Department of Social Statistics

Guide for Postgraduate Research Students

Academic Year 2022-2023

www.socialsciences.manchester.ac.uk/social-statistics/

This guide complements the School of Social Sciences handbook for research students.

Contents

1.Welcome to Social Statistics

Welcome to your programme of graduate study in Social Statistics. This handbook contains essential information about the programme and the resources available for you to have a successful and enjoyable time here. This Social Statistics handbook complements (but does not replace) the more detailed information provided in the **SOSS Postgraduate Research Student Handbook,** produced by the School Postgraduate Office and available here: http://www.socialsciences.manchester.ac.uk/pgr-handbook/

Another important source of information is the University internet portal: http://my.manchester.ac.uk

Social Statistics

Social Statistics is a discipline area in the School of Social Sciences. Our focus is on the development and application of quantitative methods in Social Science. The MSc and Diploma in Social Research Methods and Statistics is at the centre of an expanding commitment to high quality graduate teaching in quantitative research methods. Social Statistics provides a supportive environment to a growing body of postgraduate students at Masters and PhD level. It is located in the Humanities Bridgeford Street Building. The School of Social Sciences includes the following other discipline areas: Sociology, Politics, Philosophy, Social Anthropology, Economics and Criminology. More details about the School and Faculty Structures are provided in the School Postgraduate Taught Student Handbook.

Staff to contact for support and advice:

If you are experiencing any problems that you feel are affecting your studies you should contact Jackie or Kingsley. As the PGR Director Kingsley is your first port of call should you encounter any academic difficulties or if there are issues relating to your work that, for any reason, you want to discuss with someone outside your supervisory team. This includes difficulties with the supervision process itself, should these arise.

Prompt discussion and resolution of problems can prevent difficulties and disagreements at a later stage. If, for any reason, you wish to change your supervisor, you should take the matter up with the supervisors in the first instance. Then you should contact Kingsley.

Ms Jackie Boardman, Postgraduate Administrator, Room 3.05, Williamson Building, Email: jackie.boardman@manchester.ac.uk, Tel: 0161 275 4792

Kingsley Purdam, Social Statistics, PGR Director
Email: kingsley.purdam@manchester.ac.uk

2. Social Statistics

Research students are considered integral members of Social Statistics and are involved in the full range of day to day social and research activities. As a research student you are expected to attend the Social Statistics meetings and attend the seminar programme.

Supervision

Social Statistics generally operates a model of two supervisors per student (consisting of main and second supervisor). Generally these will both come from within Social Statistics, though we also operate joint supervision across discipline areas where appropriate. For ESRC CASE students, the supervision team will also include a representative from the partner organisation (their involvement will vary considerably between projects). Supervisors are always selected carefully and the aim is to ensure that you have two complementary supervisors who have interests and expertise in the research area of your PhD. The joint arrangement also ensures continuity for the student in the event of illness or absence of one supervisor.

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

1. The start of the programme you and your supervisors will agree a programme of work including training. This will be informed by your completion of an on-line Training Needs Analysis (a skills audit), details of which will be provided during induction.

2. You will receive regular supervision meetings. Length and frequency of meetings may vary according to the nature of ongoing work and stage of the PhD, but we generally expect to meet every two or three weeks with written work normally submitted beforehand for discussion. It is important that you keep good records of supervision meetings, including agreed goals and actions ahead of the next meeting. These records will form an integral part of your personal development planning and review.

3. Your supervisors are generally your first port of call for all academic related matters. However, all staff (and your research student colleagues) are usually very happy to be consulted when you seek advice in areas relating to their own expertise. We particularly value the co-operative and supportive working relations in Social Statistics.

4. If you have any concerns about supervision then please raise them with your supervisors or with your PGR Director Dr. K. Purdam. Email: kingsley.purdam@manchester.ac.uk

Eprog – Tool for Managing Your PhD

EProg is a University-wide system for postgraduate researchers to record and monitor progression throughout their programme and to manage skills training activities. The eProg system offers an online platform for academic staff and their PGR students to record and track key milestones throughout the student's programme, from the point of registration to thesis examination. The system also provides access to an extensive catalogue of skills training activities across the University.

Please see the School of Social Sciences Research Student Handbook 2022-2023 for further details about eProg

Review Process

All research students are subject to a formal process of review. The purposes of the review are as follows:

- To provide assessment of the student's progress and whether they are likely to complete a satisfactory PhD thesis in the required time.

- To provide the student with feedback on their work from the perspective of an academic other than their main supervisor(s).

- To enable the student to develop skills that are useful in a PhD viva – an ability to present and defend their work.

- To enable both students and supervisors to raise any concerns they have about the supervisory process

Mid Year review

The Mid year reviews happen in January and February (or 6 months after your registration date for those who register after the beginning of September). These are less formal than the Annual review. As a minimum the rules require completion of a report form (comprising separate sections for student and supervisor(s)) outlining progress over the previous work period, highlighting problems, and stating objectives for the next 6 months. The form is signed by student and supervisor(s) and sent to the school office.

Annual Review of Progress

For the annual review at a date agreed with the main supervisor, the student submits appropriate written work (two weeks in advance) to an academic from outside of the supervision team who will act as a reviewer. This is circulated, together with the completed annual report form in eProg. The written work should be a substantial piece of work. For first year students, it might be the research design and the literature review. For 2nd and 3rd year students it could be thesis

chapters and/or articles.

A review panel is then held. The review committee comprises: The Supervisors (including the partner in CASE studentships) and at least one other academic independent of the supervisory team. The Review Committee is chaired by the main supervisor.

The reviewer reviews the written work and following the review meeting makes a recommendation to the Social Statistics graduate director about whether the student should be allowed to progress to the next year of study. The reviewer also provides feedback on the written work.

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

Students in receipt of an ESRC Advanced Quantitative Methods (AQM) stipend will also be required to submit an AQM review form to the AQM committee. This will determine whether the student's AQM additional stipend will continue.

Part Time Study

Completing a PhD part-time is a particularly challenging project because it involves 6 years of dedicated work. As with full-time students, there is a programme of review and progression that applies. Throughout your time with us you will complete, with your supervisor, a series of 6 month report forms on the e-Prog system, enabling you to track your progress and to identify any problems as and when they arise.

Working on a PhD part-time can be an isolating experience as well as one that imposes particular intellectual demands. It is important to maintain regular contact with your supervisor. How this works in practice will vary as the project evolves but a good rule of thumb is that you should be meeting with them for 1-2 hours at least once a month. You may need more meetings during the early, setting up phase of the project and fewer once you are involved in fieldwork. Because part-timers tend not to spend as much time in the university it is particularly useful to agree on clear goals for the research and to establish key milestones with your supervisor.

Your Office Spaces

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

In HBS there is also a shared private office for use for conducting interviews and other quiet research. PhD students are also welcome to use the SOST Common room for lunch and social breaks etc.

Study Spaces

There are lots of different study spaces available around the campus. Find a space you like and that works well for you. These include the Alan Gilbert Learning Commons:

https://www.library.manchester.ac.uk/locations-and-opening-hours/learning-commons/

Other spaces around campus

In additional to the facilities provided by schools, there are a number of other study spaces available with advance booking around the campus.

Please see StaffNet for more information:

- http://www.manchester.ac.uk/study/postgraduate-research/why-manchester/student-experience/

How can I book a room in the Arthur Lewis Building (ALB)?

Please direct all room booking requests via email to sossresources@manchester.ac.uk.

