

**Cathie Marsh Centre for Census and Survey Research
Discipline Area of Social Statistics
School of Social Sciences**

**Masters Degree and Postgraduate Diploma in
Social Research Methods
and Statistics**

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

**Programme Handbook
2009 – 2010**

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Welcome to Social Statistics within Cathie Marsh Centre for Census and Survey Research (CCSR)

Welcome to your programme of graduate study in Social Research Methods and Statistics. This handbook contains essential information about the programme and the resources available for you to have a successful and enjoyable time here. It complements the more detailed information provided in the Postgraduate Taught Student Handbook 2009-2010, produced by the School Postgraduate Office and available, with other useful resources on the Schools student intranet website:

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

Another useful source of information is the University Student intranet:

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

Social Statistics – the newest discipline area within the School of Social Sciences and one of very few such groupings in the UK – has an academic staff of over twenty (including five Professors) and a large complement of PhD students through its close relationship with the Centre for Census and Survey Research (CCSR). All the academic staff are also members of either CCSR or the Institute for Social Change.

We offer a Masters degree in Social Research Methods and Statistics and we are recognised by the Economic and Social Research Council as a research training outlet. We also offer, in conjunction with CCSR, more than thirty different short courses in statistical and survey methods and in the application of statistical packages to substantive problems. We are developing our undergraduate teaching as part of the School's programmes.

The focus of our research activity, supported by flourishing research groups, is on the development and application of statistical methods for longitudinal and multilevel data, the quality of longitudinal survey data, social networks, problems of statistical disclosure and confidentiality, and small area estimation.

The social statistics discipline area is one of three statistics groupings in the university and we have close links to our colleagues in the schools of mathematics and medicine.

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

If you have any further queries after reading this handbook, please contact Dr Nikos Tzavidis, Programme Director or Amanda Bridgeman, the SRMS Postgraduate Administrator

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SOCIAL STATISTICS/CCSR Teaching Staff and their Research Interests

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

Dr Mark Brown

Teaching Fellow

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Mark Brown joined CCSR in 1996. Mark has been key in driving forward the teaching and learning program in CCSR.

His main research interests are: demographic transition; demography of ethnic minority populations.

Selected Recent Publications

- Brown M. (2007) 'When Ancient meets modern: the relationship between postpartum non-susceptibility and contraception in Sub-Saharan Africa' *Journal of Biosocial Science*.
- Gardiner, C.; Brown, M. (2004) Informing Policy Making at sub-local authority spatial levels: using Small Area Microdata from the 2001 Census. *Local Government Studies* 30:1.
- Linda, S; Myles, I ; Carter, J; Durham, H; Brown, M.; Russell, L; Wathan, J. (2004) Learning and Teaching online with the UK census *Journal of Geography in Higher Education* 28:2. 229-245
- Simpson, L.; Brown, M. (2008) Census fieldwork - the bedrock for a decade of social analysis *Environment and Planning. A*.
- Tranmer, M.; Pickles, A.; Fieldhouse, E.; Elliot, M. J.; Dale, A.; Brown, M.; Martin, D.; Steel, D. G.; Gardiner, C. (2005) The Case for Small Area Microdata *Journal of the Royal Statistical Society series A* 168:1. 29-49

Professor Angela Dale

Director of CCSR

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Angela Dale is Professor of Quantitative Social Research at CCSR, where she was founding director, a role which she resumed last year. She was Director of the ESRC Research Methods Programme from 2002-8. She also heads one of the 'value-added' arms of the ESRC's Economic and Social Data Service - that responsible for large-scale government surveys. She is an Academician of the Academy of Learned Societies for the Social Sciences (AcSS) and was awarded an OBE for services to social science in the 2006 New Year Honours List.

Her research interests include: women's employment, with particular respect to ethnic differences and strategies for combining work and family life; the role of qualifications in women's careers; household formation, change and diversity; secondary analysis of survey and census microdata and issues around data release.

