

**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
2015 – 2016**

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WELCOME TO THE FACULTY OF HUMANITIES

As 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 four 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 also 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, 2015

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 three faculties – Engineering and Physical Sciences; Medical and Human Sciences; and Life Sciences.

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.

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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 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:

<u>Dean & Vice-President</u>	Professor Keith Brown
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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	Dr Judy Zolkiewski
Postgraduate Education	Ms Judith Aldridge
Research	Professor Nicola Glover-Thomas
Internationalisation	Professor David Law
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. 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. Sometimes disciplinary action is required when students are in breach of the University's General Regulation XVII (Conduct and Discipline of Students); the most common breach is when students commit academic malpractice e.g. plagiarism, collusion or other forms of cheating. Any student found guilty of misconduct has the right of appeal both against the finding itself, and any penalty imposed, provided that there is: evidence of procedural irregularity on the part of the University; availability of new evidence which could not reasonably have been expected to be presented at the original hearing; or the disproportionate nature of the penalty. 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:

Mr Damien Tolan, Appeals
Appeals, Complaints & Malpractice Coordinator
Faculty of Humanities
Room G24 Crawford House
University of Manchester
Oxford Road, Manchester M13 9PL
telephone +44 (0)161 306 1119, email damien.tolan@manchester.ac.uk.

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. All academic staff of Social Statistics are 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 longterm 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 Wendy Olsen, Programme Director or Amanda Bridgeman, the SRMS Postgraduate Administrator.

INFORMATION POINTS & COMMUNICATION

Programme Director

Dr 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.

c. External Examiners Details

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

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

University Student Portal

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

E-mail & Contact Details

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

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

School of Social Sciences Intranet

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

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

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

With respect to Display Screen Equipment (including computer monitor screens) you can find further information at <http://www.socialsciences.manchester.ac.uk/student-intranet/health-and-safety/>

Accidents and Emergencies

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

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

STUDENT-FACING IT FACILITIES

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

Blackboard: courses and enrolments

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

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

You can also access Blackboard on your smartphone using the Blackboard Mobile Learn app. For guidance, search for 'How to: Access your Bb9 course through a Mobile Phone or Tablet' in the Knowledge Base at: <http://www.manchester.ac.uk/servicedesk/>

Courses become available to students one week before the start of teaching. For most courses in 2015/16 this is:

- Semester 1 and all-year courses: 14th September 2015
- Semester 2 courses: 25th January 2016

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 'Submitting an Assignment via Turnitin' in the Knowledge Base 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. You can also search the Knowledge Base from here.

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 down-time during Easter and July will be communicated through My Manchester Student News.

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

As your Tier 4 sponsor, the University of Manchester must monitor your attendance and be assured that you are fully engaged with your course of study or research. We also need to ensure that you we have up-to-date contact details for you. If you leave Manchester for any reason during your studies we also need to know this. You must attend the census points in addition to complying with the attendance requirement of your programme of study. You will be informed of the details by email. **Attendance at lectures and seminars is mandatory** and this is recorded on campus solutions.

Your responsibilities as a tier 4 student are outlined in the crucial guide [here](#). If you have any concerns about the attendance monitoring census points, or your Tier 4 visa status, please contact pbs@manchester.ac.uk For more information on Tier 4 visas: www.ukba.homeoffice.gov.uk/visas-immigration/studying/adult-students/

When are the census points?

The Census Dates for 2015/16 for all active Tier 4 students are as follows.

Census Point	Dates	Where
October 2015	28 September – 7 October 2015	New students - at central registration Returning students - Postgraduate Office, 2 nd Floor Arthur Lewis Building
January 2016	18 January – 26 January 2016	Exam will count as attendance
May 2016	19 May – 2 June 2015	Postgraduate Office, 2 nd Floor Arthur Lewis Building
July 2016	15 July – 22 July 2015	Postgraduate Office, 2 nd Floor Arthur Lewis Building

Please note:

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

What happens if I cannot attend a census point?

The School must be able to confirm your presence to the 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/

Your responsibilities as a tier 4 student are outlined in the [crucial guide](#).

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

GETTING STARTED

Length of the prescribed course

Master’s degree

According to the current regulations, the period of registration at this University for the degree of Master of Arts (MA) or Master of Science (MSc) is 12 months full-time or 27 months part-time. The period of registration commences in September 2015 until September 2016 for full time students and to December 2017 for part-time students.

Postgraduate Diploma

A 9 month full-time or 18 month’s part-time programme. The period of registration runs from September 2015 until June 2016 for full-time students and to June 2017 for part-time students.

The Academic Year

2015-2016
First Semester
Attendance: 21 September 2015 – 18 December 2015 Christmas Vacation: 19 December 2015 – 17 January 2016 Attendance: 18 January 2016 – 31 January 2016
Second Semester
Attendance: 1 February 2016– 18 March 2016 Easter Vacation: 19 March 2016 – 10 April 2016 Attendance: 11 April 2016 – 10 June 2016

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 9 October.

In Semester II you must make any course unit changes by Friday 12 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. Assignments must be submitted via Blackboard/Turnitin

Semester I Final deadline - 3.00pm 18th January 2016*

Semester II Final deadline - 3.00pm 18th May 2016*

*Unless otherwise specified by the course lecturer

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

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

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

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

Guidelines for Assignments

Students will receive an appropriate level of guidance to help them draft their assignments. The type and level of guidance will vary according to the specific needs of the subject matter, but some general guidelines will apply across all degree courses.

- Students can discuss a plan of their assignment with the course convenor at an early stage. Approval of a plan, however, does not automatically translate into a good mark.
- Students can expect to discuss only one plan of each assignment.
- Course convenors are not expected to look over a draft of an assignment.
- Assignment feedback and provisional marks will usually be available in accordance with the University's feedback policy.

