Leisure activities and retirement: do structures of inequality change in old age?’, *Ageing and Society*, 31, 1 146-172 doi: 10.1017/S0144686X10000577
- Stafford, M., McMunn, A., Zaninotto, P. and Nazroo, J. (2011) ‘Positive and Negative Exchanges in Social Relationships as Predictors of Depression: Evidence From the English Longitudinal Study of Ageing’, *Journal of Aging and Health*, 23, 4, 607–628, doi: 10.1177/0898264310392992
- Karlsen, S and Nazroo, J.Y. (2010) ‘Religious and ethnic differences in health: evidence from the Health Surveys for England 1999 and 2004’, *Ethnicity and Health*, 15, 6, 549-568, doi: 10.1080/13557858.2010.497204
- Nazroo, J., Falaschetti, E., Pierce, M. and Primatesta, P. (2009) ‘Ethnic inequalities in access to and outcomes of healthcare: Analysis of the Health Survey for England’ *Journal of Epidemiology and Community Health*, 63, 12, 1022-1027, doi:10.1136/jech.2009.089409
- McMunn, A., Nazroo, J. and Breeze, E. (2009) ‘Inequalities in health at older ages: a longitudinal investigation of onset of illness and survival effects in England’, *Age and Ageing*, 38, 181 – 187, doi: 10.1093/ageing/afn236
- McMunn A., Nazroo J., Wahrendorf M., Breeze E. and Zaninotto P. (2009) ‘Participation in socially productive activities, reciprocity and wellbeing in later life: baseline results in England’, *Ageing and Society*, 29, 765-782, doi: 10.1017/S0144686X08008350
- Smith, N.R., Kelly, Y.J. and Nazroo, J.Y. (2009) ‘Intergenerational continuities of ethnic inequalities in general health in England’, *Journal of Epidemiology and Community Health*, 63, 253-258, doi:10.1136/jech.2008.077495
- Nazroo, J., Jackson, J., Karlsen, S. and Torres, M. (2007) ‘The black diaspora and health inequalities in the US and England: does where you go and how you get there make a difference?’, *Sociology of Health and Illness*, 26, 6, 811-830, doi: 10.1111/j.1467-9566.2007.01043.x

**Dr Wendy Olsen**

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Wendy Olsen's research is focused on the sociology of economic life. She jointly holds a senior lectureship in social science research methods with the School of Environment and Development, Institute for Development Policy and Management, as well as her role in Social Statistics. She has a PhD in Economics.

Wendy's research focuses on labour relations in different country contexts. She has recently published about informal sector labour markets including child labour and women's rural labour in India. She also studies the UK labour market and gender pay gap, the allocation of paid work time, overtime, mothers' return-to-work transitions, self-employment and employment policy.

### **Selected Recent Publications**

- Olsen, W.K. (2012) *Data Collection: Key Trends and Methods in Social Research*, London: Sage, in press.
- Dale Southerton, Wendy Olsen, Alan Warde, and Shu-Li Cheng (2013) forthcoming, "Practices and Trajectories: a comparative analysis of reading in France, Norway, Netherlands, UK and USA", *Journal of Consumer Culture*.
- 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.
- Olsen, Wendy, (2009) "Moral Political Economy and Moral Reasoning About Rural India: Four Theoretical Schools Compared", *Cambridge Journal of Economics*. . In the Symposium on Moral Economy, <http://cje.oxfordjournals.org/cgi/reprint/33/5/875.pdf>, 33:5, 875-902.
- Olsen, W.K. (2009), Non-Nested and Nested Cases in a Socio-Economic Village Study, chapter in D. Byrne and C. Ragin, eds. (2009), *Handbook of Case-Centred Research Methods*, London: Sage.
- 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/>)
- Warde, A., S. Cheng, W. Olsen and D. Southerton, (2007) "Changes in the practice of eating: a comparative analysis of time-use", *Acta Sociologica*, December, 50:4, 365-387.
- 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.