Selected Recent Publications

- Dale, A. J. Lindley, S. Dex, A. Rafferty (2008) 'Ethnic differences in women's labour market activity', in *Women and Employment: Changing Lives and New Challenges*, edited by J. Scott, S. Dex, and H. Joshi
- Dale, A. (2006) Quality issues with survey research, *International Journal of Social Research Methodology* 9:2. 143-158
- Lindley, J; Dale, A.; Dex, S. (2006) Ethnic Differences in Women's Employment: The changing role of qualifications *Oxford Economic Papers* 58:2. 351-378
- Dale, A., Lindley, J. and Dex, S. (2006) A life-course perspective on ethnic differences in women's economic activity in Britain, *European Sociological Review*, vol 22, no. 4 (September 2006). *Eur Sociol Rev* 2006 22: 459-476;
- Dale, A. (2005) Combining family and employment: evidence from Pakistani and Bangladeshi Women Work-Life Balance in the 21st Century. Houston, D, Palgrave Macmillan.

- [Tranmer, M.](#); Pickles, A.; [Fieldhouse, E.](#); [Elliot, M. J.](#); [Dale, A.](#); [Brown, M.](#); Martin, D.; Steel, D. G.; Gardiner, C. (2005) The Case for Small Area Microdata. *Journal of the Royal Statistical Society series A* 168:1. 29-49
- [Dale, A.](#) (2004) Methodological developments in the academic sector. *International Journal of Market Research* 46:1. 109-113

Dr Mark Elliot

Senior Research Fellow

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

Apart from Confidentiality and Privacy his main research interests are in Social Network Analysis and Data Linkage.

Selected Recent Publications

- Smith, D. and Elliot, M.J. (2008) A Measure of Disclosure Risk for Tables of Counts. *Transactions in Data Privacy*. 1 1-17.
- Haglin, J., Mayes, K. R., Manning, A. M. Feo, J., Elliot, M. J. Gurd, J. R., and Keane, J. A. (2008) Factors affecting the performance of parallel mining of minimal unique itemsets on diverse architectures. *Concurrency and computation: practice and experience* 21(9), pp 1131-1158
- Elliot, M. J. Purdam, K. and Smith, D. (2008) Statistical Disclosure Control Architectures for Patient Records in Biomedical Information Systems, *The Journal of Biomedical Informatics* 41, pp 58-64
- Purdam K. and Elliot, M. J. (2007) A Case Study of the Impact of Statistical Disclosure Control on Data Quality in the Individual UK Samples of Anonymised Records. *Environment and Planning A*. May, p 1-25.

Dr. Vanessa Gash

Lecturer

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I joined Manchester University in September 2006. Before then I worked at the Max Plank Institute for Human Development in Berlin; the Economic and Social Research Institute (ESRI) in Dublin, the SFI in Copenhagen and the Laboratoire de Sociologie Quantitative (LSQ) based at the Centre for Research in Economics and Statistics (CREST) in Paris. I completed my DPhil in Nuffield College, Oxford University and obtained my Master and Bachelor degrees from University College Dublin.

I am currently a member of [RECWOWE](#) (Reconciling work and Welfare in Europe) and [EQUALSOC](#) (Economic Change, Quality of Life and Social Cohesion) - both European research networks. I also convene the [work, employment and research methods](#) group here in Manchester and am on the editorial board of [WES](#).

Current Research Projects

- [The Gender Pay Gap in the UK 1995-2007, November 2008 - August 2009](#)

Specific research interests

My research interests are in comparative European labour market research, with an emphasis on the employment conditions and market outcomes of part-time and temporary workers. I have concentrated on this topic for some time now, including two years during

my time at the Economic and Social Research Institute, Dublin (1998-2000) and at Oxford University (2000-2004), where I wrote my thesis. At the Max Planck Institute (2004-2006), I built on this area having worked as a principal scientific investigator on a project entitled Employment Relationships at Risk.