Disability Support

For help and support please see the Disability Support Office webpage at: www.manchester.ac.uk/disability

Telephone: 0161 275 7512/8518

Text: 07899 658 790 or Minicom: 0161 275 2794

Email: disability@manchester.ac.uk

Personal Development Skills Audit

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

Completion of the Faculty on-line Training Needs Analysis will help you and your supervisors identify priority areas for development. General and transferable

skills can be gained. This may include short one-day courses and/or 12-week Masters courses form the Social Statistic programme, or elsewhere in the university.

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

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

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

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

SOSS Training

Lots of the resources and training courses provided are listed here:

https://www.researcherdevelopment.manchester.ac.uk/researcher-development-for-pgrs/

Training is also provided by the University library:

https://www.library.manchester.ac.uk/training/my-research-essentials/

There is also a rolling programme of research methods related events, including short courses, conferences and one-day events organised by research centres based in the school. You should check web pages of the different research institutes and centres regularly for information about these.

There will also be events organised by the North West Social Science Doctoral Training Partnership (NWSSDTP), again you should check the website for these.

Seminars

Attending research seminars is important for all graduate students. It serves as a useful way of getting to know colleagues, learning about the research they are doing, as well as playing a crucial training role in providing real-world exemplars of the research process and presentation skills.

All our Graduate students are expected to attend seminars on the Social Statistics Seminar series. You are also strongly encouraged to attend other seminars of interest from the wide range of seminar series run across the school and faculty.

Presenting Seminars

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

Teaching Opportunities

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

For more information on Teaching Assistant (TA) roles, training, etc., visit: http://www.humanities.manchester.ac.uk/humnet/our-services/teaching-and-learning/tahub/

Teaching Assistance on the SRMS Masters Programme

Social Statistics has a Master's degree program called *Social Research Methods and Statistics*. There are opportunities for research students to take up positions as graduate teaching assistants on this program. This will involve classroom assistance and you may also get involved in marking of formative assessments.

Teaching Assistance Elsewhere in School of Social Sciences

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

Teaching Assistance Training

If you have an interest in teaching you should take the University course on Tutoring. The training runs every September. Apart from providing a useful accreditation for your CV, attending this course is a formal requirement for any research students taking on a teaching assistance role at the University.

Classroom Assistance in Social Statistics External Short Courses

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

If you are interested in teaching……..

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

There is a limit on the hours you can spend on non-PhD related work (e.g. ESRC students should check ESRC guidelines). More information can be found here: http://www.humanities.manchester.ac.uk/humnet/our-services/teaching-and-learning/tahub/

Transferable Skills Training

IT Skills

All research students will need to be able to use email and network services effectively and to word process their own theses, including tables and graphs where necessary. Using software such as Endnote, a reference and image database to aid in constructing bibliographies, will also be vital.

Training is available so that you can learn these vital skills. For further details please see website:

http://www.humanities.manchester.ac.uk/research/supporting-researchers/

English Language Training

The Language Academic Support Programme is offered to registered international students. These classes on academic writing, grammar, academic speaking and pronunciation are available for 20 weeks and can be up to 5 hours of tuition per week. Registration is via a diagnostic test, which is compulsory for

all postgraduate students registering on a programme in the School of Social Sciences for whom English is an additional language. Further details can be found on the Registration Timetable.

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

In addition to the In-Session academic writing, the University Centre for Academic English (UCAE) programme includes individual tutorial support for academic writing through consultations and a 'drop-in' service.

http://www.languagecentre.manchester.ac.uk/study-english/our-courses/courses-for-uom-students/insessional-academic-english-support/

Other Language Training

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

Ethics

Policies and procedures on research ethics

You will find the University Policy on the Ethical Involvement on Human Participants in Research, the principles, the research ethics review and approval process as well as guidance in PDF and video on the University Research governance, ethics and integrity website. All applications for ethics review will be processed through the online Ethics Review Manager (ERM) system, which can be found from the link below.

Research governance, ethics and integrity:
http://www.staffnet.manchester.ac.uk/services/rbess/governance/ethics/

Training on research ethics, practice and integrity

Training related to research ethics, practice and integrity that you should undertake depends on the nature of your research and may include: research integrity, clinical trials, human tissue, DBS check and data protection. Some of these may be required by the research ethics reviewer/committee. Please see the Research governance, ethics and integrity website for more information.

Research Centres in the School of Social Sciences

- Centre on Dynamics of Ethnicity (CoDE)
- Morgan Centre for Research into Everyday Lives
- Mitchell Centre for Social Network Analysis
- Cathie Marsh Institute for Census and Survey Research (CMI)
- Sustainable Consumption Institute (SCI),
- Manchester Institute for Collaborative Research on Ageing (MICRA)
- Iqbal Ullah Race Relations Resource Centre

Links

Social Statistics is a partner in the North West Social Science Doctoral Training Partnership (NWSSDTP), which joins with the Universities of Lancaster and Liverpool in administering ESRC applications and grants and in providing training courses. Many of these courses will be available to all students within the department. The DTC runs a rolling program of events, including conferences, seminars and day-schools that you can participate in. Details of these can be found on the NWSSDTP web-site (https://nwssdtp.ac.uk).

Careers Guidance

Services for Postgraduates
Postgraduates are active users of the Careers Service and are encouraged to access all our services. http://www.careers.manchester.ac.uk/

Associations

The Royal Statistical Society

The RSS is a professional body for all statisticians and data analysts.

https://rss.org.uk/

The Social Research Association

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.

The British Sociological Association

The BSA represents the interests of professional sociologists. Membership is open to students at reduced rates, which includes a full subscription to *Sociology* or *Work, Employment and Society*, the BSA's own journals, and regular newsletters. The BSA organises an annual conference, with reduced rates for students, and also runs summer schools and other activities aimed specifically at postgraduate students.

Funding for Fieldwork and Conference Attendance

This funding generally comes from the organisation funding the PhD. If your funding does not cover such costs then you can make a request for funds from the Social Statistics contingency fund for this purpose. Funding may also be available from the various Research Groups that form the Cathie Marsh Institute for social research (CMI), which is closely aligned with the Social Statistics department. Talk to your supervisor for more information about seeking funding from the department or CMI.

ESRC/DTP students have an allocation which is held centrally by the Graduate School Office. CDT students should refer to their CDT administrators. Students may use this for a variety of purposes related to research (typically to attend conferences). This money is claimed directly from the graduate school by the student. The ESRC and AHRC give their funded students a Research Training Support Grant (RTSG) each year as a research support training fund. Original receipts are required to cover all claims.

The Department's Student Experience and Recruitment Budget (SERB) includes research funds for students who do not have RTSG (or those who have spent their RTSG), to cover research expenses such as conference fees, travel, and research visits. This must be approved by the PGR Director. Travel should be booked via the University's travel agent, Key Travel. Students must not purchase these items and then seek a refund. Rather, they should obtain provisional approval from the PGR Director, and then create an itinerary with Key Travel (Keytravel-soss@manchester.ac.uk) and complete a Risk Assessment. This itinerary should be approved by the supervisors and the PGR Director.

More information about the Key Travel process is available here: https://www.staffnet.manchester.ac.uk/finance/travel-expenses/travel/

Students must also ensure that they have sufficient insurance for their visit. Information about insurance is available here: https://www.staffnet.manchester.ac.uk/insurance/travel/

Cafes etc…

University Green offers several restaurants, bars and coffee houses. Milk and Honey is a community café located in St Peter's House, which offers ethically

sources food and drinks. There are numerous pubs and places to eat along Oxford Road in either direction, including a refectory in the Royal Northern College of Music, and a vegetarian cafe, *On the Eighth Day*, opposite All Saints Park.