The University's policy on late submission of course work assignments/essays and dissertations

If you submit your course work or dissertation late there will be a penalty of 10 marks per day (sliding scale) applied for up to 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 the [University's Policy on Mitigating Circumstances](#) for what constitutes grounds for mitigation. [Essay/Assignment Extension Application form](#) or [Dissertation Extension Request form](#)

Mitigating Circumstances and extension requests

If you think that your performance or academic progress is likely to be affected by your circumstances or that you may not be able to hand in your assignment/dissertation by the deadline, you may submit a [Mitigating](#)

[Circumstances form/extension request form](#), with relevant supporting documentation, for consideration by the Mitigating Circumstances Committee and Board of Examiners.

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

Grounds for Mitigation

Students should be aware that grounds for mitigation are 'unforeseeable or unpreventable circumstances that could have a significant adverse effect on your academic performance'. Please see below for examples of possible mitigating circumstances as well as circumstances which will not be considered as grounds for mitigation.

Examples of possible mitigating circumstances:

- significant illness or injury;
- the death or critical/significant illness of a close family member/dependant;
- family crises or major financial problems leading to acute stress;
- absence for jury service or maternity, paternity or adoption leave.

Circumstances which will NOT normally be regarded as grounds for mitigation:

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

Assignment Extension Policy

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

Please note that this policy also applies to the Dissertation. To apply for an extension:

- Extension applications should be made on the 'Application for Extension to Submission Date' form available from the School website at: <http://www.socialsciences.manchester.ac.uk/student-intranet/postgraduate/postgraduate-taught/>
- 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.

Accession Marks

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

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

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

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.

GUIDANCE TO STUDENTS ON PLAGIARISM AND OTHER FORMS OF ACADEMIC MALPRACTICE

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

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

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

ETHICAL ISSUES IN RESEARCH

In carrying out their work, researchers inevitably face ethical dilemmas which arise out of competing obligations and conflicts of interest. Research proposals involving human subjects are coming under closer scrutiny; it is an issue that the University takes very seriously. Therefore it is important that steps are taken to ensure that safeguards are in place, not only in the interests of the participants but also those of the investigator conducting the research. This brief statement aims to alert all postgraduate students undertaking research to issues that raise ethical concerns and more generally to identify good research practice. This might apply to any research student in the Faculty but is particularly relevant to students in the Social Sciences whose research work involves other humans. In general, "research on human beings" will raise ethical issues and this is why you are required to declare whether or not this applies to your dissertation topic and, if so, how these ethical issues are to be addressed. In doing so, you are providing an assurance that you have read the Notes of Guidance on completing an application form for the approval of a research project by the Committee on the Ethics of Research on Human Beings and the Guidelines for Applicants. The brief guide to Research Governance will help you and your supervisor ascertain if you require ethical approval. All of these guides are available on the School of Social Sciences intranet at <http://www.socialsciences.manchester.ac.uk/student-intranet/postgraduate/postgraduate-taught/ethical-approval-process/>

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

fundamentals:

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

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

- a) If you are on a MA, MSc or Diploma programme with option to upgrade to one of the aforementioned programmes, you will receive by email a form called " SoSS - Ethics Approval Application form for consenting adults form" from your Programme Administrator in February or March. This form is also available on our intranet. <http://www.socialsciences.manchester.ac.uk/student-intranet/postgraduate/postgraduate-taught/ethical-approval-process/>

The purpose of this form is for you and your supervisor to confirm your Dissertation Title and to pre-screen your research to ascertain whether or not it will require ethical approval. The purpose of pre-screening is to ensure that your project is scientifically sound and that it has been assessed to see if it requires ethical approval. The purpose of pre-screening is NOT to undertake ethics review. This MUST be done by our University Ethics Committee with authority to undertake such a review. You and your supervisor should complete and return this form to your Programme Administrator by no later than 3 May 2016.

- b) If your research requires ethical approval you and your supervisor must also complete an Application form for approval of a research project, available at <http://www.socialsciences.manchester.ac.uk/student-intranet/postgraduate/postgraduate-taught/ethical-approval-process/> , for consideration by the University's Ethics Committee. The deadline for you to return this form is 10 May 2016, although you may wish to return it alongside your pre-screening form.
- c) Safety - If the project involves a likelihood of danger to the researcher above and beyond risks normally associated with social sciences research the student is required to complete a risk assessment form available from our intranet. <http://www.socialsciences.manchester.ac.uk/student-intranet/postgraduate/postgraduate-taught/ethical-approval-process/>

The above dates are final deadlines. You can submit your forms anytime from 1st April with the approval of your supervisor.

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

Research Ethics

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

Information will be provided as part of the dissertation training 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. For further background information see <http://www.socialsciences.manchester.ac.uk/student-intranet/postgraduate/postgraduate-taught/ethical-approval-process/>

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](#)

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

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

Supervision and Support

During the MSc course you will be given training in research design. 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/SOST staff and students in the spring term as a way of seeking further feedback on your ideas.

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

Attendance of Supervision Meetings and Draft Material Feedback

You 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).

Students will be required to submit two bound copies and upload an electronic version on Turnitin. Further details are available in the Postgraduate School Taught Programmes handbook (bound back to back with the paper copy of this handbook) and available electronically at:

<http://www.socialsciences.manchester.ac.uk/student-intranet/postgraduate/postgraduate-taught/handbooks/>

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

Dissertation Submission Date:

Monday 5 September 2016 – for all full-time students who started in September 2015

Monday 5 December 2016 for all part-time students who started in September 2014.