Selected Recent Publications

- Gash, V. (forthcoming) "*Sacrificing their Careers for their Families? An Analysis of the Family Pay Penalty in Europe*", Social Indicators Research – Special Issue. 2009.
- Gash, V (2008) "*Constraints or Preferences? Identifying Answers from Part-time Workers' Transitions in Denmark, France and the United-Kingdom*", Work, Employment and Society. December 2008, Volume 22, No. 4, pp. 655-674. <http://wes.sagepub.com/cgi/reprint/22/4/655>
- (This paper was awarded the 2008 annual Sage prize for Innovation or/and Excellence)
- Gash, V. (2008) "*Bridge or trap? To what extent do temporary workers make more transitions to unemployment than to the standard employment contract*". European Sociological Review. December 2008, vol. 24, issue 5. <http://esr.oxfordjournals.org/cgi/reprint/jcn027>

Dr Wendy Olsen

Senior Lecturer

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Wendy Olsen joined CCSR in 2002. She holds a joint lectureship with the School of Environment and Development.

Wendy's research currently focuses on labour relations in different country contexts. The country case research she has conducted includes India, Sri Lanka, Ghana, and the UK. Her doctoral students have also done research in India, Ecuador, Nigeria, Mozambique, and Bangladesh. Her Indian research covers poor people's labouring strategies and livelihoods, as well as moral economy, unfree labour and coercion. Her UK research includes the gender pay gap, women returning to work, self-employment and a growing interest in the ethics of employment policy.

Selected Recent Publications

- Olsen, Wendy, (2009) "Moral Political Economy and Moral Reasoning About Rural India: Four Theoretical Schools Compared", *Cambridge Journal of Economics*. Electronic online edition. Also forthcoming as part of the Symposium on Moral Economy, edited and introduced by Wendy Olsen, *CJE* 2009.
- Tomlinson, J., W. Olsen and K. Purdam (2008), "Occupational gender segregation, over-qualification and part-time work: an exploration of the situation of women returners in the UK", *European Sociological Review*.
- Purdam, K.P., Afkhami, R., Olsen, W.K., and P. Thornton, (2008) "Disability in the UK - Measuring Equality", *Disability and Society*, 23:1, pages 56-63.
- Purdam, K., A. R. Wilson, R. Afkhami, and W. Olsen (2008) "Surveying Sexual Orientation: Asking Difficult Questions and Providing Useful Answers", *Culture, Health and Sexuality*, 10:2, 127-141.
- Warde, A., S. Cheng, W. Olsen and D. Southerton, (2007) "Changes in the practice of eating: a comparative analysis of time-use", *Acta Sociologica*, December, 50:4, 365-387.
- Cheng, S., Olsen, W., Southerton, D., and A. Warde, (2007) "The Changing Practice of Eating: Evidence from UK Time Diaries, 1975 and 2000", *British Journal of Sociology*, March, 58:1: 39-61.
- Olsen, W.K. (2007), "Pluralist Methodology for Development Economics: The Example of Moral Economy of Indian Labour Markets", *Journal of Economic Methodology*, 14:1, 57-82, March.
- Morgan, J., and W. Olsen, (2007) "Defining Objectivity In Realist Terms: Objectivity as a Second-Order "Bridging" Concept", *Journal of Critical Realism*. (vol 6 no. 2)

- Neff, D., and Olsen. W. (2007), "Measuring Subjective Well-Being from A Realist Viewpoint", *Methodological Innovations Online* 2:2. (August)

Professor Ian Plewis

Professor of Social Statistics and head of Social Statistics discipline area (from 1/1/09)

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Ian Plewis joined CCSR as Professor of Social Statistics in September 2007 having previously worked at the Centre for Longitudinal Studies, Institute of Education, University of London since 1999 where he was Professor of Longitudinal Research Methods in Education. He is currently Chair of the Social Statistics Section of the Royal Statistical Society and is a Fellow of the Centre for Multilevel Modelling, University of Bristol.

His research interests include: The design and analysis of longitudinal studies, Multilevel modelling as applied to longitudinal data, Non-response, missing data and measurement error, Educational inequalities.