3. Advice from your peers; *"I wish someone had told me…"*

Completing a PhD is a marathon, not a sprint. In fact, a better analogy could be to compare it to a long, offshore swim. Sometimes the sun is out, the sea is calm, you can see the shore and you're enjoying the journey – it's an adventure of discovery. At other times it can be dark, stormy, and scary. The worst is when you are fighting a current. Although you are straining every muscle and swimming as hard as you can, you might actually find yourself being swept backwards. Sometimes your PhD will feel like this. But if you can plough on, eventually the tide will turn.

Below are some words of friendly advice from those who have navigated these challenging waters - current and previous PhD students.

"I wish someone had told me… it is ok to take a holiday."

My experience of doing a PhD has been a bit of a juggling act. As well as the PhD research there has also been bits of TA and RA work, and it has all had to fit around family commitments and volunteer work. I have not been following a standard 9 to 5, Monday to Friday type of routine. It would be accurate to say that there has been a fair amount of flexibility to my study. Flexibility in fact, in my view, has been one of the perks of returning to student life, I can control my own workload and schedule my time to my needs. However, that often means feeling the need to work in evenings on the days I have been doing other things during the day, or working weekends when the weeks have suddenly passed and a deadline is looming.

So, how do holidays fit in?

When life is a holiday (because that's what student life is like right?), are we allowed to take a break? I have taken holidays over the past three and a bit years, but generally I would have optimistic hopes that I would read a few papers, or write a bit of that study up, or at least do some good thinking. Invariably I would not do as much work as I thought I would on holiday and feel guilty, rushed and stressed when I got back to my desk. So much for a holiday! But, I finally decided that it was OK to take a holiday, at the moment when it felt like I shouldn't, just after my three-year mark. I took two months off to visit family overseas and have some down time. I made a decision not to think about the PhD (too much) and to have a break. The holiday was great, and what is even better is that I have come back motivated and optimistic about finishing my PhD. So it seems to have worked. It is OK to take a holiday.

"I wish someone had told me… how few people around you will find your research interesting."

At such a large University, with people working in so many diverse areas, it can be really difficult to find people with similar research interests. (Excepting hopefully your supervisors!). If your research is at all interdisciplinary you need to look beyond your discipline area, and maybe even faculty, to find people to collaborate with, or just be enthusiastic about your research with.

"I wish someone had told me… prepare for travelling to conferences, short courses, etc. by yourself."

But do not let that fact prevent you from attending such events as they represent useful knowledge acquisition and networking opportunities. Also, do not be afraid to attend seminars, events, etc. within the university which you find interesting regardless of relevance to your research topic. This provides a way of appreciating the diversity within the university and seeing the place from different perspectives. It could prove useful for your research and networking opportunities as well.

I wish someone had told me as I started my 2nd year: Try to present at both postgraduate and professional academic conferences that are relevant to your area of research as they can really help with developing your own research, i.e. writing papers, research methods, potential journal targets for your work, etc.

"I wish someone had told me…be prepared for your workload to increase in your 3rd year."

As well as completing the PhD, there will be possible journal article writing and revisions, applying for positions beyond the submission of your PhD thesis, etc. As the workload increases and the time left on your programme decreases, please continue to engage with your colleagues and the university. This is a special time as you are on the cusp of achieving something great – please continue to share your journey with others.

"I wish someone had told me…to try connect your research to an organisation, institute or group beyond your own university."

This could enhance your research and also the experience of doing your research. It could also provide further networking and employment opportunities.

"I wish someone had told me…to try write an article for peer-review publication."

Undergoing the peer-review process during your PhD helps strengthen your work and helps prepare you for viva. For the alternative submission route this is essential.

"I wish someone had told me…that your supervisory arrangements may change over time as departmental staff seek out pastures new for themselves."

You are building something great for yourself and so are your supervisors. We are all on our journeys though life, so we should make the most of the time we share together.

4. Semester Dates 2022-23

2022/23 ACADEMIC YEAR TERM DATE
UNDERGRADUATE AND POSTGRADUATE TAUGHT STUDENTS

Online induction (new students)	12 September 2022
University and programme induction (new students)	19 September 2022
Welcome back and induction (returning students)	19 September 2022

SEMESTER ONE TEACHING STARTS	**26 September 2022**
Christmas break starts	19 December 2022
Christmas break ends	15 January 2023
Semester 1 assessment and exams	16–27 January 2023
Semester 1 ends	29 January 2023

SEMESTER TWO STARTS	**30 January 2023**
Easter break starts	27 March 2023
Easter break ends	16 April 2023
Semester 2 assessment and exams	23 May – 09 June 2023
Semester 2 ends	09 June 2023

5. Student Representation

As a research student you are formally represented by a Student representative (selected from the current body of Social Statistics research students). They act as a formal channel of communication between the students they represent and the University staff involved in their Programme, School or Faculty. Student representatives meet with the graduate team as well as departmental meetings, to air the views of the student body.

Student representatives fulfil an important function in the School management structures and we actively encourage student involvement in a range of programme and School-level committees.

The system of student representation in the School of Social Sciences is designed to give you every opportunity to establish and maintain dialogue, both formally and informally, with academic and administrative staff in order to resolve any matters which arise and to provide input into the decision-making processes of the School.

We are keen to receive student feedback on any aspect of the support we provide for PGR students. We are always looking to improve what we do and for this to happen we need to hear from you. In addition to meeting with students individually, please let your student representatives know if you think anything needs improving and you have any suggestions.

6. Help With Problems

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

The research process is rarely smooth and short-term difficulties and lack of apparent progress is to be expected. But you are strongly advised not to ignore problems, but instead to make full use of the support available. Problems can often be sorted out informally through working with colleagues and your supervisors.

The Director of Postgraduate Research is also available to discuss problems in a more formal capacity.

Please also make yourself aware of the many specialist support services (including health and counselling services) available to all students at the University of Manchester through the Student Services Centre.

https://www.studentsupport.manchester.ac.uk/student-services/

https://www.counsellingservice.manchester.ac.uk/

https://www.counsellingservice.manchester.ac.uk/pgr/

Hardship Funding

The University has a scheme to help students with financial hardship. Please discuss with the PGR Director K. Purdam or your supervisor.

https://www.studentsupport.manchester.ac.uk/finances/funding-opportunities/all/living-cost-support-fund/

7. Additional Practical Information

You will find many of the information handbooks and forms (including Notice of Submission Forms, guidance on format of theses etc) at this site which will contain the most up-to-date information
https://www.humanities.manchester.ac.uk/pgr-handbook-soss/

Fieldwork Abroad

Fieldwork abroad is permissible under the regulations of the University, but these trips need to be formally approved by the School Postgraduate Committee. Approval is dependent upon adequate supervision arrangements in the field and typically this is achieved by agreement with an institution near to where the fieldwork will take place. Students who are on university approved fieldwork are also covered by the university travel insurance.
https://www.staffnet.manchester.ac.uk/insurance/travel/

If you intend to carry out fieldwork that involves travelling away from the university you may be eligible for support from the school fieldwork bursary. Details of what counts as fieldwork and the rules of eligibility for this scheme, as well as the relevant forms can be found here:
http://www.socialsciences.manchester.ac.uk/student-intranet/

Changes to the PhD/MPhil Programme: Interruptions, Extensions

Information about interruptions and extensions can be found in the School Research Student   https://www.humanities.manchester.ac.uk/pgr-handbook-soss/policies/programme-changes/

Please contact the PGR Administrator, Jackie in the SoSS Postgraduate Office:
jackie.boardman@manchester.ac.uk, Tel: 0161 275 4792

Procedural Reminders:

Fieldwork – All research students going on fieldwork MUST apply directly to the School office for approval before they leave the University.