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 **Wednesday 8 March 2017**. Students who do not satisfy the examiners after referrals will be considered against the criteria for award of a PG Diploma or Certificate.

Dissertation Marking Criteria

Criteria	> 80% A+	70 – 80% A	60 – 69 % B	50 – 59% C	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	PG Diploma
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

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.

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, 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, September 22nd at 11 am in HBS Hanson 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-session course for 2015/16 will be held on Wednesday –Thursday, September 23/24 from 10:00 am to 4:00 pm in Zochonis B26 and Friday 10am to 11am in HBS 2.2 and 11am to 1pm in HBS Hanson.

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: four 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

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 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.

2015-2016 SRMS TIMETABLE

Semester One

	Tuesday	Thursday	Friday
9am	SOST70521 Methodology & Research Design Seminar A (Weeks 2-10) Room Roscoe 1.003	SOST70521 Methodology & Research Design Seminar B (Weeks 2-10) HBS G33	
10am	SOST70521 Methodology & Research Design Roscoe 1.001	SOST70151 Statistical Foundations – Univ Place 6.206 & HBS 2.1 (various weeks)	QRM Courses as scheduled*
11am			
12pm	CMIST lunchtime seminars. For dates see www.cmist.manchester.ac.uk		
1pm			
2pm	SOST60421 Survey Research Zochonis B26 & HBS 2.1 (various weeks)	SOST70011 Introduction to Statistical Modelling HBS 2.1	
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 2.1	QRM Courses as scheduled*
11am			
12pm	CMIST lunchtime seminars. For dates see www.cmist.manchester.ac.uk		
1pm			
2pm		SOST70032 Advanced Survey Methods HBS 2.1	
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 7 March 2016 – University Place 4.209;

Wednesday 9 March 2016 – Williamson 3.59;

Tuesday 15 March 2016 – Williamson 3.59;

Tuesday 12 April 2016 – Williamson 3.59;

Tuesday 19 April 2016 – Williamson 3.59.

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 29 February 2016 – Williamson 3.59; Wednesday 2 March 2016 – Williamson 3.59;
Monday 14 March 2016 - Williamson 3.59; Wednesday 16 March 2016 – Williamson 3.59;
Monday 11 April 2016 - Williamson 3.59; Wednesday 13th April 2016 - 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.
Tuesday 2 February 2016 - Williamson 3.59; Wednesday 3 February 2016 - Williamson 3.59;
Monday 8 February 2016 – Williamson 3.59; Wednesday 10 February 2016 - Williamson 3.59;
Monday 15 February 2016 - Williamson 3.59; Wednesday 17 February 2016 - Williamson 3.59

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, 9, 16, 23 February and 1 March – GIC, Roxby Building 604, University of Liverpool.

Dissertation Training Workshops

See module outline for details of the course.

Work session 1. SPSS Syntax – Tuesday 27th October 2015 12-2pm. Location: Williamson 3.59
Work session 2. Locating Research Data - Tuesday 10th November 2015 12-2pm. Location: Williamson 3.59
Work session 3. STATA Syntax – - Tuesday 24th November 2015 12-2pm. Location: Williamson 3.59
Work session 4. Dissertation Research Design, Ethics And Getting The Best Out Of Supervision – Tuesday 1st December 2015 12-2pm. Location: Williamson 3.59
Work session 5. Data Manipulation – Thursday 19th February 2016 4-6pm. Location: HBS 2.1

Qualitative Research Methods (QRM)

All students have to take the two QRM Introductory Sessions SOCY60230 held on Friday 2 and 9 October from 10 am to 12 pm (both sessions are in Mansfield Cooper G22). 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, 16, 23, 30 October and 13, 20 November from 10 am to 12 pm (all sessions will be in Beyer Theatre). 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/>

COURSE MODULE OUTLINES

Semester 1

Survey Research - SOST60421

Dr. Maria Pampaka and Dr. Joseph Sakshaug

Compulsory for SRMS

Location: Zochonis B26 and HBS 2.1

Aims

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

Learning Outcomes: By the end of the course students should have:

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

Course Content

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

Teaching and learning methods

The course is taught over 10 weeks through lectures, practicals and workshops. The course includes an actual survey thus giving students practical experience of research. The course will be structured around the following areas:

- Introduction to social surveys
- Sampling
- Questionnaire design
- Piloting
- Fieldwork
- Data entry, data analysis, and presenting results

Assessment

The assessment for this module is an essay of 3,000 words outlining how you would conduct a survey to answer a specific research question. The essay offers a short example question module designed to collect the information with which to address the specified research question. This segment would form part of a larger questionnaire. You are asked to assess the strengths and weaknesses of your survey questions.

You are also required to: (i) participate in the non-assessed fieldwork component of the course and (ii) give a short review of a survey in the news or survey methodology article. Feedback on these activities will enhance your learning.

Preliminary Reading and References

Resources for General Reading and Research for Your Essay

Survey Resources Network

<http://www.surveynet.ac.uk/>

Question Bank (Social Surveys Online):

<http://surveynet.ac.uk/sqb/qb/>

- Alasuutari, P., Bickman, L. and Brannen, J. (2008) *Sage Handbook of Social Research Methods*, London: Sage.
- Babbie, E. (2013 or earlier edition), *The Practice of Social Research*, Belmont, CA: Wadsworth.
- Babbie, E., and T. Wagonaer (2006) Guided Activities for Babbie's *The Practice of Social Research*, 11th ed., Belmont, CA: Wadsworth.