Selected Recent Publications

- Plewis, I. (2009) Statistical modelling for structured longitudinal designs. In Lynn, P. (ed.) *Methodology of Longitudinal Surveys*. Chichester: John Wiley.
- Plewis, I., Ketende, S. C., Joshi, H. and Hughes, G. (2008) The contribution of residential mobility to sample loss in a birth cohort study: Evidence from the first two waves of the Millennium Cohort Study. *Journal of Official Statistics*, 24, 365-385.
- Plewis, I. and Kallis, C. (2008), *Changing economic circumstances in childhood and their effects on subsequent educational and other outcomes*. DWP Working paper no. 49
- [Plewis, I](#) (2007) The Millennium Cohort Study: Technical Report on Sampling (4th ed.). London, Institute of Education, University of London.
- [Plewis, I](#) (2007) Non-response in a birth cohort study: the case of the Millennium Cohort Study. *International Journal of Social Research Methodology* 10:5. 325-334
- [Plewis, I](#); Bartley, M (2007) Increasing social mobility: an effective policy to reduce health inequalities. *Journal of the Royal Statistical Society, Series A* 170:2. 469-482
- [Plewis, I](#); Hawkes, D (2006) Modelling non-response in the National Child Development Study *Journal of the Royal Statistical Society, Series A* 169:3. 479-491
- [Plewis, I](#); Vitaro, F; Tremblay, R (2006) Modelling repeated ordinal reports from multiple informants. *Statistical Modelling* 6. 251-263

Dr Kingsley Purdam

Research Fellow

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Tel: 0161 275 4719

Kingsley Purdam is an expert in public consultation including public policy making and consultation methods. He has over ten years experience in conducting high profile social research on behalf of the Electoral Commission, the Home Office, the Department for Trade and Industry, the Department for Work and Pensions, the National Assembly for Wales, the European Union and numerous local authorities and charities. His main research interests are: public consultation and policy making. Specific areas include: (i) civic engagement and governance; (ii) the regulation of privacy.

He is presently leading a review of the Community Contracts programme on behalf of the Department for Communities and Local Government and conducting an international review of community engagement across the European Union funded by the ESRC. He is also currently conducting a review of the evidence base on public attitudes towards climate change. (LWEC/ESRC) He is experienced in conducting research with hard to reach groups in challenging contexts as well as statistical analysis and modelling of survey data.

Selected Recent Publications

- Purdam, K. and Crisp, R. (forthcoming, 2009) Measuring the Impact of Community Engagement on Policy Making in the UK. *Journal of Civil Society* 5 (2).
- Purdam, K., Greasley, S. and Norman, P. (Under review) Democracy: a review of the evidence on the number of elected representatives for effective governance.
- Richardson, L. and Purdam, K. (2009) Community Contracts Impact Assessment. DCLG Purdam, K. and Norman, P. (2009) A New Geography of Caring in England and Wales, CCSR, Working Paper.
- Tomlinson, J., Olsen, W. and Purdam, K. (forthcoming, June 2009) Women Returners and Potential Returners to Employment, *European Sociological Review*.
- Purdam, K. and Tranmer, M. (2008) Help in Context. Paper, Cinefogo, Stockholm. 2008.
- Purdam, K. (2008) A Review of Child Begging in the UK, ILO, Geneva.
- Norman, P., Purdam, K. and Tajar, A. (2007) Representation and Democracy, in *Political Geography*, Vol 26, 1 p 57-77
- Purdam, K. and Elliot, M. (2007) Data Quality and Utility, *Environment and Planning A*, May, p1-25
- Purdam, K. Afkhami, R., Olsen, W. and Thornton, P. (2007) Disability and Equality in the UK, *Disability and Society*. Vol. 23, 1 p 53-65
- Purdam, K. Afkhami, R., Crockett, A. and Olsen, W. (2007) An Overview of Religion Statistics in the UK, *Journal of Contemporary Religion*, Vol. 22, No. 2, p 26-48
- Norman, P., Purdam, K. and Tajar, A. (2006) Representation and Local Democracy, London: Electoral Commission.
- Purdam, K. (2006) The Nations Data, *Evidence and Social Policy*, Vol 2, No 2, p 227-248
- Purdam, K., Mackey, E. and Elliot, M. (2004) The Regulation of the Personal, *Policy Studies*, Vol 25, No 4
- Russell, A., Fieldhouse, E., Purdam, K. and Kalra, V. (2002) Voter Engagement amongst young people in the UK, London: Electoral Commission
- Purdam, K. (2001) Identity and Local Politics, in *Politics*, Jan 2001