**Dr Maria Pampaka**  
**Lecturer**

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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. 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: First published on: 15 April 2012 (iFirst)*. DOI: 10.1080/01411926.2012.555518
- 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. (2012). *Multi-State Modeling*, in G. Hutcheson & L. Moutinho (Eds), *Sage Dictionary of Quantitative Management Research* (pp. 264-267). Sage.
- Pampaka, M., Kleanthous, I., Hutcheson, G. & Wake, G. (2012). Measuring mathematics self efficacy as a learning outcome. *Research in Mathematics Education*, 13(2), 173-194.
- Pampaka, M., Williams, J. & Hutcheson, G. (accepted). Measuring students' transition into University and its association with learning outcomes. *British Educational Research Journal*.

### **Professor Ian Plewis**

**Professor of Social Statistics Location: Room G30, Humanities Bridgeford Street**

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Ian Plewis joined CCSR 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. 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. (in press) Assessing the accuracy of response propensities in longitudinal studies. *Survey Methodology*.
- 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., Simpson, L. and Williamson, P. (2011) Census 2011: Independent review of coverage assessment, adjustment and quality assurance. Report to the Office for National Statistics.
- 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. and Kallis, C. (2008), *Changing economic circumstances in childhood and their effects on subsequent educational and other outcomes*. DWP Working paper no. 49
- [Plewis, I](#) (2007) The Millennium Cohort Study: Technical Report on Sampling (4th ed.). London, Institute of Education, University of London.
- [Plewis, I](#) (2007) Non-response in a birth cohort study: the case of the Millennium Cohort Study. *International Journal of Social Research Methodology* 10:5. 325-334
- [Plewis, I](#); Bartley, M (2007) Increasing social mobility: an effective policy to reduce health inequalities. *Journal of the Royal Statistical Society, Series A* 170:2. 469-482
- [Plewis, I](#); Hawkes, 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; Tremblay, R (2006) Modelling repeated ordinal reports from multiple informants. *Statistical Modelling* 6. 251-263

## **Dr Kingsley Purdam Programme Director Research Fellow**

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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. He is the director of post graduate teaching in SOST.

## **Selected Recent Publications**

- 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
- Olsen, W. Purdam, K. and Afkhami, R. (2009) Gender Equality. *Radical Statistics* 99. pp 12-33.
- Tomlinson, J., Olsen, W. and Purdam, K. (2009) Women Returners and Potential Returners to Employment. *European Sociological Review*. 25. pp 349-363.
- Simpson, L., Purdam, K. Gavalas, V. and Tajar, A. (2009) Jobs deficits, neighbourhood effects and ethnic penalties - explaining labour market inequalities amongst ethnic minorities. *Environment and Planning A*. Vol. 42, 4. pp 946-963.
- Richardson, L. and Purdam, K. (2009) Community Contracts Impact Assessment. DCLG Report, London
- Purdam, K. and Norman, P. (2009) A New Geography of Caring in England and Wales. CCSR, Working Paper
- Elliot, M., Purdam, K. and Smith, D (2008) Secure Patient Record Data: Statistical Disclosure Control for Grid Based Data Access, *Journal of Biomedical Informatics*. Vol 41, 1 p 58-64
- Cutts, D., Fieldhouse, E., Purdam, K. and Steel, D. (2007) Voter Engagement in British South Asian Communities, *British Journal of Politics and International Relations*, Vol 9, 3 p 396-412
- Norman, P., Purdam, K. and Tajar, A. (2007) Representation and Local Democracy, *Political Geography*, Vol 26, Issue 1, Jan p 57-77
- Purdam, K. and Elliot, M. (2007) Data Quality and Utility, *Environment and Planning A*, May, p 1-25
- Purdam, K. Afkhami, R., Olsen, W. and Thornton, P. (2007) Disability and Equality in the UK, *Disability and Society*. Vol. 23, 1 p 53-65
- Purdam, K. Afkhami, R., Crockett, A. and Olsen, W. (2007) An Overview of Religion Statistics in the UK, *Journal of Contemporary Religion*, Vol. 22, No. 2, p 26-48
- Purdam, K. (2006) The Nations Data, *Evidence and Social Policy*, Vol 2, No 2, p 227-248
- Norman, P., Purdam, K. and Tajar, A. (2006) Representation and Local Democracy, London, Electoral Commission.