Upgrade from MPhil to PhD – All students who are upgrading from the MPhil to the PhD MUST be formally approved by the School.

Changes to Thesis Title – All changes to a student's thesis title MUST be formally approved by the School.

Request to Submit Early – Students MUST formally apply to the School for approval to submit early.

Request to Change Programmes – Students MUST formally apply to the School for approval to change their programme.

All cases, relevant forms, guidance and notes can be downloaded from:

https://www.humanities.manchester.ac.uk/pgr-handbook-soss/policies/programme-changes/

Appendix A: The SoSS Postgraduate Office and Visas

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

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

The office is open for student enquiries: Monday – Friday 8.30.a.m. – 4.00 pm.

Communication

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

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

Visas

As your Tier 4 sponsor, the University of Manchester must monitor your attendance and be assured that you are fully engaged with your programme of study or research. To do this:
- We need to ensure that we have up-to-date contact details for you.
- If you leave Manchester for any reason during your studies you need to let your Postgraduate Administrator know this.

The Immigration and Visa Team will inform us if they require you to attend census points in addition to complying with the attendance requirement of your programme of study.

Note: Attendance at lectures and seminars is mandatory and this is recorded on campus solutions.

Your responsibilities as a tier 4 student are detailed here:
https://www.studentsupport.manchester.ac.uk/immigration-and-visas/

Please note:

- The census is completed by the PGR Administrator if the relevant attendance and engagement milestone in Eprog has been completed by the PGR supervisor.
- You must check your University e-mail account regularly as we use this to contact you during your studies. You will receive a reminder e-mail from the School about each census point and we advise that you confirm with your supervisor that the attendance and engagement milestone has been completed in Eprog.
- Failure to check your e-mail account is not a valid reason to ensure that your attendance milestone has not been completed for the census point
- You must make sure that your home country address, your Manchester address, your mobile telephone number and email details are always accurate. You should also update the UKVI with your new contact details
- If you are going to be away from Manchester during any period of your registration you must let your Programme Administrator know this (by email or in person).

Appendix B: Plagiarism

The University of Manchester Guidance to students on plagiarism and other forms of academic malpractice

Definition of academic malpractice:

Academic malpractice is any activity – intentional or otherwise – that is likely to undermine the integrity essential to scholarship or research. It includes plagiarism, collusion, fabrication or falsification of results, and anything else that could result in unearned or undeserved credit for those committing it. Academic malpractice can result from a deliberate act of cheating or may be committed unintentionally. Whether intended or not, all incidents of academic malpractice will be treated seriously by the University (taken from the University's *'Academic Malpractice Procedure'*

 http://documents.manchester.ac.uk/display.aspx?DocID=639)

Introduction

1. As a student, you are expected to cooperate in the learning process throughout your programme of study by completing assignments of various kinds that are the product of your own study or research. You must ensure that you are familiar with, and comply with, the University's regulations and conventions: ignorance of the University regulations and conventions cannot be used as a defence for plagiarism or some other form of academic malpractice

2. This guidance is designed to help you understand what we regard as academic malpractice and hence to help you to avoid committing it. You should read it carefully, because academic malpractice is regarded as a serious offence and students found to have committed it will be penalised. A range of penalties may be applied including the capping of marks, being awarded zero (with or without loss of credits), failing the whole unit, being demoted to a lower class of degree, or being excluded from the programme.

3. In addition to the advice that follows, your School will give you advice on how to avoid academic malpractice in the context of your discipline. It will also design assessments to help you avoid the temptation to commit academic malpractice. Finally, you should take note that work you submit may be screened electronically to check against other material on the web and in other submitted work.

Plagiarism

4. Plagiarism is presenting the ideas, work or words of other people without

proper, clear and unambiguous acknowledgement. It also includes 'self plagiarism' (which occurs where, for example, you submit work that you have presented for assessment on a previous occasion), and the submission of material from 'essay banks' (even if the authors of such material appear to be giving you permission to use it in this way). Obviously, the most blatant example of plagiarism would be to copy another student's work. Hence it is essential to make clear in your assignments the distinction between the ideas and work of other people that you may have quite legitimately drawn on and developed, and the ideas or material that you have personally contributed.

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

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

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

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

6. As you can see, it is most important that you understand what is expected of you when you prepare and produce assignments and that you always observe proper academic conventions for referencing and acknowledgement, whether working by yourself or as part of a team. In practice, there are a number of acceptable styles of referencing depending, for example, on the particular

discipline you are studying, so if you are not certain what is appropriate, ask your supervisor or the course unit coordinator for advice! This should ensure that you do not lay yourself open to a charge of plagiarism inadvertently, or through ignorance of what is expected. It is also important to remember that you do not absolve yourself from a charge of plagiarism simply by including a reference to a source in a bibliography that you have included with your assignment; you should always be scrupulous about indicating precisely where and to what extent you have made use of such a source.

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

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

Collusion

9. Collusion is when a student or students collaborate with another student or students, as an individual or group to gain a mark or grade to which they are not entitled. Students who allow another student to copy their work are also committing collusion and both the copier and the provider of the work are liable to be penalised. Where it is proved, collusion will be subject to penalties similar to those for plagiarism.

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

Fabrication or falsification of data or results

11. For many students, a major part of their studies involves laboratory or other forms of practical work, and they often find themselves undertaking such activity

without close academic supervision. If you are in this situation, you are expected to behave in a responsible manner, as in other aspects of your academic life, and to show proper integrity in the reporting of results or other data. Hence you should ensure that you always document clearly and fully any research programme or survey that you undertake, whether working by yourself or as part of a group. Results or data that you or your group submit must be capable of verification, so that those assessing the work can follow the processes by which you obtained them. Under no circumstances should you seek to present results or data that were not properly obtained and documented as part of your practical learning experience. Otherwise, you lay yourself open to the charge of fabrication or falsification of results.

Contract Cheating

12. Contract cheating is the practice of engaging a third party to complete an assignment. It occurs when someone other than the student completes an assignment which the student then submits for assessment/credit.

Finally...

13. If you commit any form of academic malpractice, teaching staff will not be able to assess your individual abilities objectively or accurately. Any short-term gain you might have hoped to achieve will be cancelled out by the loss of proper feedback you might have received, and in the long run, such behaviour is likely to damage your overall intellectual development.

14. Students are advised to refer to the various plagiarism, academic malpractice and referencing resources and information available through the University of Manchester Library My Learning Essentials, including workshops and online resources such as:

Getting started with referencing:
https://www.escholar.manchester.ac.uk/learning- objects/mle/introducing-referencing/story_html5.html

Avoiding plagiarism: https://www.escholar.manchester.ac.uk/learning-objects/mle/avoiding-plagiarism/story_html5.html

Appendix C: Health and Safety

Accidents and Emergencies

All accidents at work or study must be reported to the School administration, e.g. Bernadette O'Connor, Head of Postgraduate Services, Tel: +44 (0)161 275 4627, bernadette.oconnor@manchester.ac.uk

General Health and Safety Issues

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

Fire Alarms and Emergency Evacuation Procedures

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

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

If for any reason you need help to leave any building in the event of an emergency, you should inform your Programme Administrator and School administration.

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

Smoking Policy

All University of Manchester buildings are non-smoking.

Appendix D: Social Statistics Academic Staff and Research

All teaching staff in Social Statistics and CMI 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

Reader
Location: Room G24, Humanities Bridgeford Street
Email: mark.brown@manchester.ac.uk

Mark joined CMI 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. This is an area in which he has held a number of research grants including co-founding 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.