- Czaja, R. & Blair, J. (2005) Designing Surveys: A guide to decisions and procedures, Thousand Oaks, CA: Pine Forge Press.
- Dale, A. (2006) Quality Issues with Survey Research. In International Journal of Social Research Methodology, Vol 9 No 2 April 2006.
- De Vaus, D. (2001) Surveys in Social Research, London: Allen and Unwin, 3rd Edition
- Marsh, C. (1982) The Survey Method, London: Allen and Unwin.
- Mason, J. and Dale, A. (2011) Understanding Social Research, London: Sage.
- May, T. (2004) Social Research Issues: Methods and Practices. London: OUP.
- Saris, W.E. and Gallhofer, I.N. (2008) Design, Evaluation, and Analysis of Questionnaires for Survey Research, Wiley Series in Survey Methodology, London: Wiley-Blackwell.
- Williams, M. and Vogt, W. (2011) Sage Handbook of Innovation in Social Research Methods, London: Sage.

Introduction to Statistical Modelling - SOST70011

Dr. Nick Shryane

Compulsory for SRMS

Pre-Requisite for ASM, MLM, SEM and LDA

Location: HBS 2.1

Aims

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

Outcomes - Students should be able:

- A. To understand the principles of the techniques listed in 1) above.
- B. To understand the practical application of the statistical concept of variance.
- C. To produce and interpret analyses from 1) and the necessary supporting exploratory analyses using SPSS.
- D. To decide on a plan of action for addressing a research question with social survey data.
- E. To write coherent reports about quantitative data analyses.

Teaching and Learning

The course will be delivered in eleven 2-hour classes consisting either of a lecture or a Q&A session followed a lab class. In the lab class the students will be required to carry out formative tasks designed to strengthen their understanding. Weekly back-up support will also be provided in the form of office hours. The students will be required to complete one piece of formative homework every two weeks 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 on two or more datasets aimed at demonstrating the ability to investigate a significant research question (e.g. the factors related to unemployment or ill-health) using quantitative data and techniques. Report 3000 words worth 100%

Preliminary Reading

Field, A. (2013). *Discovering Statistics Using SPSS* (2nd Ed.). London: Sage Publications.

Compulsory for SRMS

Location: Univ Place 6.206 & HBS 2.1

Tutorials: Williamson 2.05

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).

Compulsory for SRMS

Location: Roscoe 1.001

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, Norman (2009) *Designing Social Research. 2d Edition*, Cambridge: Polity.
- De Vaus, D. A. (2001) *Research Design in Social Research*, London: Sage. (Other works by DeVaus are also useful)

Longitudinal Data Analysis - SOST70022

Mark Tranmer

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 7 March 2016 – University Place 4.209;

Wednesday 9 March 2016 – Williamson 3.59;

Tuesday 15 March 2016 – Williamson 3.59;

Tuesday 12 April 2016 – Williamson 3.59;

Tuesday 19 April 2016 – Williamson 3.59.

Aim

To provide students with an understanding of different longitudinal designs and the skills needed to conduct appropriate analyses using longitudinal data. [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 2.1

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 [32](#).

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, held on:

Monday 29 February 2016; Wednesday 2 March 2016; Monday 14 March 2016; Wednesday 16 March 2016; Monday 11 April 2016; Wednesday 13th April 2016

Sessions are from 10am to 4pm in 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.

Compulsory for SRMS

Part time students must take ISM prior to the course

Location: HBS 2.1

Aim

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

Objectives: *Students should be able to:*

- Recognise when there is a need for more advanced modelling techniques
- Apply multilevel techniques to normal response data, discrete and repeated measures data
- Acquire knowledge on how to use the MLwiN software for fitting multilevel models
- Understand why multilevel analysis may be more appropriate for certain data designs such as clustered designs
- Discuss the basic underlying theory of multilevel models
- Interpret in non-technical language the results from a multilevel analysis of a large dataset
- Use MLwiN software for multilevel analysis, 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 MLwiN, but we will also briefly look at some alternatives, such as R. Students will achieve, as a minimum, a level of competence that enables them to use more advanced modelling techniques.

Teaching and Learning

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

Assessment

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

Key online material:

<http://www.bristol.ac.uk/cmm/learning/course.html>

Key Reading

Rasbash, J., Steele, F., Browne, W. and Goldstein, H. (2009) A user's guide to MLwiN. Centre for Multilevel Modelling, University of Bristol

www.cmm.bristol.ac.uk/MLwiN/download/MLwiN-userman-09.pdf

Additional Reading

Dobson, A. (2002). An introduction to generalized linear models. Chapman and Hall

Goldstein, H. (1995). Multilevel Statistical Models. London: Edward Arnold.

Snijders, T.A.B. and Bosker, R.J. (2011). Multilevel Analysis. Second Edition. London: Sage.

Optional for SRMS

Part time students must take ISM prior to the course

Timetable

This Semester 2, six-day course 10.00am - 4.30pm.

Tuesday 2 February 2016 - Williamson 3.59;

Wednesday 3 February 2016 - Williamson 3.59;

Monday 8 February 2016 – Williamson 3.59;

Wednesday 10 February 2016 - Williamson 3.59;

Monday 15 February 2016 - Williamson 3.59;

Wednesday 17 February 2016 - Williamson 3.59

Aims

- To introduce the concepts of social networks and the various kinds of relation that can occur between members of the network.
- To explain how to 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.
- Know how to model a social network using appropriate software, and understand the substantive reasons for doing so.
- Know how to model social network dependencies, and understand the substantive reasons for doing so.
- To critically assess the use of social network analysis in the social sciences.
- Use UCINET, Pnet and R for social network analysis, and organise the network data for use with each of these software packages.
- Participate in a discussion about the strengths and weaknesses of a given piece of research that involves social network analysis.
- Understand the main arguments in methodological journal articles on social network analysis.

