**Social Statistics, School of Social Sciences
University of Manchester**

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

http://www.socialsciences.manchester.ac.uk/subjects/social-statistics/

**Programme Handbook
2016 – 2017**

Content

WELCOME TO THE FACULTY OF HUMANITIES

As Vice-President and Dean of the Faculty of Humanities, I would like to extend a warm welcome to all students in The University of Manchester. The Faculty of Humanities is one of three Faculties in the University and consists of five Schools. We offer an unprecedented range of innovative programmes at undergraduate and graduate level, embracing disciplines as diverse as business and management, social sciences, law, education, languages, arts and environment and development.

This rich mix of opportunities makes study at The University of Manchester an exciting and stimulating experience, where you will benefit from the experience of leading scholars in your field and from being part of a large, diverse and international student community.

Within the Faculty we are committed to providing a student experience of the highest standard. During this year we will be asking you how effective we are in meeting your needs and fulfilling your aspirations. I urge you to participate in this conversation, and use every opportunity to let us know how we can improve the quality of education we provide.

In this Handbook you will find material specific to the programme of study or the discipline area in which your studies will be based.

Keith Brown
Vice-President and Dean, Faculty of Humanities
September 2016

What is the Faculty and how is it run?
Universities all over the world traditionally divide their academic activities into faculties which consist of academic units based on a particular discipline, or on a grouping of disciplines employing similar methodologies. This is the approach that is followed at the University of Manchester, and these sub-faculty disciplinary units are known as Schools. The Faculty plays an important role within the University, since it is the Faculty which is responsible, on behalf of Senate, for the regulation of the degree programmes offered, and it is through the Faculty that academic qualifications are awarded. The designation 'Humanities' distinguishes this Faculty from the other two Faculties – Science and Engineering; Biology, Medicine and Health.

The Faculty of Humanities encompasses academic areas as diverse as Arts, Education, Social Sciences and Business & Management and is the largest Faculty in the University. With over 16,000 students and some 1200 academic staff, it is the largest Faculty of the Humanities in the UK and is equivalent to a medium-sized university. All the disciplines in the Faculty recruit students globally and the overwhelming majority of our academics have international reputations for the quality of their research. The University is committed to the ongoing enhancement of the international profile of the Faculty of Humanities.

One of the great advantages of being a student at The University of Manchester is that you will have the opportunity to be taught by internationally recognised researchers. The University's place as one of the UK's top research universities was confirmed in the results of the 2014 Research excellence Framework (REF) which is the new system for assessing the quality of research in UK higher education institutions. The University of Manchester was ranked in fifth place in terms of research power (calculated by grade point average multiplied by times number of staff submitted, or by 4*/3* multiplied by times number of staff submitted. The Faculty of Humanities had one of the broadest submissions, with research evaluated in 17 discipline areas and involving 79% of our eligible staff. 78% of our overall research activity was judged to be 'world-leading' (4*) or 'internationally excellent' (3*), with 33% at 4*. The Faculty was recognised as excellent in disciplines which span the full range of academic research, including: Sociology, Anthropology, Development Studies, Drama, Business and Management, Modern Languages and Linguistics and Art History (compared to the Art History departments represented in the joint assessment panel). Twelve of our 20 Units of Assessment were ranked in the top ten nationally, of which seven were ranked in the top five for Grade Point Average or research power. Those ranked in the top five are Sociology, Anthropology, Development Studies, Drama, Business and Management, Modern Languages and Linguistics and Art History (compared to the Art History departments represented in the joint assessment panel).

The Faculty of Humanities has five Schools: Arts, Languages and Cultures; Environment, Education and Development; Law; Social Sciences; and the Alliance Manchester Business School. The organisational culture of these schools provides opportunities for increased collaboration throughout the Faculty and for regional, national and international engagement.

The Faculty is the interface between the discipline-based Schools and the University and is headed by a Dean who is supported by a team of Associate Deans, all of whom hold a particular portfolio, and these are listed below:

Vice-President & Dean	Professor Keith Brown

Associate Deans
Teaching, Learning & Students	Dr Fiona Smyth
Postgraduate Education	Professor Maja Zehfuss
Research & Deputy Dean	Professor Colette Fagan
Social Responsibility	Professor Ken McPhail

Assistant Associate Deans
Teaching, Learning & Students	TBC
	TBC
Postgraduate Education	Ms Judith Aldridge
Research	Professor Nicola Glover-Thomas
Internationalisation	Dr Ian Scott
Business Engagement	Dr Andrew James

What can the Faculty do for you?
The work of the Faculty involves co-ordinating and developing activities to respond effectively to Institutional or external initiatives or activities, encouraging best practice across Schools and facilitating the seamless operation of processes across School, Faculty and University boundaries to help make your experience at Manchester the best it can be.

The Faculty is committed to gathering student views on the provision of teaching and learning and centrally operated areas of the University (such as Library; Estates; IT; Careers; eLearning) and as a student you can feed into this process via the Faculty's Staff Student Liaison Group (SSLG) which meets a minimum of twice a year. These meetings provide a forum for students, who are elected as Student Representatives within their School/discipline, to:

- discuss overarching issues of concern with members of staff from different areas of the University in an open manner;
- engage constructively with staff to identify those areas where there is scope for improvement, bringing forward ideas and suggestions;
- identify and share good practice;
- respond to items brought forward by members of staff.

The Faculty also occasionally holds consultation groups with students to find out what is being done well across the Faculty and what you feel could be done to improve your experience as a student.

The focus of your involvement as a student is likely, however, to be the disciplinary grouping, i.e. the School within which your studies are based, or in the case of students on interdisciplinary programmes, the office which is responsible for administering your programme.

You may have contact with the Faculty if you have a problem that cannot be resolved at a local level within the School or Programme Office, e.g. breach of regulations, appeals or disciplinary matters e.g. malpractice. Otherwise it is entirely possible to complete a course of study without ever interacting directly with the Faculty.

The Faculty has a role in considering issues, such as an academic appeal or complaint, which cannot be resolved with an appropriate member of staff in your School. The relevant Regulations/Policies and forms can be found at: http://documents.manchester.ac.uk/studentrelatedlist.aspx and the completed forms should be submitted to: humsacm@manchester.ac.uk

The University of Manchester Alumni Association
At Manchester we are proud to have the largest global alumni community of any campus-based university in the UK, with many of the 300,000 graduates we are in contact with holding top positions in every imaginable field. The University of Manchester's Division of Development and Alumni Relations is here to help alumni maintain a

lifelong connection with us and with each other, sharing experiences and expertise and enjoying alumni-exclusive offers, events, networking and volunteering opportunities.

Many of our alumni help to influence and inspire the next generation of Manchester graduates by volunteering their time and expertise. Our alumni volunteers mentor and network students, take part in careers Q&A's, provide internships and placements, and act as hosts for our Global Graduates programme – all to give you the high-quality experience and transferable skills that are vital in ensuring a return on investment into a degree.

Some alumni also support the University financially, enabling researchers and graduates to contribute towards a more progressive, responsible world, and help us offer Access Scholarships to high-achieving undergraduate students who come to us from backgrounds that under-represented in higher education.

Many of our graduates hold positions of seniority in business, academia, politics, industry and the media, including:

- Lord Terence Burns - Chairman, Santander UK
- Professor Brian Cox OBE - Physicist and Science Communicator
- Jane Cocking - Humanitarian Director, Oxfam
- Jesse Armstrong and Sam Bain - Writers of television comedies – The Peep Show and Fresh Meat
- Benedict Cumberbatch CBE - Actor
- Chuka Umunna MP - Former Shadow Secretary of State for Business, Innovation and Skills
- Sir Peter Maxwell Davies - Composer and Conductor
- Lord Norman Foster - Architect and Designer
- Professor Dame Sally Davies - UK Government's Chief Medical Officer for England
- Sophie Raworth - Presenter BBC News
- Teo Chee Hean - Deputy Prime Minister of Singapore
- Parineeti Chopra - Actor
- Toby Jones - Actor
- Professor Danielle George - Radio Frequency Engineer and Presenter of the 2014 Royal Institution Christmas Lectures
- Tom Bloxham MBE - Founder of Urban Splash and former Chancellor of the University
- Frances O'Grady - First female General Secretary of the TUC

You automatically become a member of our alumni community on graduation, but to get the full benefit you should register at *your.manchester.ac.uk* during your final year. You can also follow us on Twitter at @alumniUoM, like us on Facebook at www.facebook.com/alumniuom and join our Linkedin group – just search 'The University of Manchester Alumni Association'.

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 groups in the UK. It has an academic staff of over twenty and a large complement of PhD students. Academic staff of Social Statistics are also members of the Cathie Marsh Institute of Social Research (CMIST).

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 CMIST, a wide range of short courses in statistical and survey methods and in the application of statistical methods to substantive problems. Social Statistics also contributes to undergraduate teaching as part of the School's programmes and hosts the Nuffield, ESRC and HEFCE funded flagship Q-step Undergraduate programme in quantitative methods which promotes a step-change in quantitative social science training. The focus of our research activity, supported by flourishing research groups within CMIST, include: the development and applications of statistical modelling including social network analysis; survey methodology and analysis of complex survey data; confidentiality and privacy; ethnicity, religion and migration; lifelong health and

wellbeing; social mobility and labour markets. 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.

We expect your aspirations as a student may be for new insights and skills, a growth in your long term professional standing, or perhaps having a chance to explore new topics and to study one topic in depth. The course will be meaningful to you insofar as you identify these intrinsic benefits that you can get from it. As a masters course it is advanced and it will be demanding. The teachers hold statistical and methodological knowledge in very high esteem. Whenever you hit any problem, you can turn to the Social Statistics Programme Director or your Academic Advisor, and we will refer you to help. We are sure you will enjoy our stimulating course.

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:

http://www.socialsciences.manchester.ac.uk/student-intranet/postgraduate/postgraduate-taught/handbooks/
http://www.socialsciences.manchester.ac.uk/student-intranet/postgraduate/postgraduate-taught/
https://my.manchester.ac.uk/uPortal/f/u20l1s14/normal/render.uP

If you have any further queries after reading this handbook, please contact Dr Joe Sakshaug (semester 1) or Prof Wendy Olsen (semester2), Programme Director or Amanda Bridgeman, the SRMS Postgraduate Administrator.