Selected Recent Publications

- Brown M (2017) Making students part of the dataset: a model for statistical enquiry in social issues Teaching Statistics Journal Vol 39 (3) https://doi.org/10.1111/test.12131
- Carter J, Brown M and Simpson K (2017) From the classroom to the workplace: how social science students are learning to do data analysis for real, Statistics Education Research Journal 16 (1). pp. 80-101. ISSN 1570-1824

Professor Jackie Carter

Professor of Statistical Literacy
Location: Room G28, Humanities Bridgeford Street
Email: Jackie.carter@manchester.ac.uk

Jackie joined the University of Manchester in 1996. In 2020 she was awarded a National Teaching Fellowship Award, by Advance HE, for her work on opening up the workplace to social science students through a living wage paid internship programme she developed. She has also been named one of Twenty Women in Data and technology for her work in creating a more diverse talent pipeline into

data careers. She has a background in teaching and researching data and statistical literacy and a track record in developing links with the public, private and voluntary sectors in applied social research. She has undertaken a secondment with the ONS's Data Science Campus team and is a member of ESRC's Strategic Advisory Network and the Urban Big Data Centre's advisory board. Jackie is Co - Director of the Manchester Q Step Centre, where she leads on the data fellows programme placing students in organisations to practise their statistical and data analysis skills. She is also working with partners in Latin America (Brazil, Colombia and Mexico) to explore a data fellows programme in support of delivering the Sustainable Development Goals (SDGs).

Selected Recent Publications

- Carter J. (2021) Work Placements, Internships and Applied Social Research (Sage, London)
- Carter J., Méndez-Romero RA., Jones P, Higgins V and Samartini, ALS. (2021) EmpoderaData: Sharing a successful work-placement data skills training model within Latin America, to develop capacity to deliver the SDGs. Special Edition on Statistical Literacy of the Statistical Journal IAOS.
- Carter J. (2021) Developing a future pipeline of applied social researchers through experiential learning: the case of a data fellows programme. Special Edition on Statistical Literacy of the Statistical Journal IAOS.
- Jones, P., Carter, J., and Renken, J (2021) Strengthening the Skills Pipeline for Statistical Capacity Development in Latin America to meet the Demands of Sustainable Development: A Data Fellowship Model Global Development Institute Working Paper.
- Carter J, Brown M and Simpson K (2017) From the classroom to the workplace: how social science students are learning to do data analysis for real, Statistics Education Research Journal 16 (1). Pp. 80-101. ISSN 1570-1824

Dr Alexandru Cernat

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Alexandru Cernat is a senior lecturer in the Social Statistics Department at the University of Manchester. He has a PhD in survey methodology from the University of Essex and was a post-doc at the National Centre for Research Methods and the Cathie Marsh Institute. His research and teaching focus on: survey methodology, longitudinal data, measurement error, latent variable modelling, new forms of data and missing data. You can find out more about him and his research at: www.alexcernat.com

Selected Recent Publications

- Cernat, A., and Sakshaug, J. (2020). The Impact of Nurse Continuity on Biosocial Survey Participation. Survey Methods: Insights from the Field (SMIF). https://doi.org/10.13094/SMIF-2020-00010
- Cernat, A., and Revilla, M. (2020). Moving from Face-to-Face to a Web Panel: Impacts on Measurement Quality. Journal of Survey Statistics and Methodology. https://doi.org/10.1093/jssam/smaa007
- Cernat, A., and Sakshaug, J. (2020). Nurse effects on measurement error in household biosocial surveys. BMC Medical Research Methodology, 20(1), 45. https://doi.org/10.1186/s12874-020-00922-2
- Cernat, A., and Sakshaug, J. (2020). The Impact of Mixed Modes on Multiple Types of Measurement Error. Survey Research Methods, 14(1), 79–91. https://doi.org/10.18148/srm/2020.v14i1.7450
- Cernat, A., Sakshaug, J. and Castillo, J. (2019). The Impact of Interviewer Effects on Skin Colo Assessment in a Cross-National Context. International Journal of Public Opinion Research. https://doi.org/10.1093/ijpor/edy030

Dr Eduardo Fe

Senior Lecturer in Social Statistics
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Eduardo is a statistician/econometrician who uses secondary data as well as experiments to understand the development human traits (particularly health and cognition), from childhood to the old age. His econometric and statistical skills are wide ranging, but the focus of his recent publications has been on causal inference and nonparametric methods (with Regression Discontinuity and Partial Identification occupying a significant amount of his recent work).

Selected Recent Publications

- Fé, E. (2021) Partial Identification of the Causal Effect of Retirement on Cognition. Journal of the Royal Statistical Society, Series A.
- Fé, E. and Hofler, R. (2020) sfcount: Stata command for count data stochastic frontiers and underreported and overreported counts, The Stata Journal.

Dr Tina Hannemann

Lecturer in Social Statistics
Location: Room G26, Humanities Bridgeford Street
Email: tina.hannemann@manchester.ac.uk

Tina joined the Social Statistics department in 2016 as a researcher for CoDE. Later she moved to a research project with the National Centre for Research Methods (NCRM) investigating the impact on missing data and compensation methods in bio-marker research. She is a trained demographer with interest in demographic behaviour and events among ethnic minority groups and socio-economic influences on health behaviours and mortality. Furthermore, she has an interest in demographic methodology such as survival analysis, longitudinal data analysis, quality evaluation of large-scale surveys and census data and cross-country comparative research. She is currently the director of the SRMS MSc program.

Selected Recent Publications

- Hannemann T, et al. (2020) Partnership dynamics among immigrants and their descendants in four European countries. Population, Space and Place 26 (5), e2315. https://onlinelibrary.wiley.com/doi/abs/10.1002/psp.2315
- Shankley, W., Hannemann, T. and Simpson, L., (2020) The demography of ethnic minorities in Britain. In Ethnicity, Race and Inequality in the UK: State of the Nation. Byrne, B., Alexander, C., Khan, O., Nazroo, J. and Shankley, W. (eds.). Bristol: Bristol University Press. https://library.oapen.org/bitstream/handle/20.500.12657/22310/9781447351269.pdf?seq#page=32
- Kulu, H., Milewski, N., Hannemann, T. and Mikolai, J. (2019) A Decade of Life-course Research on Fertility of Immigrants and Their Descendants in Europe. Demographic Research, 40 (46), 1345–1374. https://www.demographic-research.org/volumes/vol40/46/40-46.pdf
- Hannemann T, et al. (2018). Co-ethnic marriage versus intermarriage among immigrants and their descendants: A comparison across seven European countries using event-history analysis. Demographic Research, 39(17), 487-524. https://www.demographic-research.org/volumes/vol39/17/39-17.pdf
- Kulu, H., Hannemann, T., et al. (2017) Fertility by birth order among the descendants of immigrants in selected European countries. Population and Development Review, 43 (1), p. 31-60. https://hal.archives-ouvertes.fr/hal-02087677/document

Professor Todd Hartman

Professor of Quantitative Social Science
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Todd Hartman received his interdisciplinary PhD in Political Psychology from Stony Brook University (New York, USA) and is an expert in the design and analysis of complex surveys and experiments. Much of his research investigates the psychological determinants of public opinion and its consequences for mass behaviour and intergroup relations. His teaching focuses on quantitative research methods from introductory applied statistics (e.g., descriptive and exploratory

analyses; measurement and scaling; regression models for continuous, binary, ordinal, and count outcomes) to more advanced techniques such as structural equation modelling, methods of causal inference, quantitative text analysis, and network analysis. Since the global pandemic began, Professor Hartman has been working with an interdisciplinary team to study the impact of COVID-19 on the British public. The project secured early funding from the UK government and to date has collected nationally representative panel data from 6 survey waves of respondents beginning when the first UK Lockdown was announced on 23 March 2020. (More details about the project are available on the Consortium website, and the data are publicly available at the Open Science Framework.) This unique collaboration is only one of two social science research teams to receive public funding to collect new longitudinal survey data on British adults to study COVID-19 and has also made an impact outside of academia, as the research team are regularly in contact with Public Health England, the NHS, the Cabinet Office, and others working in the public interest. Professor Hartman is also a Statistical Ambassador for the Royal Statistical Society, working with journalists to properly interpret and report statistical evidence to the general public. He previously directed the Sheffield Q-Step Centre, as well as founded and directed a survey research institute that conducted telephone- and mail-based surveys using probability-based samples and complex sampling frames. He currently serves as an Associate Editor of *Political Studies*, Editorial Board Member of *Political Psychology*, and Co-convenor of the Political Psychology Specialist Group for the Political Studies Association.