## **Professor Natalie Shlomo**

### **Professor of Social Statistics**

Humanities Bridgeford Street

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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 7<sup>th</sup> 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). In addition, she is Principle Investigator on a research contract with Statistics Netherlands as well as Methodologist for the Office for National Statistics - University of Southampton on-going research contract. 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, particularly in the area of Statistical Disclosure Control.

### **Selected Recent Publications**

- Shlomo, N. and Skinner, C.J. (2012), Privacy Protection from Sampling and Perturbation in Survey Microdata, *Journal of Privacy and Confidentiality* (to be published).
- Okeefe, C.M. and Shlomo, N. (2012) Comparison of Remote Analysis with Statistical Disclosure Control for Protecting the Confidentiality of Business Data, *Transactions on Data Privacy* (to be published).
- 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, pp. 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, pp. 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 pp. 1291-1310.
- Shlomo, N. (2010) Disclosure Risk Assessment for Sample Microdata Through Probabilistic Modelling. In *Privacy and Anonymity in Information Management Systems* (Eds. J. Nin and J. Herranz). London, Springer, pp 63-90.
- Shlomo, N. (2010) Releasing Microdata: Disclosure Risk Estimation, Data Masking and Assessing Utility. *Journal of Privacy and Confidentiality* 2, Number 1, pp. 73–91.
- Shlomo, N. (2010) Measurement Error and Statistical Disclosure Control. In *PSD'2010 Privacy in Statistical Databases*, (Eds. J. Domingo-Ferrer and E. Magkos), Springer LNCS 6344, pp. 118-126.
- Shlomo, N., Tudor, C. and Groom, P. (2010) Data Swapping for Protecting Census Tables. In *PSD'2010 Privacy in Statistical Databases*, (Eds. J. Domingo-Ferrer and E. Magkos), Springer LNCS 6344, pp. 41-51.
- Skinner, C. J. and Shlomo, N. (2008) Assessing Identification Risk in Survey Micro-data Using Log Linear Models. *Journal of American Statistical Association*, Vol. 103, Number 483, pp 989-1001.

- Shlomo, N. and De Waal T. (2008) Protection of Micro-data Subject to Edit Constraints Against Statistical Disclosure. *Journal of Official Statistics*, 24, No. 2, pp 1-26.
- Shlomo, N. and Young, C. (2008) Invariant Post-tabular Protection of Census Frequency Counts. In *PSD'2008 Privacy in Statistical Databases*, (Eds. J. Domingo-Ferrer and Y. Saygin), Springer LNCS 5261, pp. 77-89.

## **Dr. Mark Tranmer**

### **Senior Lecturer & Director of PhD Studies in Social Statistics**

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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 – a topic on which he recently secured funding. He is the principal investigator for the Leverhulme-trust-funded *Multilevel Network Modelling Group*, involving world leading academics in Multilevel Modelling and Social Network Analysis from the US, Australia and Europe. The group has a website at: [www.mnmg.co.uk](http://www.mnmg.co.uk)