INFORMATION POINTS & COMMUNICATION

Programme Director for semester 1
Dr Joe Sakshaug
Email: Joe.sakshaug @manchester.ac.uk
Tel: 0161 275 0271
Location: Room G12, Humanities Bridgeford Street

Programme Director for semester 2
Prof Wendy Olsen
Email: Wendy.Olsen@manchester.ac.uk
Tel: 0161 275 3043
Location: Room G11, 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
Office Hours 8.30 – 4.00

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.

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).

My Manchester
My Manchester is your main point of entry for all information. Access your email, library account, examination information, and the Student System to register, find your timetable and grades.

E-mail
All essential information is delivered to your *University of Manchester* e-mail address. **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
Please keep your contact details up-to-date on the on-line Student System (also called Campus Solutions). 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/student-intranet/postgraduate/postgraduate-taught/

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/student-intranet/postgraduate/postgraduate-taught/student-reps//

Health and Safety
A Health and Safety online course (SOCS61230) 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. Regarding Display Screen Equipment (including computer monitor screens) you can find further information at http://www.socialsciences.manchester.ac.uk/student-intranet/health-and-safety/

You must not interfere with or misuse anything, object, structure or system of work provided by the University of Manchester in the interests of health and safety.

You must familiarise yourself with the procedures for dealing with an emergency, including what to do on discovery of a fire, and fire exit-points. You are also required to familiarise yourself with the Health and Safety at Work regulations, extracts of which are posted in all School buildings. Anyone requiring first aid for themselves or for others should contact one of the first aiders situated in the building. Their names and telephone numbers are posted in commonly used areas. The Head of School is responsible for Health and Safety within the School.

Accidents and Emergencies
All accidents at work or study must be reported to the School Safety Adviser for SOSS, Arthur Lewis Building, telephone 0161 275 1757. First aid boxes are 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.

Arranging meetings with academic staff - SOHOL
All staff members have consultation and feedback hours. To arrange a meeting, students should use the SOHOL System: https://mats.humanities.manchester.ac.uk/mats/sohol/StudentLogin.asp; email or telephone. If staff are not available to meet at a time arranged students should inform the Receptionist in that area and their PG Administrator: http://www.socialsciences.manchester.ac.uk/student-intranet/postgraduate/contact-us/

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. It is accessible via MyManchester: https://my.manchester.ac.uk/uPortal/f/u20l1s14/normal/render.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 'My 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, see: www.blackboard.com/resources/mobile/mobile_learn_splash/desktop/

Courses become available to students one week before the start of teaching. For *most* courses in 2016/17 this is:
- Semester 1 and all-year courses: 12th September 2016
- Semester 2 courses: 23rd January 2017

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/

If your course is assessed by coursework, and the submission of coursework is done online via Turnitin you can find detailed guidance on 'A Student Guide to Submitting an Assignment via Turnitin' at: http://documents.manchester.ac.uk/display.aspx?DocID=13010 (document) https://stream.manchester.ac.uk/Play.aspx?VideoId=21235 (video)

If your tutor delivers feedback on your coursework also online you can also look up the Guidance on how to access your feedback and 'Downloading Feedback from Turnitin' at: http://documents.manchester.ac.uk/display.aspx?DocID=13011

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

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.

Careers Service
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

Crucial guide for UG and PG students - an online guide with essential advice, information and guidance for students at The University of Manchester

Students' Union

Counselling Service

Disability Advisory and Support Service

IT Services within the Faculty of Humanities
Students at the University of Manchester enjoy access to a wide range of high quality IT 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 IT Services http://www.itservices.manchester.ac.uk/help/ 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://www.humanities.manchester.ac.uk/humnet/our-services/it-services/facilities/sotfware/cluster-14-15/

A list of open access clusters can be found at http://www.itservices.manchester.ac.uk/students/pc-on-campus/

Wireless networking is being installed across campus enabling students with wireless equipped laptops to access IT services on campus. 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, email or in person. It is also available on-line http://www.itservices.manchester.ac.uk/help/ or via the Support Centre online https://supportcentre.manchester.ac.uk/

Service desk support is also available at the University Library, the Joule Library and the Alan Gilbert Learning Commons http://www.library.manchester.ac.uk/services-and-support/students/services/it-support/

Details of opening hours and other contact details can be found at:
http://www.itservices.manchester.ac.uk/help/ Telephone support is available 24 hours a day throughout the year.

The University Language Centre
The University Language Centre provides courses and language learning resources for students from a wide variety of disciplines wishing to include a modern languages element within their studies. It also offers a wide range of courses and services for international students for whom English is not a first language.

Language courses
Offered as part of the University Language Centre's institution-wide language programme (LEAP), these courses are available to students from across the University and may be studied on a credit or on a non-credit basis to complement your degree. Currently there are 20 languages offered, ranging from the main international languages to a number of less-widely taught languages:

For more information on the full range of languages and levels that are available, please consult the University Language Centre website.

English Language Programmes and Advice
If English is not your native language, you may wish to enquire about the wide range of credit bearing and non-credit bearing English courses available through the University Language Centre.

International students who would like advice on how they can improve their academic writing are encouraged to make use of the one-to-one writing consultation service. Around 500 individual sessions are held per year and these are free of charge.

Timetabled insessional courses for international students, covering areas such as academic writing, academic speaking, pronunciation and grammar are also available at no cost to students. Writing is delivered on a broad disciplinary specific basis: Engineering and Physical Sciences, Life sciences, Medical and Human Sciences, Business-related disciplines, Humanities.

Face to Face - This is a reciprocal language learning scheme, in which students can meet with native speakers of the language they are learning. International students find that this is a good way to meet home students and to become more integrated into the University. Home students can prepare themselves for study abroad by finding out about their partners' home universities and cultures. For more information, please enquire at the ULC reception.

Tandem Programme - This programme is similar to Face to Face, but is more formal and provides credits which count towards your University degree. It is fully monitored, assessed and supported via practical workshops. For more information please refer to the Foreign Languages section via the link given below.

Open Learning Facilities - The University Language Centre's open learning facilities, situated in the Samuel Alexander Building, offer**:**

- A well stocked library of materials in text, audio, DVD and CD-ROM formats
- Materials in some 80 languages
- Two suites of dedicated multimedia PCs for computer aided language learning, DVD playback and access to TVoverIP (for viewing live satellite channels via the University network)
- Booths with LCD screens for group viewing of DVDs
- A conversation room for group work and voice recordings
- Short-term loan of digital recorders, cameras, webcams, etc
- Support and advice for learners from expert staff and through on-line resources

A full guide to the University Language Centre's courses, services and its language learning resources is available at: http://www.ulc.manchester.ac.uk.

ADDITIONAL SUPPORTING INFORMATION

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.

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.

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=22734

Examination Timetable

The examination schedule has been produced using dedicated software for which the overarching factor is the production of a timetable with no, or as few as possible student clashes. Whilst attempts are made to ensure that you have a spread of examination dates throughout the examination period, in many cases this is not possible given the institutional constraints on the numbers of examination venues that are available, the number of examinations that are scheduled to take place and the options available to students on any particular programme of study. You should expect therefore to have examinations on two or more consecutive days and, potentially, have more than one examination within a single day.

Submission to Turnitin
The University uses electronic systems for the purposes of detecting plagiarism and other forms of academic malpractice and for marking. Such systems include Turnitin, 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 Turnitin 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 Turnitin 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.

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.

University Proofreading Statement
If a student chooses to approach another person to proofread their written work, or seeks to use the services of a proofreading service or agency, they must take account of the following principles:
  i.   it is the responsibility of students to ensure that all work submitted is their own, and that it represents their own abilities and understanding. Any proofreading of work that is undertaken by a third party must not compromise the student's own authorship of the work;
  ii.   proofreading undertaken by a third party must not take the form of editing of text, such as the adding or rewriting of phrases or passages within a piece of student's work;
  iii. proofreading undertaken by a third party must not change the content or meaning of the work in any way.

Interruption
It is the expectation of the University that you will complete your programme in one continuous period of uninterrupted study. It is understood, however, that you may encounter personal difficulties or situations which may seriously disrupt your studies. In such instances, you may be granted a temporary interruption to your studies.

It is important to realise that we may not be able to provide an identical teaching, supervision and assessment experience on your return as would otherwise have been available. Programmes of study and regulations change to reflect developments in the subject, requirements of external bodies and the resources available to the

University. While we will try to make reasonable provision for you following your interruption you need to realise that permission for an interruption is a privilege and not a right.

During your period of interruption you will not be a registered student of the University and your right to be on University premises will be that of a member of the public. You may not undertake work on University premises as you are not covered by our insurance agreements. You should also note that you will lose onsite IT and student library access; however, you can retain remote email access to your student email account. You do need to ensure, however, that, if necessary, you save work and provide alternative forwarding contact email details to us.

If you fail to return and re-register at the expected date of return following an interruption, we will attempt to contact you but if we receive no response after 30 days following your expected date of return, we can deregister you from the student system.

Mitigating Circumstances You may suffer from some unforeseen or unexpected personal or medical circumstances that adversely affects your performance and/or prevents you from completing an assessment; these are referred to as mitigating circumstances (or special circumstances).

Requests for mitigation (or special circumstances) submitted after the published date for the beginning of an examination period (except as a result of circumstances that have arisen during the course of that assessment period) will not be considered without a credible and compelling explanation as to why the circumstances were not known or could not have been shown beforehand.

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/student-intranet/postgraduate/postgraduate-taught/

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/student-intranet/postgraduate/

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. All MSc students are encouraged to attend the CMIST lunchtime and 4pm seminar series on Tuesdays and other seminars across the University where appropriate.

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.

To do this:
- We need to ensure that we have up-to-date contact details for you.

- If you leave Manchester for any reason during your studies you need to let your Postgraduate Administrator know this.
- You must attend the census points in addition to complying with the attendance requirement of your programme of study.
- Note: **Attendance at lectures and seminars is mandatory** and this is recorded on campus solutions.

Your responsibilities as a tier 4 student are available here.