Course content : The course will be split into two parts :

Part I: Concepts, description, visualisation. Social networks occur in many situations in the social sciences and other disciplines. We begin with some illustrative examples, and consider the various relations that can occur in a social network such as directed relationships, undirected relationships, reciprocation, 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. We begin by reviewing various statistical modelling approaches to the analysis of social networks, given the aim of the analysis, and the available data. These include: models for network structure, models for network dependence, the use of multilevel models in social network analysis, and a brief review of longitudinal approaches for networks. 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

- 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.
- 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>

Population and Health Analysis and Projection - DTLI60002 Led by Dr. Hill Kulu and Dr. Karyn Morrissey (DTC, Liverpool)

Optional for SRMS

Timetable:

**Semester 2, four day course (15 credits), seminars, computer sessions and self-study - 9am-2pm
Tuesdays, 9, 16, 23 February and 1 March – GIC, Roxby Building 604, University of Liverpool**

Students are required to register to this module by 30 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 it 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: Single decrement, Life table analysis: Multiple decrement
- Projection - The cohort component method I, The cohort component method II, Microsimulation I, Microsimulation 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.
5. Zaidi, A., Harding, A. and Williamson, P. (eds) (2009) New Frontiers in Microsimulation Modelling. Ashgate, Farnham.
6. O'Donoghue C, Hynes, S., Morrissey, K., Ballas, D. and Clarke, G. (2013) The Spatial Policy Context of Economic, Agricultural and Environmental Change in Rural Ireland in, Spatial Microsimulation for Rural Policy Analysis. Springer-Verlag - Advances in Spatial Science. (Available as an e-book)
7. Morrissey, K., O'Donoghue, C., Clarke, G., Li, J. (2013) Using Simulated Data to examine the Determinants of Acute Hospital Demand at the Small Area Level. Geographical Analysis, 45(1), 49-76.

SRMS Dissertation Training: Research Design, Ethics and Making Sense of Large Scale Datasets

Natalie Shlomo and Laia Becares

Compulsory for SRMS

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

Work session 1. SPSS Syntax – Tuesday 27th October 2015 12-2pm. Location: Williamson 3.59

This session will provide users of SPSS with knowledge about a command language called Syntax which records and reuses commands. This session is for all students who will be using SPSS either in their taught courses or dissertation. We will cover how to use menus to generate commands, how to get help on writing commands and how to store commands for reuse. Led by. TBC

Work session 2. Locating Research Data - Tuesday 10th November 2015 12-2pm. Location: Williamson 3.59

This session will introduce the UK Data Service and other data resources for undertaking secondary analysis. In this session you will explore the data available and consider how to assess what constitutes good quality data for your own research project. Led by. Vanessa Higgins

Work session 3. STATA Syntax – Tuesday 24th November 2015 12-2pm. Location: Williamson 3.59

This session will provide basic STATA syntax for carrying out secondary data analysis. Led by. TBC

Work session 4. Dissertation Research Design, Ethics And Getting The Best Out Of Supervision – Tuesday 1st December 2015 12-2pm. Location: Williamson 3.59

This session will provide an overview of the dissertation requirements, the project management skills that are required and the role of the supervisor. It will also cover the research ethics process and link to the issues covered in the other modules. Led by Wendy Olsen

Work session 5. Data Manipulation – Thursday 19th February 2016 4-6pm. Location: HBS 2.1

This session covers data manipulation in more detail. In particular, we will consider ways in which files can be merged, how group summaries can be produced and how aggregated files can be made using SPSS and Stata using syntax. Led by Laia Becares

Learning Outcomes: By the end of the three sessions, students will have:

- Developed their research and project management skills
- Developed their understanding of research ethics
- Understood how to get the best out of supervision
- Demonstrated skills in accessing secondary data sources and to assessing their appropriateness for a given research topic.
- Produced derived variables from raw data in a research use dataset
- Understood units and levels of analysis and work across these
- Be able to produce SPSS 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.

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.

The University of Manchester Alumni Association

What does alumni mean? It simply means 'former student' and you become one after studying here.

The University of Manchester's Division of Development and Alumni Relations is the main point of contact for the University's global network of over 270,000 former students. It gives you the opportunity to continue a lifelong connection with us and to remain an active part of The University of Manchester. It also gives you some added extras; we offer exclusive discounts and services, you can continue learning with discounted CPD courses and access to learning resources, and get insight into cutting-edge research through our alumni events – including the annual Cockcroft Rutherford lecture – exclusive and free to alumni.

Many of our alumni are committed to giving back to their University by enriching your student experience and employability. Each year alumni financially support students undertaking voluntary projects overseas to benefit the communities they visit and alumni contribute to funding for scholarships, hardship grants and student projects.

Alumni also volunteer their time to the University, returning to campus to give talks, take part in workshops and advice sessions and to mentor students. These have included Alex Cole (BA Politics and Modern History, 1993), Director of Corporate Affairs at Sainsbury's; Sir Terry Leahy (BSc Management Science, 1977), former CEO of Tesco; and actor Toby Jones (BA Drama 1989).

When you complete your Manchester studies you will be joining a prestigious group of professionals who have become very successful in every sector. There are performing artists such as Benedict Cumberbatch (The Hobbit, Star Trek: Into Darkness and the BBC's Sherlock), Ed Simmons and Tom Rowland (The Chemical Brothers); journalists like Ian King (Business presenter of Sky News, former Business Editor of The Times), Sam Bain and Jesse Armstrong (award-winning television writers of Peep Show and Freshmeat); architects such as Sir Norman Foster, and high profile politicians such as Chuka Umunna MP (Shadow Business Secretary) and George Maxwell Richards (former President of Trinidad and Tobago).