Selected Recent Publications

- Hartman, T.K., Stocks, T.V.A., McKay, R., et al. (2021). The authoritarian dynamic during the COVID-19 pandemic: Effects on nationalism and anti-Immigrant sentiment. Social Psychological and Personality Science.
- Murphy, J., Vallières, F., Bentall, R., et al. (2021). Psychological characteristics associated with COVID-19 vaccine hesitancy or resistance in the UK and Ireland. Nature Communications, 12, 1-15.
- Hartman, T. K., Kennedy, H., Jones, R., and Steedman, R. (2020). Public perceptions of 'good' data management. Big Data and Society.
- Bell, A., Hartman, T. K., Piekut, A., Rae, A., and Taylor, M. (2020) Making Sense of Data in the Media. SAGE Publishing.
- Hartman, T. K., and Newman, B. J. (2019). Accounting for pre-treatment expo-sure in panel data: Re-estimating the effect of mass public shootings. British Journal of Political Science, 49, 1567-1576.

Dr Jihye Kim

Lecturer in Social Statistics
Location: Room 2.13T, Humanities Bridgeford Street
E-mail: jihye.kim@mancheser.ac.uk

Jihye Kim is a lecturer in Social Statistics at the University of Manchester. She completed her PhD in Social Statistics at UOM, with a thesis titled "Bayesian child labour estimation and prediction in India". Her thesis aims to estimate the number of child labourers and diagnose the causes of child labour across India using a Bayesian data-combining approach. Her research includes broader social topics such as child labour, employment, gender, international development and time-use, based on a Bayesian data analysis method. She also carried her research on Covid-19 transmission in India and the UK. Previously, she obtained her MSc in Social Research Methods and Statistics and MA in International Development at the University of Manchester, and BA in Sociology at Korea University.

Selected Recent Publications

- Olsen, W., Bera, M., Dubey, A., Kim, J., Wiśniowski, A. and Yadav, P. (2020). Hierarchical modelling of COVID-19 death risk in India in the early phase of the pandemic. *The European journal of development research*, *32*(5), pp.1476-1503. https://doi.org/10.1057/s41287-020-00333-5
- Kim, J., Olsen, W. and Wiśniowski, A., 2020. A Bayesian Estimation of Child Labour in India. *Child Indicators Research*, *13*(6), pp.1975-2001. https://doi.org/10.1007/s12187-020-09740-w
- Shryane, N., Pampaka, M., Aparicio-Castro, A., Ahmad, S., Elliot, M.J., Kim, J., Murphy, J., Olsen, W., Ruiz, D.P. and Wiśniowski, A. (2020). Length of Stay in ICU of Covid-19 patients in England, March-May 2020. *International Journal of Population Data Science*, *5*(4).
- Vekaria, B., Overton, C., Wiśniowski, A., Ahmad, S., Aparicio-Castro, A., Curran-Sebastian, J., Eddleston, J., Hanley, N.A., House, T., Kim, J. and Olsen, W. (2021). Hospital length of stay for COVID-19 patients: Data-driven methods for forward planning. *BMC Infectious Diseases*, *21*(1), pp.1-15.

Dr Myong Sook Kim

Lecturer in Social Statistics
Location: Room G25, Humanities Bridgeford Street
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Sook has recently been awarded a PhD in Social Statistics at the University of Manchester for her research on methodological innovations in measuring the gender pay gap using longitudinal data. Previously, Sook joined the Social Statistics department as a Research Associate on the ESRC-funded research project aiming methodological advancements on the use of administrative data in official statistics. Her research centres around gender inequalities at work, and advanced quantitative methods.

Selected Recent Publications

- Shlomo, N., Skinner, C., and Kim, M. S. (2019). "Theoretical Sampling Design Options for a New Birth Cohort: An Accelerated Longitudinal Design Perspective". Report prepared for ESRC. Grant ES/T001224/1.

- Olsen, W., Gash, V., Kim, S., and Zhang, M. (2018). The Gender Pay Gap in the UK: Evidence from the UKHLS. Research Report Number DFE-RR804, London: Department for Education, Government Equalities Office. Creative Commons.

- Kim, S., Olsen, W., Zhang, M., and Wilson, J. (2017). How Do Gender Pay Gap Decompositions Work: Answers from the Scottish Pay Gap Project, Briefing paper No. 4, Creative Commons, University of Manchester. URL

eDr Ioana Macoveciuc

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Ioana Macoveciuc completed her PhD in Forensic Human Identification at University College London, Department of Security and Crime Science. Her background is in forensic science, with specialisations in forensic anthropology, gait analysis, and statistical methods in crime and forensic science. Throughout her doctoral studies, she has been involved in teaching forensic anthropology at UCL and in assisting with curriculum development at UCL's new campus (UCL EAST). Previously, Ioana has also conducted research in trauma and burned human remains. Ioana has recently joined the university and has been involved with various modules in social statistics and in criminology. Her teaching involvement has included academic writing, research skills, quantitative research methods, and longitudinal and cross-sectional data analysis using statistical computing (R software). Her research interests are interdisciplinary, with the aim to bridge gaps across multiple disciplines through mixed-methods approaches. She is also interested in developing novel teaching methods in statistics and statistical computing and in encouraging their implementation in multiple disciplines. More recently, Ioana has conducted research at the University of Huddersfield (Home Office project) and at the University of Manchester, assisting Professor Wendy Olsen on a project investigating gendered work patterns in India.

Selected Recent Publications

- Macoveciuc, I. (2020) The utility of gait in forensic human identification – an empirical investigation using biomechanical and anthropological principles. Cranfield Online Research Data (CORD), Conference Contribution. *Defence and Security Doctoral Symposium (DSDS20) hosted by Cranfield University in*

conjunction with DSTL, AWE and FASS (Future Aviation Security Solutions). 2020 Nov 10 (online).
- Macoveciuc, I., Rando, C. and Borrion, H. (2019) Forensic gait analysis and recognition: standards of evidence admissibility. *Journal of Forensic Sciences*, 64(5):1294-1303.
- Macoveciuc, I., Marquez-Grant, N., Horsfall, I., and Zioupos, P. (2017) Sharp and blunt force trauma concealment by thermal alteration in homicides: an in-vitro experiment for methodology and protocol development in forensic anthropological analysis of burnt bones. *Forensic Science International*, 275:260-271.