### **Selected Recent Publications**

- Tranmer M, Steel D, and Browne W (2012) Multiple Membership Models for Social Network and Group Dependencies. Available as a working paper from the Centre for Statistical and Survey Methodology, University of Wollongong, Australia. Website: [cssm.uow.edu.au](http://cssm.uow.edu.au)
- Purdam K and Tranmer M (2012) Helping Values and Civic Engagement in Context. European Societies. DOI:10.1080/14616696.2012.691170
- 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).
- Ballas D and Tranmer M (2011) Happy People or Happy Places?: A Multilevel Modeling Approach to the Analysis of Happiness and Well-Being. *International Regional Science Review*. Published online before print, May 5, 2011.
- de Miguel Luken and Tranmer M (2010) Personal Support Networks of Immigrants to Spain: a Multilevel Analysis. *Social Networks*, 32, no. 4: 253-262.
- Cutts, D; Fieldhouse, E.; Purdam, K; Steel, D.; Tranmer, M. (2006) Voter Turnout in British South Asian Communities at the 2001 General Election *British Journal of Politics and International Relations*.
- Fieldhouse, E.; Tranmer, M.; Russell, A. (2007) Something about young people or something about elections? Electoral participation of young people in Europe: evidence from a multilevel analysis of the European Social Survey *European Journal of Political Research*.
- Steel, D. G.; Tranmer, M.; Holt, D. (2006) Unravelling ecological analysis *Journal of Mathematics and Decision Sciences* Article id; 38358. 18
- Simpson, L.; Tranmer, M. (2005) Combining sample and census data in small area estimates: Iterative Proportional Fitting with standard software *Professional Geographer* 57:2. 222-234
- Tranmer, M.; Pickles, A.; Fieldhouse, E.; Elliot, M. J.; Dale, A.; Brown, M.; Martin, D.; Steel, D. G.; Gardiner, C. (2005) The Case for Small Area Microdata *Journal of the Royal Statistical Society* series A 168:1. 29-49

**Mr Albert Varela**  
**Lecturer**

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. The main focus of his research has been the conceptualisation and measurement of social exclusion, and the measurement of individual trajectories in employment and social assistance in the UK using longitudinal latent class models. 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

**Dr Jo Wathan**

**Research Fellow**

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Jo primarily works in data support for two national data services where she provides support for large national government microdata: The Samples of Anonymised Records (SARs) and the Economic and Social Data Service. She recently undertook a survey of academic research facilities and work practices to inform data access policy. Previous roles have involved developing resources for learning and teaching using government microdata and designing household classifications for the 2001 Census. Her PhD was undertaken at CCSR and involved an analysis of the impact of women's family situation on employment participation between 1975 and 1996.

**Selected Recent Publications**

- 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

## Appendix B: The SoSS Postgraduate Office

The Postgraduate office is located on the 2<sup>nd</sup> floor of the new Arthur Lewis Building – Room 2.003. This is the organisational administrative centre for all degree programmes within SOSS (which includes CCSR). This is the place where you:

- Can obtain all relevant programme information
- Hand in all assessed work for courses.

The office is open for student enquiries: Monday – Friday 10.00 – 4.00. **It is important that Marie Waite is kept informed of students' up-to-date contact details.**

### Key people within SoSS

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### Communication

The Graduate Team is responsible for the day to day running of the Graduate Centre and are always on hand to listen, advise and to help. Please ensure that the Graduate Office has your current address, student e-mail address and phone number. If these details change, please let us know as soon as you can so that we are able to get in touch with you should the need arise.

It is important that you read your student email on a daily basis. You will have received information on how to register for an email address and computing facilities during registration week. You are required to register for your email address and return your address form to the Graduate Centre by no later than the first Friday of semester 1. Please also check the student mail box (located on the 4th floor of the Arthur Lewis Building) and the Graduate Office notice board (next to the Graduate Office 2.003) on a regular basis.

### Learning Resources

For information on learning resources, including Library and Computer facilities see the 'Taught Masters and Diploma Guide', issued by the School of Social Sciences.