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

Careers Service

From the moment you arrive at university, we want to help you to stand out from the crowd. Your Careers Service can help you in many ways, including:

- Exploring your career options and ideas
- Looking for part-time or vacation work

- Volunteering opportunities
- Work experience, placements and internships
- Finding out about specific jobs and sectors
- Developing the skills employers look for
- Finding graduate jobs and internships
- CV and application advice
- Employer events and careers fairs
- Succeeding at interviews and assessment centres
- Postgraduate study and funding
- Mentoring support
- Starting your own business.... and much more.

Don't leave it until your final year to use our services; make the most of your time at Manchester and get involved from the start of your degree.

The Careers Service is located in the Atrium, University Place.

(<http://www.manchester.ac.uk/medialibrary/maps/campusmap.pdf>) Building number 13, Tel: 0161 275 2829

Email: careers@manchester.ac.uk

www.manchester.ac.uk/careers/students/

IS Services within the Faculty of Humanities

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

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

<http://ict.humanities.manchester.ac.uk/facilities/software/HumanitiesClusterSoftware.html>

In addition to cluster computers wireless networking is being installed across campus enabling students with wireless equipped laptops to access IS 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, via the web, email or in person. Physical Service desk support is available at the University Library and the Joule Library. Details of opening hours and other contact details can be found at <http://www.itservices.manchester.ac.uk/contacts/>. Telephone support is available 24 hours a day throughout the year.

Study Skills Website

The Faculty of Humanities has a Study Skills Website where you will find sources of information, hints & tips and practical activities to help you develop your study skills and become a better learner.

You'll also find advice about how to prepare for lectures, tutorials and seminars; how to deal with exam stress; organising yourself; and on personal development and career planning. See

<http://www.humanities.manchester.ac.uk/studyskills/>

Academic Appeals & Complaints

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.

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=2755>

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.

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. These are held on **Tuesdays** during term time in two slots:

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

4:00-5:00. External guest speakers. These are more formal presentations often by well-known academics from

elsewhere in the UK and overseas. These usually take place in 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.

University Library Support for Postgraduate Students

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

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

The Alan Gilbert Learning Commons provides a state of the art 24/7 learning environment, offering flexible open learning spaces, multimedia facilities, computer clusters and bookable group study rooms plus runs a wide range of study skills workshops throughout the academic year.

Getting Started: Quick Guide

You will need your student card to access all library sites around campus and your central university username and password to access the electronic resources.

Use [Library Search](#) to find books, eBooks, online journals and articles.

The [Library Subject Guides](#) are a very useful starting point for finding information on relevant library resources for your subject area. There are guides for all subject areas including Economics, Philosophy, Politics, Sociology, Social Anthropology and Social Statistics. Use these guides to find out which databases to use, how to reference, how to keep up to date with research and access online training tutorials.

[My Manchester](#) MyLibrary tab has quick links to all of the Library's resources and services available,

Training and Research Support

The Library runs a series of information skills sessions and skills clinics throughout the year. Details of sessions, times and how to book are available via the [My Learning Essentials](#) Training Calendar.

For general enquiries or support with finding, accessing or using the electronic resources contact the library in person, via phone or online.

See the [Enquiries and Feedback](#) page or complete the Library Request form via [My Manchester](#).

Burlington Society

The Burlington Society is a postgraduate common room near the main library. There is a cafe and also a room for making tea and coffee and for study.

<http://www.burlington.manchester.ac.uk/>

Room Booking

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

EXTERNAL LINKS

The Social Research Association (SRA)

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

Royal Statistical Society (RSS).

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

MAKING CHANGES

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/>

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.

Interruption applications should be made on the '[Application to Interrupt Programme](#)' form available from the School website.

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. Mark Brown

Senior Lecturer

Location: Room G24, Humanities Bridgeford Street

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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.

Professor Tarani Chandola

Professor of Medical Sociology and Director of the Cathie Marsh Institute for Social Research

Location: Room G30, Humanities Bridgeford Street

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Tel: 0161 306 6903

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

Chair of Data Science

Location: Room G27A, Humanities Bridgeford Street

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Tel: 0161 275 4257

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

- 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).
- Elliot, M.J., Kalra, D. Singleton, P. and Smith, D. (2014) 'Practical Privacy Controls when Re-using Medical Data for Research', *Journal of Healthcare Information Management* 28(4) 50-57.
- Lightowlers, C., Elliot, M. J., and Tranmer, M. (2014) 'The Dynamic Risk of Heavy Episodic Drinking on Interpersonal Assault in Adolescence and Early Adulthood'. *British Journal of Criminology* 54(6), 1207-1227.
- Elliot, M. J., Voas, D and Park, A. (2014) 'Attitudes: Ontology, Methodology, Impact'. *Sociological Research Online* 19(1).

- Elliot, M.J., and Mackey, E.(2014) 'The Social Data Environment'. in O'Hara, K , David, S.L., de Roure, D. Nguyen, C. M-H. (eds) *Digital Enlightenment Yearbook* 253-263.

Dr. Johan Koskinen

Lecturer

Location: Room G13, Humanities Bridgeford Street

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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

- 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.
- Hollway, J., Koskinen J. (2015). Multilevel Embeddedness: The Case of the Global Fisheries Governance Complex. *Social Networks*, in Press.
- 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.
- Koskinen, J., and Lomi, A. (2013). The Local Structure of Globalization: The Network Dynamics of Foreign Direct Investments in the International Electricity Industry. *Journal of Statistical Physics*. Vol. 151, (3), 523-548.
- Lusher, D., Koskinen, J., Robins, G., (2013). *Exponential Random Graph Models for Social Networks: Theory, Methods and Applications*. Cambridge University Press, New York.