When are the census points?
The Census Dates for 2016/17 for all Tier 4 students are as follows.

Census Point	Dates	Where
September /October 2016	26 September – 7 October 2016	New students – completed at International Student check-in Returning students - Postgraduate Office, 2nd Floor Arthur Lewis Building
January 2017	16 January – 23 January 2017	All Tier 4 students - Postgraduate Office, 2nd Floor Arthur Lewis Building
May 2017	18 May – 31 May 2017	All Tier 4 students - Postgraduate Office, 2nd Floor Arthur Lewis Building
July 2017	17 July - 24 July 2017	All Tier 4 students - 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 Postgraduate Reception Desk on the 2nd Floor of Arthur Lewis building during the dates specified. If you are attending an exam this will be taken in lieu of you attending on the above dates.
- You must check your University e-mail account regularly as we use this to contact you during your studies. You will receive a reminder e-mail from the School about each census point and we advise that you complete the census if possible once it opens.
- Failure to check your e-mail account is not a valid reason to be absent from a census point
- You must make sure that your home country address, your Manchester address, your mobile telephone number and email details are always accurate. You should also update the UKVI with your new contact details
- If you are going to be away from Manchester during any period of your registration you must let your Programme Administrator know this (by email or in person).
- If you cannot attend the census in person for any reason you need to let your programme administrator.
  - 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 let your Postgraduate Administrator know and 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 UKVI 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 UKVI 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/

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

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

GETTING STARTED

Length of the prescribed course

Master's degree

The registration period for the full-time MSc lasts for one year from September 2016 until September 2017. For part-time students the length of the course is 24 months, however, there is the flexibility of taking a further 3 months (totalling 27 months) in order to have extra time to complete and submit the dissertation. Alternatively you can submit the dissertation after 24 months. No further fees are required to be paid if you choose to use the extra 3 months.

Postgraduate Diploma

A 9 month full-time or 18 month's part-time programme. The period of registration runs from September 2016 until June 2017 for full-time students and to June 2018 for part-time students.

The Academic Year

2016-2017
First Semester
Attendance: 19 September 2016 – 16 December 2016 Christmas Vacation: 17 December 2016 – 15 January 2017 Attendance: 16 January 2017 – 29 January 2017
Second Semester
Attendance: 30 January 2017– 31 March 2017 Easter Vacation: 1 April 2017 – 23 April 2017 Attendance: 24 April 2017 – 9 June 2017

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 SRMS postgraduate course units can be found later in this guide. You will have an opportunity during registration/induction 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 7 October.**
> **In Semester II you must make any course unit changes by Friday 10 February.**

> **Attendance Requirements**
>
> Attendance at courses is compulsory. If you know in advance of circumstances beyond your control preventing you from attending a course you should contact the course unit lecturer and the Social Statistics 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 Coursework Submissions
Hand in dates below unless otherwise stated in the course guides.

Semester I	Final deadline - 3.00pm 16 January 2017*
Semester II	Final deadline - 3.00pm 18 May 2017*
*Unless otherwise specified by the course lecturer	

Assignments should be submitted via Turnitin. Instructions can be found on the Blackboard page corresponding to the course. 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.

- Length of Assignments - Course unit convenors will state the specific length limits for individual pieces of work. (Word limits are absolute. Work that exceeds the word limit 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.

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

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.

1. 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.
2. Students can expect to discuss only one plan of each assignment.
3. Course convenors are not expected to look over a draft of an assignment.
4. 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 5 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 http://www.socialsciences.manchester.ac.uk/student-intranet/postgraduate/postgraduate-taught/ma-msc-diploma-proformas-and-guidance/ for further guidance.

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 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.

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/student-intranet/postgraduate/postgraduate-taught/ma-msc-diploma-proformas-and-guidance/
- 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 <u>may</u> 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:

- 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%.

Please note, if you have a hold or a restriction on your account, this means you have an outstanding debt to the University. If this is the case, you must contact the Student Credit Office, based in the John Owens Building room G10 (tel: 0161 275 8130/email: self.funding@manchester.ac.uk) to sort this matter out. In the meantime, you will be able to view your results by accessing Self Service>Enrolment>View My Assignments>Assignment Categories.

Examinations Officer
The SRMS programme benefits from an Examinations Officer: Dr Johan Koskinen, Room G13, Humanities Bridgeford Street, Email: Johan.Koskinen@manchester.ac.uk who supports the programme in all matters related to assessments and marking.

SRMS PROGRAMME
Overview
The Social Research Methods and Statistics (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 packages. 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, Mplus, SPSS, STATA and R. There are also opportunities to learn and practice your skills on other training courses across the University and beyond including the CMIST short course programme. See www.cmist.manchester.ac.uk. 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 should be aware of the selection and order of courses that need to be taken to ensure that pre-requisites are met for the more advanced courses. Pre-requisites are taken in the first year. All the selected compulsory and optional modules need to be completed within two years. Module selections should be discussed with the course director and lecturers at the Induction meeting.

Induction Meeting and Induction Course

In order to prepare all students coming into the SRMS MSc programme, there will be a compulsory course during the induction week to ensure that students are familiar with research methods and quantitative analysis of social science data at the undergraduate degree level. The course is not assessed but it will give you the opportunity to refresh your skills and to carry out independent learning for those topics needing more attention.

The induction meeting will be held on Tuesday 20 September at 11 am in HBS G33 and will include a description of the course, academic integrity and plagiarism and a tour of the campus. A lunch will be provided.

The pre-sessional course for 2016/17 will be held on Monday 19 September from 10:00 am to 5:00 pm in University Place 6.210, Thursday 22 September from 9.00am to 5.00pm in University Place 5.209 and Friday 9.00am to 1.00pm in HBS 2.2.

Topics that will be covered: Data and datasets (structure and types); Variables (types and distinctions); Measurement levels; Basic Statistics {Basic algebra (and other maths) needed, Basic notation, Normal distribution/curve, Samples and population, Hypothesis testing}; Descriptive analysis {Measures of central tendency; Measures of dispersion}; Comparing groups {t-test, ANOVA}; Associations {correlation, cross-tabulations}; Presenting descriptive statistics in figures and tables.

In addition, during the academic year there are short courses that are delivered within the Cathie Marsh Institute of Social Research (CMIST). Please see: www.cmist.manchester.ac.uk for a list of courses. If you would like to benefit from this additional training then book on-line at the website above.

The courses are available free of charge to you as an SRMS PG Dip/Masters student. Unfortunately, places on these courses are limited and a position cannot be guaranteed. Booking as early as possible is highly recommended.

If you have any questions please email: cmist-courses@manchester.ac.uk

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) (1x 10 credit and 1 x 5 credit 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

       Population and Health Analysis and Projection (PHAP) (DTC, Liverpool University) (DTLI60002)

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)** **SOCY60230 QRM introductory session** **SOCY60231 QRM Foundational and Advanced Perspectives (10 credits)**	**SOST70292 (MLM)** SOST70022 (LDA) SOST70042 (SEM) SOST70032 (ASM) SOST71032 (SNA) **QRM (5 credits)** DTLI60002 PHAP (Liverpool) Dissertation training module: five work sessions

Part Time options

Year One

Semester One	Semester Two
SOST70011 (ISM) **SOST70151 (SF)**	**SOST70292 (MLM)** Plus one optional module

Year Two

Semester One	Semester Two
SOST70521 (MARD) **SOST60421 (SR)** **QRM**	One optional module **QRM**

GUIDANCE TO STUDENTS ON PLAGIARISM AND OTHER FORMS OF ACADEMIC MALPRACTICE

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. 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. See: http://www.humanities.manchester.ac.uk/studyskills/essentials/writing/avoiding_plagiarism.html

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.

ETHICAL APPROVAL PROCESS

This process requires you and your supervisor to confirm that you have agreed on an appropriate title for your project and that you have considered any potential ethical considerations and risks.
All students and their supervisors **must** complete this process, to determine:

- Your research does not involve work with human participants: therefore no ethical clearance is required and you can go ahead and start your research project.
- Your research does involve work with human participants: therefore ethical clearance is required before you can go ahead and start your research project.

Procedure for confirming your Dissertation Title and Pre-screening your research for ethical issues and risk.

Please follow the instructions on the School of Social Sciences intranet at http://www.socialsciences.manchester.ac.uk/student-intranet/postgraduate/postgraduate-taught/ethical-approval-process/

You and your supervisor should **complete this online form by no later than 3rd May 2017**

The above date is final. You can complete the online form anytime from 1st April with the approval of your supervisor. You may be refused submission of your dissertation if the process hasn't been completed.

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 work sessions 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.

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 i.e. *Guidance for the Presentation of Taught Masters Dissertations.* http://documents.manchester.ac.uk/display.aspx?DocID=29352 .

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. You will also undertake training through workshops and linked lectures specifically in relation to the preparation of your dissertation. You will be asked to present your research plan to CMIST/Social Statistics 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 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 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 dissertation

You are also advised to create self-study groups, and to participate in them.

Dissertation Word Limit
All pieces of assessed work including the dissertation have prescribed word limits which are 12,000 to 15,000 words. 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.

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/student-intranet/postgraduate/postgraduate-taught/dissertation-workshop/ (See Section 4: Preparing Your Dissertation).

As well as electronic submission, you are required to submit two identical paper copies* of your dissertation to your Programme Administrator by the deadline.

It should be printed on paper of international standard size A4 (210 x 297mm). No other paper size is acceptable for the main text of a dissertation. Paper of a larger size may be used for maps, plans, diagrams or other illustrations forming part of the dissertation if the supervisor agrees that this is required. Where such large sheets are used, or non-paper materials are submitted as part of a dissertation, they must be placed in a pocket inside the back cover of the dissertation. Your dissertation does not need to be hard or soft bound but all pages must be secured together in a manner which is easily read.

Further information will be provided in the SRMS Dissertation Training work sessions (see the course specification below).

Dissertation Submission Date:
Monday 4 September 2017 – for all full-time students who started in September 2016
Monday 4 December 2017 for all part-time students who started in September 2015.
Monday 3 December 2018 for all part time students who started in September 2016

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 5 March 2018**. Students who do not satisfy the examiners after referrals will be considered against the criteria for award of a PG Diploma or Certificate.