Dr Kathrin Morosow

Lecturer in Social Statistics
Location: Room G14, Humanities Bridgeford Street
Email: kathrin.morosow@manchester.ac.uk

Kathrin Morosow is a lecturer in Social Statistics at the University of Manchester. She completed her PhD in Sociological Demography at Stockholm University, entitled "Side Effects: Unintended Consequences of Family Leave Policies". Her general area of research expertise lies within Sociological Demography, situated at the intersection of policy-research and life-course analysis. Her research interests lie with the study of social and labour market inequalities combined with unintended consequences of social policies. She writes about gender and class inequality following parental leave use as well as analyses disadvantaged groups like single parents. At the centre of attention is the question of who benefits most or is disproportionally disadvantaged by social policies.

Publications

- Morosow, K. and Cooke, L.P. (2021). The Impact of Taking Family Leaves across Finnish Fathers' Wage Distribution. *Social Forces*, forthcoming.
- Morosow, K., Jalovaara, M. and Härkönen, J. (2021). Cash-for-Care Use and Union Dissolution in Finland. *Journal of Marriage and Family* 83(1): 209-227.
- Morosow, K. and Kolk, M. (2019). How Does Birth Order and Number of Siblings Affect Fertility? A Within-Family Comparison using Swedish Register Data. *European Journal of Population* 36(2): 197-233.
- Morosow, K. and Trappe, H. (2018). Intergenerational Transmission of Fertility Timing in Germany. *Demographic Research* 38(46): 1389-1422.

Professor Wendy Olsen

Professor of Socio-Economics
Location: Room G27a, Humanities Bridgeford Street
Email: Wendy.Olsen@manchester.ac.uk

Wendy Olsen researches the social aspects of economic life. She has a consultancy background in development policy, and she also does research and

lecturing. She received her PhD in Economics at Oxford University, and for many years she taught development studies. Her teaching includes research methods, regression, factor analysis, questionnaire design, qualitative analysis, comparative research, mixed-methods research, and panel data analysis. Wendy's research focuses on labour relations, wages, and employment 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 using mixed quantitative and qualitative methods. Wendy has also carried out research on COVID19 transmission in India and the severity of the disease in both the UK and India, with funding from the Global Challenges Research Fund.

Selected Recent Publications

- Kim, Jihye, Olsen, W.K. and Arkadiusz Wisniowski (2020), A Bayesian Estimation of Child Labour in India, *Child Indicators Research*, DOI https://doi.org/10.1007/s12187-020-09740-w.
- Olsen, W. (2019), Bridging to Action Requires Mixed Methods Not Only Randomised Control Trials, *European Journal of Development Research*, 31:2, pp 139–162.
- Olsen, W.K. (2019) "Social Statistics Using Strategic Structuralism and Pluralism", in Frontiers of Social Science: A Philosophical Reflection. Nagatsu, M. and Ruzzene, A. (eds.). London: Bloomsbury Publishing.
- Musa, S., and W. Olsen (2018), Bonded Child Labour in South Asia: Building the Evidence Base for DFID Programming and Policy Engagement, Dep't for Int'l Development.
- Olsen, W., V. Gash, S. Kim, M. Zhang (2018), The Gender Pay Gap in the UK: Evidence from the UKHLS, Research Report, Government Equalities Office, Dep't for Education, UK Gov't.
- Dubey, A., W. Olsen and K. Sen (2017), The Decline in the Labour Force Participation of Rural Women in India: Taking a Long-Run View, *Indian Journal of Labour Economics*, online edition, forthcoming in print 2018, DOI 10.1007/s41027-017-0085-0.

Professor Maria Pampaka

Professor in Social Statistics
Location: Room G17, Humanities Bridgeford Street (Also based in Ellen Wilkinson)
Email: maria.pampaka@manchester.ac.uk

Maria Pampaka joined the Social Statistics disciplinary area in 2010, as a part time lecturer, while she has also been a researcher and then lecturer in Manchester Institute of Education, since 2005. During this time she has been working and leading various projects on the area of (mathematics) education, mainly focused on students' dispositions to continue with the study of mathematically demanding subjects. She has recently completed a meta-analysis and literature review on

Maths Anxiety and a study funded by HEFCE to investigate Learning Gain at University. She is currently completing an Evaluation of a Randomised Control Trial of an intervention in Secondary schools. Methodologically, her interests fall into the broad areas of measurement and assessment with focus on the use of the Rasch models to construct 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. She is also interested in the application of tools from the complexity theory perspective (e.g. Agent based simulations, dynamic nonlinear modelling, etc.).

Selected Recent Publications

- Pampaka, M. (2021). Establishing Measurement Invariance across Time within an Accelerated Longitudinal Design, in A. Cernat and J. W. Sakshaug (Eds). *Measurement of Error in Longitudinal Data Measurement Invariance* (pp. 405 – 445), Oxford, UK: Oxford University Press.
- Whelehan, P., Pampaka, M., Boyd, J., Armstrong, S., Evans, A.J., and Ozakinci, G. (2021). Development and validation of a novel measure of adverse patient positioning in mammography. *European Journal of Radiology.* https://doi.org/10.1016/j.ejrad.2021.109747
- Cascella, C., Williams, J. S., and Pampaka, M. (2021). Gender differences in mathematics outcomes at different levels of locality to inform policy and practice. *European Educational Research Journal.* https://doi.org/10.1177/1474904121997211
- Shryane, N., Pampaka, M., Aparicio Castro, A., Ahmad, S., Elliot, M., Kim, J.H., Murphy, J., Olsen, W., Perez Ruiz, D., Wiśniowski, A. (2021). Length of Stay in ICU of Covid-19 Patients in England, March - May 2020. International Journal of Population Data Science. https://doi.org/10.23889/ijpds.v5i4.1411
- Thomson, S., and Pampaka, M. (2021). Exploring associations with mathematics dispositions: a novel perspective combining measurement and set-theoretic analytical approaches. *International Journal of Research and Method in Education (IJRME).*

Dr Diego Perez Ruiz

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Diego studied for a BSc. in Applied Mathematics and Computer Science at the National Autonomous University of Mexico (UNAM) in Mexico City before going on to complete an MSc. in Probability and Statistics at the Center for Mathematical Research (CIMAT) and a PhD in Mathematical Sciences (Statistics) at the University of Manchester. He joined the Social Statistics Department in 2020. He has an extensive experience in advance quantitative methods. In 2019 he was awarded with the prestigious Cochran-Hansen Prize for his paper Bayesian methods for combining probability and nonprobability samples to improve the estimation of social survey variables. He is member of various statistical societies

including the Royal Statistical Society, the American Statistical Society, and the International Statistical Society. His research interests include developing statistical methods for analysing and modelling social phenomena using Bayesian Statistics and Computational Social Sciences. He has also a general interest in functional data, non-parametric statistics, and resampling methods.

Selected Recent Publications

- Sakshaug W Joseph, Wiśniowski Arkadiusz, Pérez Ruiz Diego Andrés, and Blom Annelies (2019). *Combining Scientific and Non-Scientific Surveys to Improve Estimation and Reduce Costs*. Pathways Between Social Science and Computational Social Science: Theories, Methods and Interpretations, Eds: T. Rudas, P. Gábor, and V. Gorczeski.
- Sakshaug W Joseph, Wiśniowski Arkadiusz, Pérez Ruiz Diego Andrés, and Blom Annelies (2019). *Integrating Probability and Nonprobability Samples for Survey Inference*. Journal of Survey Statistics and Methodology.
- Sakshaug, J.W., Wisniowski, A., Pérez Ruiz, D.A., and Blom, A.G. (2019). *Supplementing Small Prob-ability Samples with Nonprobability Samples: A Bayesian Approach*. Journal of Official Statistics, 35(3), 653-681.

Dr Kingsley Purdam

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Dr K. Purdam 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 £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 ten PhD students through to completion. He has held a number of senior roles and is the former director of Short Course Training for Professional Development in Research Methods and Academic Director of Staff Training. 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 and the national media.