Prof. Wendy Olsen

Professor in Socio-Economic Research

Location: Room G20, Humanities Bridgeford Street

Email: Wendy.Olsen@manchester.ac.uk

Tel: 0161 275 3043 or skype [wendyolseninmanchester](#)

Wendy Olsen's 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. Her teaching has included research methods, regression, factor analysis, questionnaire design, survey commissioning, qualitative analysis, comparative research, and panel data analysis. She is interested in applied structural equation modelling.

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

Selected Recent Publications

- 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

Lecturer

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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 had worked in various projects on the area of mathematics education, mainly focused on students' developing dispositions to continue with the study of mathematically demanding subjects.

Maria's research currently focuses on mathematics teaching and learning in secondary schools, as she has recently completed an ESRC first grant to investigate the impact of pedagogical practices on important learning outcomes. She is also currently running a Randomised Control Trial Evaluation of an ongoing intervention in Secondary schools. 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. & Hutcheson, G. "Handling missing data: analysis of a challenging data set using multiple imputation." *International Journal of Research and Method in Education (ePrint)* (2014). DOI: [10.1080/1743727X.2014.979146](https://doi.org/10.1080/1743727X.2014.979146)
- Pampaka, M., Williams, J., Hutcheson, G., Black, L., Davis, P., Hernandez-Martinez, P., & Wake, G. (2013). Measuring Alternative Learning Outcomes: Dispositions to study in Higher Education. *Journal of Applied Measurement*, 14(2), 197-218.
- Pampaka, M., Williams, J. & Hutcheson, G. (2012). Measuring students' transition into University and its association with learning outcomes. *British Educational Research Journal*, 38(6), 1041-1071.
- Pampaka, M., Williams, J., Hutcheson, G. D., Wake, G., Black, L., Davis, P., & Hernandez-Martinez, P. (2012). The association between mathematics pedagogy and learners' dispositions for university study. *British Educational Research Journal*, 38(3), 473-496.
- Pampaka, M. (2012). *Rasch Models for Measurement*, in G. Hutcheson & L. Moutinho (Eds), Sage Dictionary of Quantitative Management Research (pp. 212-218). London: Sage.
- Pampaka, M., Kleanthous, I., Hutcheson, G. & Wake, G. (2011). Measuring mathematics self efficacy as a learning outcome. *Research in Mathematics Education*, 13(2), 169-190. DOI: 10.1080/14794802.2011.585828
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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 has had two Parliamentary Select Committee submissions published and was invited to appear before the House of Commons Science and Technology Select Committee Inquiry. He was one of the first academics to write about citizen social science. His recently co-authored book on rights was cited as part of the UK Supreme Court Deputy President's Annual Human Rights lecture. His research has been reported on the BBC News and in the national and local media.

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

- Purdam, K., Garratt, E. and Esmail, A. Hungry in the UK? Understanding Food Insecurity (2015) *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 has a PhD in Survey Methodology from the University of Michigan. Joseph's research interests include the design and implementation of cross-sectional and longitudinal surveys, the effects of nonresponse and measurement errors on survey estimation, record linkage, mixed-mode data collection, interviewer effects, the collection of health

measurements in surveys, small area estimation, the analysis of complex sample survey data, and the treatment of missing data. He has applied interests in epidemiological and health services research, labour market research, and data privacy issues. He is the Principle Investigator for grants of the U.S. National Science Foundation and the German Science Foundation, and has received additional funding from the Alexander von Humboldt Foundation, the U.S. Census Bureau, and the U.S. Centers for Disease Control and Prevention.

Selected Recent Publications

- Sakshaug, J.W., Hollenbeck, B.K., Wei, J.T., Hollingsworth, J.M. (2014). Availability of In-Office Laboratory Services and Use of PSA Testing. *Urology Practice*, 1(3), 111-116.
- Sakshaug, J.W., Raghunathan, T.E. (2014). Generating Synthetic Data to Produce Public-Use Microdata for Small Geographic Areas Based on Complex Sample Survey Data with Application to the National Health Interview Survey. *Journal of Applied Statistics*, 41(10), 2103-2122.
- Sakshaug, J.W., Kreuter, F. (2014). The Effect of Benefit Wording on Consent to Link Survey and Administrative Records in a Web Survey. *Public Opinion Quarterly*, 78(1), 166-176.
- Hollingsworth, J.M., Sakshaug, J.W., Zhang, Y., Hollenbeck, B.K. (2014). In-Office Imaging Capabilities among Procedure-Based Specialty Practices. *Surgical Innovation*, 21(4), 403-408.
- Sakshaug, J.W., Weir, D., Nicholas, L.H. (2014). Identifying Diabetics in Medicare Claims and Survey Data: Implications for Health Services Research. *BMC Health Services Research*, 14:150.
- Sakshaug, J.W. and West, B.T. (2014). Important Considerations when Analyzing Health Survey Data Collected using a Complex Sample Design. *American Journal of Public Health*, 104(1), 15-16.

Professor Natalie Shlomo

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Natalie Shlomo is Professor of Social Statistics since joining the faculty in September 2012. 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 and regularly consults for international organizations.