SRMS AWARDS

Prize 1 JUNE. The Cathie Marsh Prize will be awarded for the best overall SRMS PG Diploma or MSc coursework average over 120 credits excluding the dissertation. This decision will rest upon a June 30th cut-off date for all marks. In the event of a tie, the decision will be made by a consensus of the external examiner, the SRMS MSc exams officer, and the SRMS program director. The prize in 2016 is £100 (TBC by the Head of Discipline).

Prize 2 OCTOBER. The Angela Dale Social Responsibility Prize will be awarded for a Dissertation in SRMS which applies social statistics to study, understand, or address disadvantage, inequality, exclusion, or any other of the University's priorities for Social Responsibility. The SRMS marking rubric can be used to identify the features of outstanding dissertations. The decision will be a consensus of the external examiner, the SRMS MSc exams officer, and the SRMS program director. All dissertations over a mark of 65 can be considered. The prize in 2016 is £100 (TBC by the Head of Discipline).

Prize 3 OCTOBER. The Lee Kuczer Prize will be awarded for the SRMS Dissertation which shows originality and innovation within the scope of the current dissertation marking rubric. Nominations must be made with a one paragraph supporting statement by the first dissertation supervisor. The decision on this award will be a consensus of the external examiner, the SRMS MSc exams officer, and the SRMS program director. The prize in 2016 is £100 (TBC by the Head of Discipline).

For all three prizes, each year's prize takes into account students whose marks are ready during that particular year, ending in the month noted.

The prize award criteria, eligibility and amount can be reassessed by the SRMS Programme board.

Dissertation Marking Criteria

Criteria	➢ 80% A+	70 – 80% A	60 – 69 % B	50 – 59% C	FAIL D
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.
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.
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.
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
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.
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.

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 in Social Research Methods & Statistics, or Applied Social Research 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
International Politics (Research Route)	MA
Human Rights (Research Route)	MA
Political Economy (Research Route)	MA
Economics	MSc
Economics and Econometrics	MSc
Econometrics	MSc
Sociological Research	MSc

Anthropological Research	MA
Philosophy	MA
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/study-with-us/fees-and-funding/postgraduate-taught-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.socialsciences.manchester.ac.uk/study-with-us/how-to-apply/

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

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.

Social Statistics/CMIST and Faculty Seminars www.cmist.manchester.ac.uk

CMIST run a regular series of seminars, given by both internal and external researchers, which SRMS students are encouraged to attend.

Lunchtime Internal research seminars are held on **Wednesdays**. 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 CMIST website).

4:00-5:00 on **Tuesdays**. 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 Humanities Bridgeford Street Building. After these seminars there is occasionally a social gathering or meal which students are welcome to join. (Venue subject to change - check the CMIST 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.

Social Statistics DA Common Room

MSc students are welcome to use the **Social Statistics DA** common room in line with its terms of use.

Kantorowich Library

Next door to **Social Statistics DA** is the Kantorowich Library. This has a number of quiet study areas.

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

Semester One

	Tuesday	Thursday	Friday
9am			
10am	**SOST70521** Methodology & Research Design Williamson 2.05	**SOST70151** Statistical Foundations – Ellen Wilkinson B3.3 & Stephen Joseph 1.1	QRM Courses as scheduled*
11am			
12pm	CMIST lunchtime seminars. For dates see www.cmist.manchester.ac.uk		
1pm	**SOST70521** Methodology & Research Design Seminar B (Weeks 2-10) Univ Place 5.205		
2pm	**SOST60421** Survey Research Univ Place 4.212 (Weeks 3 & 7 in UP 2.220/week 10 in UP 3.214)	**SOST70011** Introduction to Statistical Modelling - Williamson 3.59	
3pm			
4pm	CMIST Seminar. For dates see www.cmist.manchester.ac.uk	**SOST70151** Statistical Foundations Tutorials (not every week)	
5pm	Occasional drinks or dinner, often at Sand Bar or other – All invited		

Semester Two

	Tuesday	Thursday	Friday
10am		**SOST70292** Multilevel Modelling HBS 2.2	QRM Courses as scheduled*
11am			
12pm	CMIST lunchtime seminars (Wednesdays). For dates see www.cmist.manchester.ac.uk		
1pm			
2pm		**SOST70032** Advanced Survey Methods HBS 2.2	
3pm			
4pm	CMIST Seminar. For dates see www.cmist.manchester.ac.uk		

Longitudinal Data Analysis SOST70022
See module outline for details of the course. Semester 2, five-day course, 10am – 4pm.
Monday 6 March – Simon 4.08
Monday 13 March – Ellen Wilkinson B3.3; Tuesday 14 March – Ellen Wilkinson B3.3;
Tuesday 21 March – Ellen Wilkinson B3.3;
Tuesday 28 March – Ellen Wilkinson B3.3.

Structural Equation and Latent Variable Modelling SOST70042
See module outline for details of the course. Semester 2, six-day course from 10am to 5pm:

Monday 20 March – Williamson 3.59; Monday 27 March – Williamson 3.59;
Monday 24 April - Williamson 3.59; Tuesday 25 April – Williamson 3.59;
Tuesday 2 May – Williamson 3.59;
Monday 8 May - Williamson 3.59.

Social Network Analysis SOST71032
See module outline for details of the course. Semester 2, six-day course from 10.00am - 4.30pm.
Monday 30 January - Williamson 3.59; Wednesday 1 February – Sackville St G11;
Monday 6 February – Williamson 3.59; Wednesday 8 February - Sackville St G11;
Monday 13 February - Williamson 3.59; Wednesday 15 February - Sackville St G11

Population and Health Analysis and Projection via Liverpool DTC
 See module outline for details of the course. Semester 2, four-day course from 9 am-2pm, Tuesdays, 31 January
and 7, 14, 21 February – venue TBC, University of Liverpool.

Dissertation Training Workshops
See module outline for details of the course.
Work session 1. SPSS Syntax – Thursday 27th October 12-2pm.   Location: Ellen Wilkinson B3.3
Work session 2. Locating Research Data - Thursday 10th November 12-2pm.   Location: Ellen Wilkinson B3.3
Work session 3. STATA Syntax – - Thursday 24th November 12-2pm.   Location: Ellen Wilkinson B3.3
Work session 4. Dissertation Research Design, Ethics And Getting The Best Out Of Supervision – Thursday 8th
December 12-2pm. Location: Ellen Wilkinson B3.3
Work session 5. Data Manipulation – Friday 24th February 10-12. Location: Ellen Wilkinson B3.3

Qualitative Research Methods (QRM)
All students have to take two QRM Introductory Sessions SOCY60230 held on Friday 30 September and 7 October
from 10 am to 12 pm. The Social Research Methods and Statistics (SRMS) students must then take the 10 credit
QRM course: Foundational and Advanced Perspectives on Qualitative Research SOCY60231 which is taught over
five sessions on the following dates: Fridays, 14, 21, 28 October and 11, 18 November from 10 am to 12 pm. The
students can then choose one optional 5 credit module to complete the full 15 QRM credits from a range of
modules provided in the School of Social Sciences 'Qualitative and Quantitative Research Methods Training
Handbook' http://www.socialsciences.manchester.ac.uk/student-intranet/postgraduate/postgraduate-
taught/handbooks/

Semester 1

Survey Research - SOST60421
Joseph Sakshaug

Compulsory for SRMS
Location: University Place 4.212 and Ellen Wilkinson B3.3

Course Content:
The social survey is a research tool of fundamental importance across a range of disciplines and is widely used in applied research and as evidence to inform policy making. This course considers the process of conducting a survey, with an emphasis on practical aspects of survey design and implementation, as well as factors that influence the quality of survey data. The course will also cover key statistical concepts and procedures in sample design and estimation.

Aims:
- Introduce students to the basic principles of survey design that are used in large-scale surveys;
- Provide an introduction to key elements of conducting a survey, including sampling techniques, alternative modes of data collection, the role of the survey interviewer, questionnaire design, measurement error, and estimation in surveys;
- Become familiar with the factors and behaviours that affect the quality of survey data

Learning Outcomes: By the end of the course students will:
- be able to apply the key terminology used in large-scale survey design.
- understand factors that influence data quality, including coverage, sampling, and nonresponse.
- be able to evaluate different survey methods and sampling techniques.
- be able to identify methods for assessing the quality of survey data.
- have a clear understanding of the steps involved in designing and planning a survey.

Teaching and learning methods:
The course is taught over 12 weeks and is structured around the following topics:
- Introduction to the Total Survey Error framework
- Alternative modes of data collection
- Survey sampling
- Questionnaire design
- Pretesting and fieldwork
- Post-survey processing and estimation

Assessment:
The assessment for this module is based on an essay of 3,000 words. You have the choice of writing a critical discussion, or a research proposal, on one of the topics covered in the course. Class participation is critical to a good evaluation and will be taken into consideration in borderline cases.

Preliminary readings:
- Groves, R.M., Fowler, F.J. Jr., Couper, M.P., Lepkowski, J.M., Singer, E., & Tourangeau, R. (2009). *Survey Methodology, 2nd Edition*. New York: Wiley.
- Kalton, G. (1983). An Introduction to Survey Sampling. Beverly Hills: Sage Publications.
- Converse, J., & Presser, S. (1986). Survey Questions: Handcrafting the Standardized Questionnaire. Newbury Park: Sage Publications
- Fowler, F., & Mangione, T. (1990). Standardized Survey Interviewing. Newbury Park: Sage Publications.

Introduction to Statistical Modelling - SOST70011
Nick Shryane

Compulsory for SRMS
Pre-Requisite for ASM, MLM, SEM and LDA
Location: Williamson 3.59

Aims
Broadly, to enable students to be able to use common statistical models to address substantive social research questions. Specifically:

1) Enable students to model data from large social surveys using linear and binary logistic regression modelling, and factor analysis.
2) Enable students to use such models to carry out hypothesis testing and to make valid inferences from the survey sample to the population of interest.
3) Enable students to interpret and critically evaluate the results of such modelling and inferential analyses.
4) Provide students with the skills to use SPSS to carry out the above analyses.