### Disability Support

Please see the Disability Support Office webpage at: [www.manchester.ac.uk/disability](http://www.manchester.ac.uk/disability)  
Telephone: 0161 275 7512/8518 or Text: 07899 658 790 or Minicom: 0161 275 2794  
Email: [disability@manchester.ac.uk](mailto:disability@manchester.ac.uk)

## Appendix C: Plagiarism

*The University of Manchester is committed to combating plagiarism. In the School of Social Sciences a percentage of all work submitted for assessment will be submitted for checking electronically for plagiarism. This may be done in two ways:*

- i. Phrases or sentences in your assessed work may be checked against material accessible on the World Wide Web, using commonly available search tools. You will not be informed before this checking is to be carried out.
- ii. The University subscribes to an online plagiarism detection service specifically designed for academic purposes. You will be notified by your course unit director or programme director if your work is to be checked in this way and you will be asked to submit an electronic version of your work. This requirement for your work to be provided electronically may be **additional** to requirements for you to submit your work in 'hard copy'. The request for you to submit your work electronically may be made to you either prior to the required submission date for your work or after you have submitted.

### **Guidance to Students on Plagiarism and Other Forms of Academic Malpractice**

1. As a student, you are expected to cooperate in the learning process throughout your programme of study by completing assignments of various kinds that are the product of your own study or research. For most students this does not present a problem, but occasionally, whether unwittingly or otherwise, a student may commit what is known as plagiarism or some other form of academic malpractice when carrying out an assignment. This may come about because students have been used to different conventions in their prior educational experience or through general ignorance of what is expected of them.
2. This guidance is designed to help you understand what we regard as academic malpractice and hence to help you to avoid committing it. You should read it carefully, because academic malpractice is regarded as a serious offence and students found to have committed it will be penalized. At the very least a mark of only 30% would be awarded for the piece of work in question, but it could be worse; you could be awarded zero (with or without loss of credits), fail the whole unit, be demoted to a lower class of degree, or be excluded from the programme.
3. Academic malpractice includes **plagiarism, collusion, fabrication or falsification** of results and anything else intended by those committing it to achieve credit that they do not properly deserve. In addition to the advice that follows, your School will give you advice on how to avoid academic malpractice in the context of your discipline. It will also design assessments so as to help you avoid the temptation to commit academic malpractice. Finally, you should take note that work you submit may be screened electronically to check against other material on the web and in other submitted work.
4. **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: 1) the ideas and work of other people that you may have quite legitimately exploited and developed, and 2) the ideas or material that you have personally contributed.

5. To assist you, here are a few important **dos and don'ts**:

**Do** get lots of background information on subjects you are writing about to help you form your own view of the subject. The information could be from electronic journals, technical reports, unpublished dissertations, etc. Make a note of the source of every piece of information at the time you record it, even if it is just one sentence.

**Don't** construct a piece of work by cutting and pasting or copying material written by other people, or by you for any other purpose, into something you are submitting as your own work. Sometimes you may need to quote someone else's exact form of words in order to analyse or criticize them, in which case the quotation must be enclosed in quotation marks to show that it is a direct quote, and it must have the source properly acknowledged at that point. Any omissions from a quotation must be indicated by an ellipsis (...) and any additions for clarity must be enclosed in square brackets, e.g. "[These] results suggest... that the hypothesis is correct." It may also be appropriate to reproduce a diagram from someone else's work, but again the source must be explicitly and fully acknowledged there. However, constructing large chunks of documents from a string of quotes, even if they are acknowledged, is another form of plagiarism.

**Do** attribute all ideas to their original authors. Written 'ideas' are the product that authors produce. You would not appreciate it if other people passed off your ideas as their own, and that is what plagiarism rules are intended to prevent. A good rule of thumb is that each idea or statement that you write should be attributed to a source unless it is your personal idea or it is common knowledge. (If you are unsure if something is common knowledge, ask other students: if they don't know what you are talking about, then it is not common knowledge!)

6. As you can see, it is most important that you understand what is expected of you when you prepare and produce assignments and that you always observe proper academic conventions for referencing and acknowledgement, whether working by yourself or as part of a team. In practice, there are a number of acceptable styles of referencing depending, for example, on the particular discipline you are studying, so if you are not certain what is appropriate, ask your tutor or the course unit coordinator for advice! This should ensure that you do not lay yourself open to a charge of plagiarism inadvertently, or through ignorance of what is expected. It is also important to remember that you do not absolve yourself from a charge of plagiarism simply by including a reference to a source in a bibliography that you have included with your assignment; you should always be scrupulous about indicating precisely where and to what extent you have made use of such a source.