Selected Recent Publications

- 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.
- Hunt K.J., Shlomo N., 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.
- Pannekoek, J. Shlomo, N. And De Waal, T. (2013) Calibrated Imputation of Numerical Data Under Linear Edit Restrictions. *Annals of Applied Statistics*, Vol. 7, No. 4, 1983-2006.
- Skinner, C.J. and Shlomo, N. (2012), Estimating Frequencies of Frequencies in Finite Populations. *Statistics and Probability Letters*, Vol. 82, 2206-2212.
- Shlomo, N., Skinner, C.J. and Schouten, B. (2012), Estimation of an Indicator of the Representativeness of Survey Response. *Journal of Statistical Planning and Inference* 142, 201-211.

Dr. Nick Shryane

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Nick is interested in the statistical modelling of complex psychosocial systems using latent variables. He uses generalized latent variable modelling techniques, including factor- and item response theory 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

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

Dr. Mark Tranmer**Senior Lecturer & Director of PhD Studies in Social Statistics**

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Mark Tranmer joined the University of Manchester in 1999, where he is a Senior Lecturer in Social Statistics in the School of Social Sciences. He teaches various aspects of quantitative social science at both the undergraduate and the postgraduate level. His main research interests and publication topics include multilevel modelling, models for event occurrence over time, and social network analysis – including the analysis of multilevel networks, and the multilevel analysis of networks.

Selected Recent Publications

- Tranmer M, Pallotti F, Lomi A (2015). The embeddedness of organizational performance: Multiple Membership Multiple Classification Models for the analysis of multilevel networks. *Social Networks* (in press).
- Tranmer, M., Marcum, C. S., Morton, F. B., Croft, D. P., & de Kort, S. R. (2015). Using the relational event model (REM) to investigate the temporal dynamics of animal social networks. *Animal Behaviour*, 101, 99-105.
- Crossley, N., Bellotti, E., Edwards, G., Everett, M. G., Koskinen, J., & Tranmer, M. (2015). *Social Network Analysis for Ego-Nets*. SAGE.
- Tranmer M, Steel D, and Browne W (2014) Multiple Membership Multiple Classification Models for Social Network and Group Dependencies. *Journal of the Royal Statistical Society, Series (A)*, 177, Part 2, pp 1-17.
- Ballas D and Tranmer M (2012) Happy People or Happy Places?: A Multilevel Modelling Approach to the Analysis of Happiness and Well-Being. *International Regional Science Review*. Vol. 35, 70-102.
- de Miguel Luken and Tranmer M (2010) Personal Support Networks of Immigrants to Spain: a Multilevel Analysis. *Social Networks*, 32, no. 4: 253-262.

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Jo works in data support and enhancement. She joined CMIST to undertake a PhD in 1995 which 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 censuses 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., 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.
- Abel, G. J., Bijak, J., Findlay, A., McCollum, D., Wiśniowski, A. (2013). *Forecasting environmental migration to the United Kingdom: an exploration using Bayesian models*. *Population and Environment* 35(2), 183-203.
- Bijak, J., Wiśniowski, A. (2010). *Bayesian forecasting of immigration to selected European countries by using expert knowledge*. *Journal of the Royal Statistical Society, Series A*, 173(4), 775-796.

Dr. Hill Kulu

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Hill Kulu's substantive research interests lie in the field of fertility, family, migration and health studies. His methodological interests include the development and application of longitudinal models in population

research. Kulu's research has advanced our understanding of how family changes and residential choices interact in people's lives and how socio-spatial context shapes childbearing, partnership, migration and health behaviour of individuals. One stream of Kulu's current research investigates the interrelationships between childbearing decisions and housing choices comparing the patterns and trends in Britain, Australia and Nordic countries. The project is funded by the Economic and Social Research Council (UK) and is conducted in collaboration with colleagues from Bristol, Oxford and Brisbane. 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. 2014. Marriage duration and divorce: the seven-year itch or a life-long itch?. *Demography* 51:3, 881–893.
- Kulu, H., Washbrook, E. 2014. Residential context, migration and fertility in a modern urban society. *Advances in Life Course Research* (published online).
- Kulu, H., González-Ferrer, A. 2014. Family dynamics among immigrants and their descendants in Europe: current research and opportunities. *European Journal of Population* (published online).
- Milewski, N., Kulu, H. 2014. Mixed marriages in Germany: a high risk of divorce for immigrant-native couples. *European Journal of Population* 30:1, 89–113
- 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.

Dr. Karyn Morrissey

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

Selected Recent Publications

- Morrissey, K., Williamson, P., Clarke, G.P., Daly, A., O'Donoghue, C. (2015) Mental Illness in Ireland: Simulating its spatial prevalence and the role of access to services. *Environment and Planning B: Planning and Design*, forthcoming
- Morrissey, K., O'Donoghue, C., Farrell, N. (2014) The Local Impact of the Marine Sector in Ireland: A Spatial Microsimulation Analysis. *Spatial Economic Analysis*, 9(1), 31–50.
- Morrissey, K., O'Donoghue, C., Clarke, G., Li, J. (2013) Using Simulated Data to examine the Determinants of Acute Hospital Demand at the Small Area Level. *Geographical Analysis*, Vol. 45, Issue 1, pp. 49–76.
- O'Donoghue, C., Ballas, D., Clarke, G., Hynes, S., Morrissey, K. (Eds.) (2013) *Spatial Microsimulation for Rural Policy Analysis*. *Advances in Spatial Science*. Springer, London.
- Morrissey K., Clarke, G., Hynes, S., O'Donoghue, C. (2010) Examining the factors associated with depression at the small area level in Ireland using spatial microsimulation techniques. *Irish Geography*, Vol. 43, Issue 1, pp 1–22.
- Morrissey, K., Clarke, G., Ballas, S., Hynes, C., O'Donoghue, C. (2008) Analysing Access to GP Services in Rural Ireland using Micro-level Analysis. *Area*, Vol. 40, Issue 3, pp. 354–364.