Dr Mark Tranmer

Senior Lecturer

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Tel: 0161 275 4744

Mark Tranmer joined CCSR in 1997. He is one of the leading researchers in applying multilevel modelling to substantive questions. He is currently driving forward the Cross disciplinary Social Network Analysis research agenda at Manchester. His main research interests are: Multilevel Modelling – theory and application; Combining data from several sources; Social Network Analysis; the ecological fallacy and Census Data Analysis.

Selected Recent Publications

- Cutts, D; Fieldhouse, E.; Purdam, K; Steel, D.; Tranmer, M. (2006) Voter Turnout in British South Asian Communities at the 2001 General Election *British Journal of Politics and International Relations*.
- Fieldhouse, E.; Tranmer, M.; Russell, A. (2007) Something about young people or something about elections? Electoral participation of young people in Europe: evidence from a multilevel analysis of the European Social Survey *European Journal of Political Research*.
- Steel, D. G.; Tranmer, M.; Holt, D. (2006) Unravelling ecological analysis *Journal of Mathematics and Decision Sciences* Article id; 38358. 18
- Simpson, L.; Purdam, K; Tajar, A; Fieldhouse, E.; Gavalas, V; Tranmer, M.; Pritchard, J; Dorling, D. (2006) Ethnic minority populations and the labour market: an analysis of the 1991 and 2001 Census.. London,.
- Simpson, L.; Tranmer, M. (2005) Combining sample and census data in small area estimates: Iterative Proportional Fitting with standard software *Professional Geographer* 57:2. 222-234

- Tranmer, M.; Pickles, A.; Fieldhouse, E.; Elliot, M. J.; Dale, A.; Brown, M.; Martin, D.; Steel, D. G.; Gardiner, C. (2005) The Case for Small Area Microdata Journal of the Royal Statistical Society series A 168:1. 29-49

Dr Nikos Tzavidis

Lecturer in Social Statistics & Programme Director

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Tel: 0161 306 6953

Nikos Tzavidis joined CCSR in September 2007. Since completing a Ph.D. in Statistics at the University of Southampton, he held posts as Research Fellow at the Southampton Statistical Science Research Institute, University of Southampton (2003-2005) and as Lecturer in Statistics at the Centre for Longitudinal Studies, Institute of Education, University of London (2005-2007).

His research interests include Small area estimation; M-quantile/quantile models; Multilevel models; Robust inference; Geographically Weighted Regression; Spatial analysis; Applications of small area models in poverty mapping and applications of multilevel models.

He is currently participating in two major research grants, one on Small Area Methods for Poverty and Living Conditions Estimates (SAMPLE) funded by the EU's 7th European Framework and on the Administrative Data - Methods, Inference and Network (ADMIN) Node funded by the ESRC/NCRM. He is also involved in consultancy work on small area estimation and poverty mapping for the UK Office for National Statistics.

Selected Recent Publications

- Tzavidis, N., Marchetti, S. and Chambers, R (2009). Robust estimation of small area means and quantiles. To appear in the Australian and New Zealand Journal of Statistics.
- Chambers, R. and Tzavidis, N. (2006). M-quantile Models for Small-area Estimation. *Biometrika*, 93 (2), 255-268.
- Tzavidis N., Salvati N., Pratesi, M., Chambers R. (2008). 'M-quantile Models with Application to Small Area Estimation and Poverty Mapping', *Statistical Methods & Applications*, vol. 17, 3, 393-411.
- Flouri, E., Tzavidis, N., and Kallis, C. (2009). Area and family effects on the psychopathology of the Millennium Cohort Study children and their older siblings. To appear in the *Journal of Child Psychology and Psychiatry*.
- Flouri, E., Mavroveli, S., and Tzavidis, N. (2009). Modeling risks: Area deprivation, family socio-economic disadvantage, and adverse life events effects on young children's psychopathology. To appear in *Social Psychiatry and Psychiatric Epidemiology*.
- Flouri, E. & Tzavidis, N. (2008). Psychopathology and prosocial behavior in adolescents from socio-economically disadvantaged families: The role of proximal and distal adverse life events. *European Child & Adolescent Psychiatry*, 17, 498-506.