Outcomes
Students completing this course will:
1. Be able to formulate statistical models (linear regression; logistic regression; factor analysis) using data from large social surveys
2. Show understanding of how the parameters of these statistical models relate to the research questions and the substantive phenomena the data represent
3. Be able to use the SPSS computer package to carry out the modelling above.
4. Show understanding of the level of precision and robustness of the results of the statistical modelling, and therefore whether to infer the properties of the population from the properties of the data model.

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 hands-on practical exercise. In the exercise the students will be required to carry out formative tasks designed to strengthen their understanding. Weekly back-up support will also be provided in the form of office hours. The students will be required to complete three pieces of formative homework and 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 existing analyses. 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 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. Report of 3000 words worth 100%.

Preliminary Reading
Field, A. (2013). *Discovering Statistics Using SPSS* (2nd Ed.). London: Sage Publications.
Linneman, T. (2011). Social Statistics: The basics and beyond. Taylor & Francis.
(Linneman covers regression in much more practical detail than Field, but does not cover factor analysis.)

Statistical Foundations - SOST70151
Dr. Johan Koskinen and Arek Wisniowski

Compulsory for SRMS
Location: Stephen Joseph 1.1 and Ellen Wilkinson B3.3
Tutorials: Mansfield Cooper 2.02

Aim
To give students: (a) a firm grounding in the basics of statistical inference and probability, (b) an understanding of how 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, and (d) having a working knowledge of modelling and inferential assumptions of linear models and their extensions.

Content
The course consists of six main parts: (1) fundamental concepts in probability theory (2) Common probability distributions and their properties (3) Population, samples and the principles of design-based inference (4) Estimators (5) Hypothesis testing (6) How 1-5 fits into statistical 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: 30%; part B: 20%
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 practical element may involve computer based activities and/or discussion sessions. Computer exercises will be done using the R environment and will not be scheduled every week. A number of extra tutorials led by the course TAs 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.

Online learning modules on R

https://www.datacamp.com/swirl-r-tutorial
http://eclr.humanities.manchester.ac.uk/index.php/R

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** |
| **Kingsley Purdam and Maria Pampaka** |

Compulsory for SRMS
Location: Lecture - Williamson 2.05. Seminar – Univ Place 5.205

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 associated with a seminar session where students present key articles to the group. The seminar includes group discussion. The final two lectures of the series have students presenting their own research design. 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.
·   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 and 1 hour seminar.
Week 3	Doing Research. Basic steps, what is your research puzzle?

	1 hour lecture and 1 hour seminar.
Week 4	Measuring Concepts 1 hour lecture and 1 hour seminar.
Week 5	Norms, Objectivity and Ethics. 1 hour lecture and 1 hour seminar.
Week 6	Comparative Research I: Strategies and examples 1 hour lecture and 1 hour seminar.
Week 7	Comparative Research II: Data and the Micro-Macro link. 1 hour lecture and 1 hour seminar.
Week 8	Longitudinal Research and the Analysis of Change 1 hour lecture and 1 hour seminar.
Week 9	Student presentations in a Conference format (compulsory, but not assessed for credit)

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

Assessment:
One 3,000 word research proposal and one research presentation. Both these works must use Harvard style referencing.

Preliminary reading
- Blaikie, N. (2009) *Designing Social Research. 2d Edition*, Cambridge: Polity.
- Bryman, A. (2016) Social Research Methods. Oxford University Press.
- De Vaus, D. A. (2001) *Research Design in Social Research*, London: Sage. (Other works by DeVaus are also useful)
- Winch, P. (1958) The Idea of A Social Science. London: Routledge

Online
- Methods@manchester - http://www.methods.manchester.ac.uk
- Sage Methods - http://methods.sagepub.com
- NCRM - http://www.ncrm.ac.uk
- UK Data Service - https://www.ukdataservice.ac.uk
- Bryman OUP toolkit – http://global.oup.com/uk/orc/sociology/brymansrm4e/01student/toolkit/

Sign up to key journal alerts – for example

- http://mmr.sagepub.com
- http://qrj.sagepub.com/content/early/recent
- https://uk.sagepub.com/en-gb/eur/environment-and-planning-a/journal202436#description
- http://onlinelibrary.wiley.com/journal/10.1111/(ISSN)1467-985X
- http://www.socresonline.org.uk

Semester 2

> **Longitudinal Data Analysis - SOST70022**
> **Dr Alexandru Cernat**

Optional for SRMS
Part time students must take   ISM as a pre-requisite and MLM prior to or in the same semester as LDA
Timetable Semester 2 - 10.00 am - 4.00pm

Monday 6 March – Simon 4.08
Monday 13 March – Ellen Wilkinson B3.3;
Tuesday 14 March – Ellen Wilkinson B3.3;
Tuesday 21 March – Ellen Wilkinson B3.3;
Tuesday 28 March – Ellen Wilkinson B3.3.

Aim

To provide students with an understanding of different longitudinal designs and the skills needed to conduct appropriate analyses using longitudinal data. Methods covered include the multilevel model for change, and models for investigating event occurrence over time.

Teaching Methods

The course will comprise 5 days of teaching and learning spread over one month. The days of intensive training will be made up of lectures and computer-lab examples and exercises implemented with appropriate statistical software, focusing on the use of R for longitudinal data analysis.

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

- 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.
- 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

Optional for SRMS
Part time students must take ISM and MLM prior to or in the same semester as ASM
Location: HBS 2.2

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 pre-requisite of the course is: Introduction to Statistical Modelling (ISM - SOST70011). In addition, the course   Multilevel Modelling (SOST70292) should be taken prior or a long side this course. Some familiarity with the STATA software is desirable. There is an introduction to STATA in the SRMS Dissertation Training: work session 3~~2~~.

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

6 Day Short Course- Optional for SRMS
Part time students must take ISM prior to the course

Timetable
Semester 2, six-day course 10.00am to 5.00pm, held on:
Monday 20 March – Williamson 3.59; Monday 27 March – Williamson 3.59;
Monday 24 April - Williamson 3.59; Tuesday 25 April – Williamson 3.59;
Monday 1 May - Williamson 3.59; Tuesday 2 May – Williamson 3.59.

Course Aims
• Introduce students to modern latent variable and structural equation modelling, so that they can specify, estimate, interpret and critically discuss a range of such models based on relevant research questions.
• Provide intermediate-level training for the MPlus statistical package.
  Mplus represents the state of the art in commercially available latent variable modelling software, able to fit a very wide range of models in a single framework, including:
  factor analysis, latent class analysis, mediation/path analysis, psychometric latent trait analysis, and multilevel models of these analysis types.
  For more information visit www.statmodel.com, where you can download a demo-version.

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 most importantly interpretation of their parameter estimates.

Teaching and Learning Methods
Each of the course days will consist of lectures/discussions in the morning and computer practicals in the afternoon. The computer practicals will involve hands-on computer work with students assisted by the tutor and a GTA. Sessions will also feature class discussions and critical evaluation of published latent variable models and 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 latent variable and/or structural equation modelling published in a scholarly journal. Be able to translate conceptual theory/hypothesis into appropriate latent variable and 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 social datasets. Interpret 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 latent variable or 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. (eBook available from the Library).
- Kaplan, D. (2009). *Structural Equation Modeling: Foundations and Extensions* (2nd Ed.). Thousand Oaks, CA: Sage.
- Kline, K. (2005). Principles and Practice of Structural Equation Modelling (2nd Ed.). New York: Guildford.

* Kline gives a good, broad introduction to the mechanics of SEM, starting with correlation/covariance; Byrne gives a narrower tutorial on using the Mplus software package to fit basic SEM models; Kaplan presents a thorough, historically-grounded treatment and more advanced topics.

Multilevel Modelling - SOST70292
Dr. Alexandru Cernat and Dr. Arek Wisniowski

Compulsory for SRMS
Part time students must take   ISM prior to the course
Location: HBS 2.2

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 R 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 R software for multilevel analysis, as well as identify alternative software for multilevel modelling
• 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. 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. The main software that is used throughout the course will be R, but we will also briefly look at some alternatives. 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 (R 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
Snijders, T.A.B. and Bosker, R.J. (2011). Multilevel Analysis. Second Edition. London: Sage.

Additional Reading
Dobson, A. (2002). An introduction to generalized linear models. Chapman and Hall
Goldstein, H. (1995). Multilevel Statistical Models. London: Edward Arnold.
Hox, J. (2010). Multilevel Analysis: Techniques and Applications, Second Edition (2nd ed.). Routledge Academic.

Social Network Analysis - SOST71032
Dr. Johan Koskinen

Optional for SRMS
Part time students must take ISM prior to the course

Timetable
This Semester 2, six-day course 10.00am - 4.30pm.
Monday 30 January - Williamson 3.59; Wednesday 1 February – Sackville St G11;
Monday 6 February – Williamson 3.59; Wednesday 8 February - Sackville St G11;
Monday 13 February - Williamson 3.59; Wednesday 15 February - Sackville St G11

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 modelling social networks – in particular the use of R.

Objectives: *On completion of this unit successful students will be able to:*
- Understand the concept of a social network, and the various kinds of relations that can occur with it.
- Know how to describe and visualise the network using appropriate software and summary measures.
- Be familiar with how to model a social network using appropriate software, and understand the substantive reasons for doing so.
- Be able to relate social network dependencies, and understand the substantive reasons for modeling these, to complex design more broadly.
- 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, and valued relations. We then consider ways to visualise a network, making use of the software UCINET (co-developed by Martin Everett, University of Manchester), 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. This part is composed of two key topics. Firstly, we will explore how we can apply standard statistical approaches to analyzing network data, such as regressing individual-level outcomes on network features and predicting connections between individuals using logistic regression. We will then discuss how the network structure departs from a standard data sets and what implications this might have. This will lead on to the second key topic, namely how we can accommodate the dependencies associated with network data through tailor-made statistical methods for network data. Students are expected to gain experience with addressing the complexities that network data entails and to be able to relate this to issues with complex survey designs, multilevel models, longitudinal designs, spatial modelling etc. Practical examples will be given, including hands-on experience using R software. A brief discussion of R is included at the beginning of the practical session, but it would be helpful if the participant has some prior experience of this software, for example, via a CMIST short course on R. The Quick-R website**:** http://www.statmethods.net is also a useful reference.