Selected Recent Publications

- Contractor, S., Purdam, K., and Weller, P. (forthcoming) Understanding Non-Religion. *Journal of Contemporary Religion.*
- Purdam, K., and Prattley, J. (2020). Financial debt amongst older women in the United Kingdom – shame, abuse and resilience. *Ageing and Society*, 1-23.

- Purdam, K. and Silver, D. (2020) Social policy and embedded evaluation: Assessing the impact of a food insecurity project in the United Kingdom. *Social Policy and Administration,* 1– 18.
- Purdam, K. and Taylor, H. (2019) Life Expectancy in the UK. *Environment and Planning A*. July.
- Purdam, K., Garratt, E. and Esmail, A. (2018) Food Insecurity Amongst Older People in the UK. *British Food Journal*. 121, 3, 658-674.

Dr Simon Rudkin

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Simon Rudkin researches the power of data science and statistical analysis to provide greater insight into socio-economic phenomena. He obtained his PhD in Economics from the University of Manchester, subsequently holding lectureships in economics and social statistics. Simon's recent teaching includes data science methodologies, the digital economy, regression analysis and research design. Current research projects are focused on the application of topological data analysis within economics and finance, including the development of extensions of the toolkit tailored to the needs of social scientists. Projects divide into those focused on the visualisation of the shape of data, and those seeking to capture persistence in the dynamics of time series. Focus in Simon's more recent applied work has been on regional growth trajectories, credit risk, stock analysis and the study of Brexit voting behaviours. Present theoretical focuses are on local regression in multi-dimensional space, market turbulence and developing tools for policy targeting using topological information.

Selected Recent Publications

- Dłotko, P., Qiu, W., and Rudkin, S. T. (2021). Financial ratios and stock returns reappraised through a topological data analysis lens. The European Journal of Finance, 1-25.
- Qiu, W., Rudkin, S., and Dłotko, P. (2020). Refining understanding of corporate failure through a topological data analysis mapping of Altman's Z-score model. Expert Systems with Applications, 156, 113475.
- Yu, A., Zhang, P., and Rudkin, S. (2022). Simultaneous action or protection after production? Decision making based on a chance-constrained approach by measuring environmental performance considering PM2. 5. Socio-Economic Planning Sciences, 80, 101147.
- Yu, A., You, J., Rudkin, S., and Zhang, H. (2019). Industrial carbon abatement allocations and regional collaboration: Re-evaluating China through a modified data envelopment analysis. Applied Energy, 233, 232-243.

- Freire, T., and Rudkin, S. (2019). Healthy food diversity and supermarket interventions: Evidence from the Seacroft Intervention Study. Food Policy, 83, 125-138.

Professor Natalie Shlomo

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Natalie Shlomo is Professor of Social Statistics in the Social Statistics Department, School of Social Sciences. Her areas of interest are in survey statistics and includes small area estimation, adaptive survey designs, confidentiality and privacy, imputation and data integration. She is the UK Principle Investigator for the H2020 European Union funded grant Integrating Expertise in Inclusive Growth 2 (InGrid2) focusing on methodological advancements for social science research (to 2021) and is the Principle Investigator on an ESRC funded grant on Methodological Advancements on the use of Administrative Data in Official Statistics (till 2023). She is an elected member of the International Statistical Institute and served as Vice -President (to 2019) and elected council member (to 2021). She is a member of the International Association of Survey Statisticians and is the President-Elect (2021-2023) and President (2023-2025) of the Association. She is a fellow of the Royal Statistical Society. She is Associate Editor of several journals and a member of national and international Advisory Boards at National Statistical Institutes. She has over 60 publications in academic journals and refereed book chapters and has given over 30 invited lectures.

Selected Recent Publications

- Saunders, C. and Shlomo, N. (2021) A New Approach to Assess the Normalization of Differential Rates of Protest Participation. *Quality and Quantity*, Vol. 55, 79-102.
- Shlomo, N., Krenzke, T. and Li, J. (2019) Confidentiality Protection Approaches for Survey Weighted Frequency Tables. *Transactions on Data Privacy,* Vol 12, No. 3, 145 – 168.
- Goldstein, H. and Shlomo, N. (2020) A Probabilistic Procedure for Anonymisation and Analysis of Perturbed Datasets. *Journal of Official Statistics,* Vol. 36, No. 1, 89–115.
- Moretti A., Shlomo, N and Sakshaug, J. (2020) Multivariate Small Area Estimation of Multidimensional Latent Economic Wellbeing Indicators. *International Statistical Review,* Vol. 88, No. 1, 1-28.
- Bianchi, A., Shlomo, N. Schouten, B., Da Silva, D. and Skinner, C. (2019) Estimation of Response Propensies and Indicators of Representative Response Using Population-Level Information. *Survey Methodology,* Vol. 45, No. 2, 217-247.

Dr Nick Shryane

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Nick is interested in the statistical modelling of complex psychosocial systems, and measurement modelling. He uses generalized structural equation 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 Recent Publications

- Shryane, N., et al. (2021). Length of Stay in ICU of Covid-19 Patients in England, March - May 2020. *International Journal of Population Data Science*, 5(4). https://doi.org/10.23889/ijpds.v5i4.1411.
- Shryane, N., Drake, R., Morrison, A. P., and Palmier-Claus, J. (2020). Is Cognitive Behavioural Therapy effective for individuals experiencing thought disorder? *Psychiatry Research*, 285, 112806. https://doi.org/10.1016/j.psychres.2020.112806.
- Wilson, R.S., Shryane, N., Yung, A.R. and Morrison, A.P. (2020). Distress related to psychotic symptoms in individuals at high risk of psychosis. *Schizophrenia Research*, 215, 66-73. https://doi.org/10.1016/j.schres.2019.11.027.
- Taylor, H., Shryane, N., Kapadia, D., et al. (2020). Understanding ethnic inequalities in hearing health in the UK: A cross-sectional study of the link between language proficiency and performance on the Digit Triplet Test. *BMJ Open*, 10(12). https://doi.org/10.1136/bmjopen-2020-042571.
- Doran, P., Burden, S., and Shryane, N. (2018). Older People Living Well Beyond Cancer: The Relationship Between Emotional Support and Quality of Life. *Journal of Aging and Health*, 31(10), 1850–1871. https://doi.org/10.1177/0898264318799252

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Arkadiusz joined the Social Statistics Department in August 2015. He is also a member of the Cathie Marsh Institute and co-leading the Statistical Modelling Research Group. Prior to this, he was a Research Fellow at the ESRC Centre for Population Change and the Southampton Statistical Sciences Research Institute,

University of Southampton. His research interests include developing statistical methods for modelling and forecasting complex social processes, with a particular focus on migration and mobility, and integrating traditional and new forms of data. He has also a general interest in time series analysis and forecasting, survival models and models for count data, Bayesian inference and computational methods, opinion polls and ageing.

Selected Recent Publications

- Wiśniowski, A., Bijak, J., Forster, J. J., and Smith, P. W. F. (2019) Hierarchical model for forecasting the outcomes of binary referenda. Computational Statistics and Data Analysis 133 (May 2019): 90-103.
- Wiśniowski, A. (2017) Combining Labour Force Survey data to estimate migration flows: the case of migration from Poland to the UK. Journal of the Royal Statistical Society, Series A. 180(1), 185-202.
- Wiśniowski, A., Forster, J. J., Smith, P. W. F., Bijak, J., and Raymer, J. (2016) Integrated modelling of age and sex patterns of European migration. Journal of the Royal Statistical Society, Series A. 179(4), 1007-1024.
- 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., 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.