7. So far, plagiarism has been described as using the words or work of someone else (without proper attribution), but it could also include a close paraphrase of their words, or a minimally adapted version of a computer program, a diagram, a graph, an illustration, etc taken from a variety of sources without proper acknowledgement. These could be lectures, printed material, the Internet or other electronic/AV sources.

8. **Remember:** no matter what pressure you may be under to complete an assignment, you should never succumb to the temptation to take a 'short cut' and use someone else's material inappropriately. No amount of mitigating circumstances will get you off the hook, and if you persuade other students to let you copy their work, they risk being disciplined as well (see below).

9. **Collusion** is any agreement to hide someone else's individual input to collaborative work with the intention of securing a mark higher than either you or another student might deserve. Where proved, it will be subject to penalties similar to those for plagiarism. Similarly, it is also collusion to allow someone to copy your work when you know that they intend to submit it as though it were their own and that will lay both you and the other student open to a charge of academic malpractice.

10. On the other hand, collaboration is a perfectly legitimate academic activity in which students are required to work in groups as part of their programme of research or in the preparation of projects and similar assignments. If you are asked to carry out such group work and to collaborate in specified activities, it will always be made clear how your individual input to the joint work is to be assessed and graded. Sometimes, for example, all members of a team may receive the same mark for a joint piece of work, whereas on other occasions team members will receive individual marks that reflect their individual input. If it is not clear on what basis your work is to be assessed, to avoid any risk of unwitting collusion you should always ask for clarification before submitting any assignment.

11. **Fabrication or falsification of results** - For many students, a major part of their studies involves laboratory or other forms of practical work, and they often find themselves undertaking such activity without close academic supervision. If you are in this situation, you are expected to behave in a responsible manner, as in other aspects of your academic life, and to show proper integrity in the reporting of results or other data. Hence you should ensure that you always document clearly and fully any research programme or survey that you undertake, whether working by yourself or as part of a group. Results or data that you or your group submits must be capable of verification, so that those assessing the work can follow the processes by which you obtained them. Under no circumstances should you seek to present results or data that were not properly obtained and documented as part of your practical learning experience. Otherwise, you lay yourself open to the charge of **fabrication** or **falsification** of results.

12. **Finally...**If you commit any form of academic malpractice, teaching staff will not be able to assess your individual abilities objectively or accurately. Any short-term gain you might have hoped to achieve will be cancelled out by the loss of proper feedback you might have received, and in the long run such behaviour is likely to damage your overall intellectual development, to say nothing of your self-esteem.

You are the one who loses.

# |Appendix D: Health and Safety

## **Accidents and Emergencies**

All accidents at work or study must be reported to the School Safety Adviser for SOSS, Karen Egan, room 2.010, telephone 275 4793, email: [karen.egan@manchester.ac.uk](mailto:karen.egan@manchester.ac.uk)

## **General Health and Safety Issues**

If you are concerned about any health and safety matters in any of the buildings you use, please contact Karen Egan, as above.

## **Smoking Policy**

All University of Manchester buildings are now non-smoking.

## **Fire Alarms and Emergency Evacuation Procedures**

You will be using many of the university buildings over the course of your programme. You must, therefore, familiarise yourself with the University of Manchester fire alarm procedures and emergency evacuation points by consulting the signs displayed in each building you use.

On no account should you use the lifts in an emergency.

If for any reason you will need help to leave any building in the event of an emergency, you should inform your Programme Administrator and Karen Egan, School Safety Advisor, room 2.010, telephone 0161 275 4793, of this fact.

The fire alarms are tested weekly: If you hear an alarm at any other time you must leave the building immediately by the nearest exit and on no account use lifts in an emergency. Once outside you must move as far away from the building as possible so as not to obstruct the emergency services and for your own safety.