Teaching Methods:
This short course is taught in early 2016. Computer labs are an integrated part of the course. The course will comprise four taught days, including interactive hands-on sessions, and two days entirely based on computer workshops.

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.

Reading list
- Borgatti, S.P., Everett, M.G., Johnson, J.C. (2013). Analyzing Social Networks. Sage.
- Crossley, N., Bellotti, E., Edwards, G., Everett, M. G., Koskinen, J., & Tranmer, M. (2015). *Social Network Analysis for Ego-Nets*. SAGE.
- 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
- 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.
- Robins, G. (2015). Doing Social Networks Research: Network Research Design for Social Scientists. Sage
- Snijders, T. A. (2011). Statistical models for social networks. Annual Review of Sociology 37, 131–153.

Note: for preliminary reading we recommend only the introductory and discussion chapters or sections of these books and papers; we do not expect you to be familiar with all the technical details prior to the course.

See also Statnet in R (for fitting ERGMS): http://statnet.csde.washington.edu

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Population and Health Analysis and Projection - DTLI60002 / ENVS418
Prof. Hill Kulu and Dr. Gavin Dong (DTC, Liverpool)

Optional for SRMS

Timetable:
Semester 2, four-day course (15 credits), seminars, computer sessions and self-study - 9am-2pm,
Tuesdays 31 January and 7, 14, 21 February – venue TBC, University of Liverpool

Students are required to register to this module by 31 October 2016 the latest; please send an email to soesresearch@liverpool.ac.uk with 'Register to Population and Health Analysis and Projection - *First name* and *Surname*' in the subject line, and a registration form will be sent to you. Once this form is completed you should return is to soesresearch@liverpool.ac.uk. A limit of 5 places is available for this module.

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

Learning Outcomes
- An understanding of the basic techniques of population and health analysis and projection.
- The ability to use spreadsheets for data analysis and presentation.
- Appreciation of the value of population and health analysis and projection for understanding society.

Teaching and Learning Strategies
Seminars, practicals and exercises

Content
- Analysis - Population pyramids, Demographic rates, Standardisation, Life table analysis, Survival analysis
- Projection - The cohort component method I, The cohort component method II

Assessment
Solutions for six exercises, equally-weighted.

Readings
1. Preston, S. H., Heuveline, P. and Guillot, M. (2001) Demography: Measuring and Modelling Population Processes. Blackwell, Oxford.
2. Hinde, A. (1998) Demographic Methods. Arnold, London.
3. Newell, C. (1994) Methods and Models in Demography. Wiley, London.
4. Woods, R. I. (1979) Population Analysis in Geography. Longman, London.

SRMS Dissertation Training: Research Design, Ethics and Making Sense of Large Scale Datasets
Laia Becares and Jackie Carter

Compulsory for SRMS
Dissertation Training Workshops
See module outline for details of the course.

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).

Work session 1. SPSS Syntax – Thursday 27th October 12-2pm.   Location: Ellen Wilkinson B3.3
This session will provide users of SPSS with knowledge about a command language called Syntax which records and reuses commands. This session is 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.

Work session 2. Locating Research Data - Thursday 10th November 12-2pm.   Location: Ellen Wilkinson B3.3
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.

Work session 3. STATA Syntax – - Thursday 24th November 12-2pm.   Location: Ellen Wilkinson B3.3
This session will provide basic STATA syntax for carrying out secondary data analysis.

Work session 4. Dissertation Research Design, Ethics And Getting The Best Out Of Supervision – Thursday 8th December 12-2pm. Location: Ellen Wilkinson B3.3
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.

Work session 5. Data Manipulation – Friday 24th February 10-12. Location: Ellen Wilkinson B3.3
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.

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 and STATA syntax, save and edit this
- Have an awareness of good practice in secondary analysis

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.

TEACHING STAFF

All teaching staff in Social Statistics and CMIST 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.

Dr Laia Becares
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Laia joined CMIST in 2010. Her research interests are in studying the determinants of ethnic inequalities in health, with a focus on life course and neighbourhood effects. She is particularly interested in understanding the pathways by which the racialisation of people and places lead to social and health inequalities. This work has mostly focused on neighbourhood effects to examine how people, and the areas where they live, are racialised differently across ethnic minority groups (within and across countries).

Selected Recent Publications
- Wallace, S., Nazroo, J., & Bécares, L. (2016). Cumulative exposure to racial discrimination across time and domains: exploring racism's long term impact on the mental health of ethnic minority people in the UK. American Journal of Public Health, 106(7), 1294-1300.
- Bécares, L., & Priest, N. (2015). Racial/ethnic, gender, and socioeconomic inequalities in academic and socioemotional outcomes among eighth-grade students: an intersectionality approach. PloS One, doi:10.1371/journal.pone.0141363
- Bécares, L., Nazroo, J., & Kelly, Y. (2015). A longitudinal examination of maternal, family, and area-level experiences of racism on children's socioemotional development: patterns and possible explanations. Social Science & Medicine, 142, 128-135
- Bécares, L., Nazroo, J., & Jackson, J. (2014). Ethnic density and depressive symptoms among African Americans: Threshold and differential effects across social and demographic subgroups. American Journal of Public Health, 104(12), 2334-2341.
- Bécares, L. (2014). Ethnic density effects on psychotic symptomatology among Latino ethnic groups: an examination of hypothesized pathways. Health & Place, 30, 177-186.
- Bécares, L., Cormack, D., & Harris, R. (2013). Ethnic density and area deprivation: neighbourhood effects on Māori health and racial discrimination in Aotearoa/New Zealand. Social Science & Medicine, 88, 76-82.

Dr. Mark Brown
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Mark joined CMIST in 1996. A research background in demography (fertility transition and aspects of the demography of UK ethnic minority populations), his research interests now increasingly lie in curriculum

innovation in quantitative methods teaching, an area in which he has held a number of research grants. He is Co-Director of the Manchester Q Step Centre, a major inter-disciplinary programme to embed and expand the use of quantitative data and methods in undergraduate Social Science programmes at Manchester. He is also director of undergraduate studies for the Social Statistics Discipline Area.

Selected Publications
- Buckley J, Brown M, Thomson S, Olsen W & Carter J (2015) 'Embedding quantitative skills into the social science curriculum: case studies from Manchester' International Journal of Social Research Methodology'
- Carter,J., Brown, M. & Morgan Brett B. (2014) Creative Teaching in Health and Social Care using the UK Data Service. In *Health and Social Care Education* (Higher Education Academy)
- Brown, M. (2013) Engaging Students in Quantitative Methods: it's all about the data in *The Sociology Teacher* (Vol 3. Issue 1. WINTER 2013 (BSA Teacher Group Journal)).
- Wathan, J., Brown, M. and 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.

Dr Alexandru Cernat
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Alexandru is a lecturer in Social Statistics. He joined the Cathie Marsh Institute for Social Research in 2015 as a Research Associate in the National Centre for Research Methods. Previously he has received a PhD in survey methodology from the University of Essex.

His main research interests are in the evaluation of data quality, with an emphasis on measurement error. He has a special interest in the design and analysis of longitudinal data. He also works in the evaluation of new forms of data such as: online surveys, bio-marker data or paradata. For this he uses advanced tecniques of data analysis such as multilevel models, structural equation models or latent class models.

Selected publications:
- Cernat, A., & Oberski, D. (in press). Extending the within experimental design. The Multi Trait Multi Error approach. In P. Lavrakas (Ed.), Experimental Methods in Survey Research: Techniques that Combine Random Sampling with Random Assignment. Wiley-Blackwell.
- Cernat, A., Couper, M., & Ofstedal, M. B. (in press). Estimation of mode effects in the Health and Retirement Study using measurement models. Journal of Survey Statistics and Methodology.
- Cernat, A. (2015a). Impact of mixed modes on measurement errors and estimates of change in panel data. Survey Research Methods, 9(2), 83–99. http://doi.org/10.18148/srm/2015.v9i2.5851
- Cernat, A. (2015b). The Impact of Mixing Modes on Reliability in Longitudinal Studies. Sociological Methods & Research, 44(3), 427–457. http://doi.org/10.1177/0049124114553802
- Cernat, A., & Lynn, P. (2014). The role of email addresses and email contact in encouraging web response in a mixed mode design. Understanding Society Working Paper Series, (10), 1–12.

Cernat, A., Lugtig, P., Uhrig, S. N., & Watson, N. (2014). Assessing and relaxing assumptions in quasi-simplex models. ISER Working Paper, (2014-09), 1–22.

Professor Tarani Chandola
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Tarani is a Professor of Medical Sociology and the director of the Cathie Marsh Institute for Social Research. He joined CMIST in April 2010, and was the head of the Disciplinary Area of Social Statistics from 2012-2014. He is also a co-director of the Research Directorate for the ESRC National Centre for Research Methods (NCRM). 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 and well-being. His current research projects include the FRAILL (Frailty, Resilience And Inequality in Later Life) study funded by the MRC, the International Centre for Lifecourse Studies in Society and Health (ICLS, ESRC funded), the GEM (Generalised E-learning for managers) study funded by the National Institute of Health Research, establishing a network on health, work and well-being funded by Public Health England, the

Manchester Quantitative Methods Centre funded by Nuffield/HEFCE/ESRC and a curriculum innovation in teaching quantitative methods project funded by the ESRC.

Selected Recent Publications
- Jivraj S., Nazroo J., Vanhoutte B., Chandola T. (2014) Aging and Subjective Well-Being in Later Life. *J Gerontol B Psychol Sci Soc Sci.*
- Sekine M., Tatsuse T., Cable N., Chandola T., Marmot M.G. (2014) U-shaped associations between time in bed and the physical and mental functioning of Japanese civil servants: the roles of work, family, behavioural and sleep quality characteristics. *Sleep Medicine.*
- Chandola T., Conibere R. (2014) Social Exclusion, social deprivation and health. *International Encyclopaedia of Social and Behavioural Sciences*. James Wright (ed). Springer.
- 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.
- Tsakos G., Sabbah W., Chandola T., Newton T., Kawachi I., Aida J., Sheiham A., Marmot M.G., Watt R.G. (2013) Social relationships and oral health among adults aged 60 years or older. *Psychosom Med.* Feb;75 (2): 178-86.
- Chandola T. (2013) Ageing and the Life Course in *Key Concepts in Medical Sociology* Jonathan Gabe J, Lee Monaghan L (eds). Sage, London.

Prof Mark Elliot
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Mark Elliot joined CMIST in 1996 and was director from 2005-2008 and was pivotal in the development of the new discipline area of Social Statistics. From 2012 to 2015 he was 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. Professor Elliot's work on *Data Intrusion Simulation* and *Special Uniqueness* is regarded as seminal within the disclosure control field. He also has a growing reputation in Attitude Theory and Measurement and Psychological Sociology and many of his recent publications have been in these areas.

Selected Recent Publications
- Elliot, M. J., Mackey, E., O'Hara, K. M. and Tudor, C (2016) *The Anonymisation Decision Making Framework*, Manchester: UKAN publications.
- Elliot, M. J., Mackey, E., O'Shea S., Tudor, C. and Spicer, K. (2016) 'Open Data or End User License: A Penetration Test.' *Journal of Official Statistics.* 329-348.
- Watson S. and Elliot, M. J. (2016) 'Entropy Balancing: A maximum-entropy reweighting scheme to adjust for convergence error' Quality and Quantity 50(4); 1781-1797.
- Rhead, R., Elliot, M. J., and Upham, P. (2015) 'Assessing the Structure of Environmental Concern within the UK'. *Journal of Environmental Psychology*, 43, 175-183.
- Elliot, M.J., and Purdam, K. (2015) 'Exploiting New Sources of Data' in Halfpenny, P. and Procter, R. (eds.) *Innovation in Digital Research Methods.* Sage.
- Norman, H., and Elliot, M.J. (2015) 'Measuring Paternal Involvement in Childcare and Housework'. *Sociological Research Online* 20(2).

Dr. Johan Koskinen
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Tel: 0161 306 6953

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.

Selected Recent Publications

- Stivala, A., Koskinen, J., Rolls, D., Wang, P., Robins, R. (2016). Snowball sampling for estimating exponential random graph models for large networks. Social Networks 47:167-188
- Hollway, J., Koskinen J. (2016). Multilevel Embeddedness: The Case of the Global Fisheries Governance Complex. Social Networks 44: 281-294.
- Koskinen J., Caimo, A., Lomi, A. (2015). Simultaneous modeling of initial conditions and time heterogeneity in dynamic networks: An application to Foreign Direct Investments. Network Science, 3(1): 58-77.
- Crossley N., Bellotti E Edwards G., Everett M., Koskinen J., and Tranmer M. (2015). Social Network Analysis for Ego-Nets. SAGE, London
- 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*. Vol. 35(4), 514-527.
- Lusher, D., Koskinen, J., Robins, G., (2013). *Exponential Random Graph Models for Social Networks: Theory, Methods and Applications*. Cambridge University Press, New York.

Prof. Wendy Olsen
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Wendy Olsen researches the social aspects of economic life. She has a consultancy background in development policy, as well as doing research and lecturing in development economics and social statistics. She has a PhD in Economics and many years of teaching development studies. Her teaching includes research methods, regression, factor analysis, questionnaire design, qualitative analysis, comparative research, and panel data analysis.

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

- Morgan, Jamie, and Wendy Kay Olsen. "Forced and Unfree Labour: An analysis." *International Critical Thought* 4, no. 1 (2014) 21-37. eScholarID:237621 | doi:10.1080/21598282.2014.878144
- Morgan, J., and W. Olsen (2015), "The Absence of Decent Work: The Continued Development of Forced and Unfree Labour in India", *Global Labour Journal*.
- Buckley, Jen, M. Brown, S. Thompson, W. Olsen, J. Carter (2015), "Embedding Quantitative Skills into the Social Science Curriculum: Case Studies From Manchester", *International Journal of Social Research Methods.*
- Olsen, W.K. (2012) Data Collection: Key Trends and Methods in Social Research, London: Sage, in
- 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.
- Morgan, J., and W. K. Olsen. "Conceptual Issues in Institutional Economics: Clarifying the Fluidity of Rules." *Journal of Institutional Economics* 7, no. 3 (2011) 425-454. eScholarID:82511 | doi:10.1017/S1744137410000299

- Olsen, W.K. (2009) Beyond Sociology: Structure, Agency, and Strategy among Tenants in India, Asian Journal of Social Science, 37, 366-390.
- Olsen, W K. "Moral political economy and moral reasoning about rural India: four theoretical schools compared." *Cambridge Journal of Economics* 33, no. 5 (2009) 875-902. eScholarID:1b5908 | doi:10.1093/cje/ben048

Dr. Maria Pampaka
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Maria Pampaka joined CMIST in 2010, as a part time lecturer. In addition to this position, she has also been a researcher and lecturer in Manchester Institute of Education, since 2005. During this time she has been working and leading in various projects on the area of mathematics education, mainly focused on students' developing dispositions to continue with the study of mathematically demanding subjects. She is currently running a meta-analysis and literature review on Maths Anxiety and a Randomised Control Trial Evaluation of an ongoing intervention in Secondary schools, as well as a pilot study funded by HEFCE to investigate Learning Gain at the University. 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 modelling with emphasis on complex longitudinal survey designs and analysis, data imputation and dealing with missing data problems.

Selected Recent Publications
- Pampaka, M., Williams, J., & Homer, M. (2016). Is the educational 'what works' agenda working? Critical methodological developments. International Journal of Research & Method in Education, 39(3), 231-236. doi:10.1080/1743727X.2016.1170476
- Pampaka, M., & Williams, J. (2016). Mathematics teachers' and students' perceptions of transmissionist teaching and its association with students' dispositions. Teaching Mathematics and its Applications. doi:10.1093/teamat/hrw007
- Pampaka, M., Hutcheson, G., & Williams, J. (2016). Handling missing data: analysis of a challenging data set using multiple imputation. *International Journal of Research & Method in Education, 39*(1), 19-37. doi:10.1080/1743727X.2014.979146
- Troncoso, P., Pampaka, M., & Olsen, W. (2015). Beyond traditional school value-added models: a multilevel analysis of complex school effects in Chile. *School Effectiveness and School Improvement*, 1-22. doi:10.1080/09243453.2015.1084010
- 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. 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.

Dr Kingsley Purdam
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Dr. K. Purdam is a highly regarded academic focused on researching issues of inequality and social change. He is a lecturer in Social Statistics and Social Research at the University of Manchester. As applicant/co-applicant Dr. K. Purdam has secured and delivered nearly £1.5 million of research funding across more than 50 challenging research projects. He has managed and supported the career development of a number of research assistants and supervised seven PhD students through to completion. He has held a number of senior roles and is the former director of: Postgraduate Teaching and Research in Social Statistics, Short Course Training for Professional Development in Research Methods and Academic Director of Staff Training, which was a university wide role. He teaches social research and social statistics and utilises task-based learning in his approach to teaching. Dr. K.

Purdam has successfully delivered research and consultancy for: the Home Office, the Department for Work and Pensions, the Department for Communities and Local Government and the Electoral Commission. Dr. K. Purdam has conducted challenging research on homelessness and street begging including on behalf of the International Labour Organisation, Crisis and the Big Issue. He has published research in a number of leading academic journals. Dr. K. Purdam is presently leading an interdisciplinary scoping study on older people and food insecurity in the UK, as part of a health inequality research project funded by the Manchester City Council. He is also supporting Save the Children in their work with families in crisis in the UK.

Selected Recent Publications
- Southern, R. and Purdam, K. (2016) The Changing Representation Interface: Democracy and Direct Contact with Politicians. *Journal of Civil Society*. Volume 12, Issue 1 pp 101-120.
- Purdam, K. (2015) Task-based learning approaches for supporting the development of social science researchers' critical data skills. *International Journal of Social Research Methodology.* Volume 19, Issue 2 pp 257-267
- Purdam, K., Garratt, E. and Esmail, A. Hungry in the UK? (2015) Understanding Food Insecurity. *Sociology.*
- Richardson, L., Purdam, K., Cotterill, S., Rees, J., Squires, G. and Askew, R. (2014) Responsible Citizens and Accountable Service Providers? Renegotiating The Contract Between Citizen and State. *Environment and Planning* A. 46, 7 pp 1716 – 1731.
- Purdam, K. (2014) Citizen Social Science. *Current Sociology*, Volume 2, pp 374-392.
- Weller, P., Purdam, K. Contractor, S. and Ghanea, N. (2013) Religion or Belief and Equality. *Britain in Global Contexts.* London, Bloomsbury.
- Norman, K. and Purdam, K. (2013) Unpaid Caring Within and Outside the Carer's Home in England and Wales. *Population, Space and Place*. Volume 19, Issue 1, 2013, pp 15–31.
- 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*. Volume 21, pp 66-81.

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Joseph Sakshaug joined the Social Statistics faculty in August 2015. Prior to this, he was an Assistant Professor of Statistics and Social Science Methodology at the University of Mannheim, Germany. He is also a Senior Researcher in the Department of Statistical Methods at the Institute for Employment Research in Nuremberg, Germany, an Adjunct Research Assistant Professor in the Survey Research Center at the University of Michigan, and a faculty member of the International Program in Survey and Data Science. He is the Principal Investigator for grants of the U.S. National Science Foundation and the German Science Foundation (DFG), and has received funding from the Alexander von Humboldt Foundation, the U.S. Census Bureau, and the U.S. Centers for Disease Control and Prevention. He has served as a consultant for international organizations, including the UAE Federal Demographics Council, the Federal Employment Agency of Germany, and the European Science Foundation. He currently serves on the Methodological Advisory Committee of Understanding Society.

Selected Recent Publications
- Sakshaug, J.W., Schmucker, A., Kreuter, F., Couper, M.P., & Singer, E. (2016). Evaluating Active (Opt-In) and Passive (Opt-Out) Consent Bias in the Transfer of Federal Contact Data to a Third-Party Survey Agency. Journal of Survey Statistics and Methodology.
- West, B.T., Sakshaug, J.W., & Aurelien, G.A.S. (2016). How Big of a Problem is Analytic Error in Secondary Analyses of Survey Data?. PLoS ONE, 11(6), e0158120.
- Sakshaug, J.W., & Huber, M. (2016). An Evaluation of Panel Nonresponse and Linkage Consent Bias in a Survey of Employees in Germany. Journal of Survey Statistics and Methodology, 4(1), 71-93.
- Blom, A. G., Herzing, J.M.E., Cornesse, C., Sakshaug, J.W., Krieger, U., & Bossert, D. (2016). Does the Recruitment of Offline Households Increase the Sample Representativeness of Probability-Based Online Panels? Evidence from the German Internet Panel. Social Science Computer Review.
- Conrad, F.G., Couper, M.P., & Sakshaug, J.W. (2016). Classifying Open-Ended Reports: Factors Affecting the Reliability of Occupation Codes. Journal of Official Statistics, 32(1), 75-92.

- Sakshaug, J.W., & Eckman, S. (2016). Are Survey Nonrespondents Willing to Provide Consent to Use Administrative Records? Evidence from a Nonresponse Follow-Up Survey in Germany. Public Opinion Quarterly.

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Natalie Shlomo is Professor of Social Statistics in the Social Statistics DA, School of Social Sciences. Her areas of interest are survey design and estimation, compensating for non-response, adaptive survey designs, analysis of non-response bias using quality indicators, small area estimation, statistical data editing, statistical disclosure control, record linkage and the analysis of complex survey data. She is the UK Principle Investigator for the 7th Framework Programme of the European Union Inclusive Growth Research Infrastructure Diffusion (InGrid) developing socio-economic indicators (to 2017), a Co-investigator on the National Centre of Research Methods ESRC grant (to 2019) investigating compensating for informative missing data in Biosocial Research, statistical disclosure control and non-response reduction in surveys and the Principle Investigator for the Leverhulme Trust International Network Grant on Bayesian Adaptive Survey Designs (BADEN) (to 2018). She is an elected member of the International Statistical Institute and 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.

Selected Recent Publications
- Shlomo, N. and Goldstein, H. (2015) Editorial: Big Data in Social research, Journal of the Royal Statistical Society, Series A, Vol. 178, Issue 4, 787-790.
- Schouten, B. and Shlomo, N. (2015) Selecting Adaptive Survey Design Strata with Partial R-indicators, International Statistical Review, Article first published online: 11 DEC 2015 | DOI: 10.1111/insr.12159
- Shlomo, N., Antal, L. and Elliot, M. (2015) Measuring Disclosure Risk and Data Utility for Flexible Table Generators, Journal of Official Statistics, Vol. 31, Issue 2, 305-324.
- Soler Mares, J. and Shlomo, N. (2014) Data Privacy Using an Evolutionary Algorithm for Invariant Pram Matrices. Computational Statistics and Data Analysis, Vol. 79, 1-13. http://dx.doi.org/10.1016/j.csda.2014.05.002
- Hunt K.J., Shlomo N., and Addington-Hall JM. (2014) End of life care and preferences for place of death among the oldest old: Results of a population-based survey using VOICES-Short Form. Journal of Palliative Medicine, Vol. 17, No, 2. DOI: 10.1089/jpm.2013.0385
- Pannekoek, J. Shlomo, N. And De Waal, T. (2013) Calibrated Imputation of Numerical Data under Linear Edit Restrictions. Annals of Applied Statistics Volume 7, Number 4, 1983-2006. *Planning and Inference* 142, 201-211.

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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 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, in particular mental health.

Selected Publications
- Law, H., Shryane, N., Bentall, R.P. and Morrison, A. P. (2015). Longitudinal predictors of subjective recovery in psychosis. British Journal of Psychiatry, (114)158428. DOI: 10.1192/bjp.bp.114.158428

- Melis, G., Elliot, M., & Shryane, N. (2014). Environmental Concern Over Time: Evidence from the Longitudinal Analysis of a British Cohort Study from 1991 to 2008. Social Science Quarterly, 95(4), 905–914. DOI:10.1111/ssqu.12107.
- Wickham, S., Shryane, N., Lyons, M., et al. (2014). Why does relative deprivation affect mental health? The role of justice, trust and social rank in psychological wellbeing and paranoid ideation. Journal of Public Mental Health, 13(2): 1-13. DOI: 10.1108/JPMH-06-2013-0049
- 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.

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Jo works in data support and enhancement. She joined CMIST 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. Ed 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.

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Arkadiusz is a Lecturer in Social Statistics since August 2015. He is also a member of CMIST, as well as the ESRC Centre for Population Change (CPC), University of Southampton. Prior to this, he was a Research Fellow at the CPC's Modelling Strand and the Southampton Statistical Sciences Research Institute. His research concentrates on developing statistical methods for modelling complex population processes, with a particular focus on migration and mobility, and combining various sources of data, such as census, administrative and survey data. He developed a set of harmonised estimates of migration amongst 31 EU and EFTA countries for 2002-2008 in the Integrated Modelling of European Migration project (www.imem.cpc.ac.uk) and a model for probabilistic forecasting of population in the UK by age and sex. He also has a general interest in time series analysis and forecasting, hierarchical models, Bayesian computational methods such as Markov Chain Monte Carlo, and ageing. Arkadiusz uses Bayesian inference in his research.

Selected Recent Publications
- Wiśniowski, A. (forthcoming) Combining Labour Force Survey data to estimate migration flows: the case of migration from Poland to the UK. Journal of the Royal Statistical Society, Series A.

- Wiśniowski, A., Forster, J. J., Smith, P. W. F., Bijak, J., and Raymer, J. (forthcoming) Integrated modelling of age and sex patterns of European migration. Journal of the Royal Statistical Society, Series A.
- Wiśniowski, A., Smith, P. W. F., Bijak, J., Raymer, J.,Forster, J. J. (2015) Bayesian population forecasting: extending the Lee-Carter method. Demography 52(3), 1035–1059.
- Wiśniowski, A., Bijak, J. and Shang, H. L. (2014) *Forecasting Scottish migration in the context of the 2014 constitutional change debate*. Population, Space and Place, 20(5), 455-464.
- Wiśniowski, A., Bijak, J., Christiansen, S., Forster, J. J., Keilman, N., Raymer, J., Smith, P. W. F. (2013) *Utilising expert opinion to improve the measurement of international migration in Europe*. Journal of Official Statistics, 29(4), 583-607.
- Raymer, J., Wiśniowski, A., Forster, J. J., Smith, P. W. F.,Bijak, J. (2013) *Integrated Modelling of European Migration*. Journal of the American Statistical Association, 108(503), 801-819.

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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. One stream of Kulu's current research investigates the interrelationships between partnership changes and housing transitions comparing the patterns and trends in Britain, Germany and the Netherlands. The project is funded by the Economic and Social Research Council (UK) and is conducted in collaboration with colleagues from Cologne and Groningen. Another stream of his current research focuses on the family dynamic among immigrants and their descendants in Europe. The EU funded large project is conducted in collaboration with colleagues from 27 European universities and research institutes. Kulu was Editor-in-Chief of European Journal of Population from 2008 to 2012.

Selected Recent Publications
- Kulu, H., Hannemann, T. (eds.) 2016. *Partnership Dynamics among Immigrants and Their Descendants in Europe.* Demographic Research, Special Issue 18.
- Wallace, M., Kulu, H. 2014. Low immigrant mortality in England and Wales: a data artefact? *Social Science and Medicine* 120, 100–109.
- Kulu, H. 2014. Marriage duration and divorce: the seven-year itch or a life-long itch? *Demography* 51:3, 881–893.
- Kulu, H., Steele, F. 2013. Interrelationships between childbearing and housing transitions in the family life course. *Demography* 50:5, 1687–1714.
- 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.

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Gavin joined the Department of Geography and Planning at University of Liverpool in June 2016. Prior to this, he was a research fellow at Sheffield Methods Institute, University of Sheffield after finishing his PhD in Advanced Quantitative Methods at School of Geographical Sciences and Centre for Multilevel Modelling (CMM), University of Bristol. He specialises in spatial econometrics, spatial statistics, geo-computation and multilevel modelling, and have experience of applying these approaches to a variety of research topics such as urban housing market dynamics, socio-spatial segregation and inequality, health, and environmental justice. In particular, he has developed a suite of integrated spatial and multilevel modelling approaches to properly model geographical hierarchical data by capturing both the dependency induced by geographical proximity and dependency by sharing the same contexts. Gavin also has great interest in building urban economics models such as developing and applying equilibrium sorting models to explore issues of environmental injustices and understand

neighbourhood effects on individual's socioeconomic outcomes and behaviours. In addition, he has general interests in Bayesian computation and programing using R.

Selected Recent Publications

- Dong, G., Ma, J., Harris, R., & Pryce, G. (2016). Spatial Random Slope Multilevel Modelling Using Multivariate Conditional Autoregressive Models: A Case Study of Subjective Travel Satisfaction in Beijing. *Annals of the American Association of Geographers*, 106(1), 19-35.
- Dong, G., & Harris, R. (2015). Spatial Autoregressive Models for Geographically Hierarchical Data Structures. *Geographical Analysis*, 47(2), 173-191.
- Dong, G., Harris, R., Jones, K., & Yu, J. (2015). Multilevel Modelling with Spatial Interaction Effects with Application to an Emerging Land Market in Beijing, China. *PLOS ONE*, 10(6), e0130761. doi:10.1371/journal.pone.0130761
- Wu, W., Dong, G., & Wang, B. (2015). Does Planning Matter? Effects on Land Markets. *The Journal of Real Estate Finance and Economics*, 50(2), 242-269.
- Wu, W., & Dong, G. (2014). Valuing The "Green" Amenities in A Spatial Context. *Journal of Regional Science*, 54(4), 569-585.
- Harris, R., Dong, G., & Zhang, W. (2013). Using Contextualized Geographically Weighted Regression to Model the Spatial Heterogeneity of Land Prices in Beijing, China. *Transactions in GIS*, 17(6), 901-919.