Dr. Leen Vandecasteele

Postdoctoral Research Fellow

Location: Room G18, Humanities Bridgeford Street

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Leen Vandecasteele is a quantitative sociologist working mainly on the topic of social stratification, poverty and economic risk in a life-course perspective. This work is based on longitudinal large-scale datasets and often adopts a cross-national perspective.

Further recent research has focused on methodological work on survey non-response and attrition patterns as well as the measurement of income poverty and annual household income in longitudinal household panel surveys.

Selected publications

- Vandecasteele, L. (Forthcoming) Poverty trajectories after risky life events in different European welfare regimes. *European Societies*.
- Debels, A., & Vandecasteele, L. (2008) The time lag in annual household-based income measures: assessing and correcting the bias. *Review of Income and Wealth* (54) 1, 71-88.
- Vandecasteele, L., & Debels, A. (2007). Modelling attrition in panel data: the effectiveness of weighting. *European Sociological Review* (23) 1, 81-97
- Vandecasteele, L. (2004), Individualisering: waar het individu tekortschiet... Een onderzoek naar de sociale inbedding van waardeverandering m.b.t. primaire relaties. *Tijdschrift voor Sociologie*, 25 (3), 305-334 - (leading, peer-reviewed Dutch language journal in Sociology)
- Vandecasteele, L. & Billiet, J. (2004). Privatization in the family sphere: longitudinal and comparative analyses in four European countries (pp. 205-229), In W. Arts & L. Halman (Eds.), *European Values at the Turn of the Millennium*. Leiden: Brill Academic Publishers

Dr Jo Wathan

Research fellow

Location: Room G17, Humanities Bridgeford Street

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

Selected Recent Publications

- Dale, A., Wathan, J. and Higgins, V. (2008) 'Secondary Analysis of Quantitative Data Sources' in *SAGE Handbook of Social Research Methods*, P. Alasuutari, L. Bickman and J. Brannen (eds) Sage, London
- Cole, K., Wathan, J. and Corti, L (2008) 'The provision of Access to Quantitative Data for Secondary Analysis' in *SAGE Handbook of Online Research Methods*, N. Fielding, R. M. Lee and G. Blank (eds) Sage, London

The Social Research Methods & Statistics (SRMS) Programme

Overview

The SRMS 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 base-line level of knowledge and will build on this to give a set of statistical and analytical skills that are in growing demand within the social sciences.

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 rubric is shown below. 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 onto a PhD programme in the UK now generally requires students to have done such a recognised Research Training Masters first (it is required by the ESRC, the major providers of PhD studentships in the Social Sciences for UK students).

Part-Time Students

Part-time students take the SRMS programme over two years (normally two modules per semester over the two years). Students are strongly advised to take advice on the selection and order of courses taken. Depending on the nature of work commitments, and the need to attend on certain days only, choice of options may be limited.

SRMS Module Choice

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

Compulsory Course Units

- a) Methodology and Research Design (MARD) SOCS70521
- b) Statistical Foundations (SF) SOCS70151
- c) Introduction to Statistical Modelling (ISM) SOCS70011
- d) Survey Research (SR) SOCS60421
- e) Multilevel Modelling (MLM) SOCS70292
- f) Qualitative Research Methods (QRM) (3 x 5 Credits)*

Optional Course Units

Plus two options from the following:

1. Longitudinal Data Analysis (LDA) SOCS70022
2. Advanced Survey Methods (ASM) SOCS70032
3. Demographic Analysis SOCS71002
4. Social Network Analysis(SNA) SOCS71032
5. Systematic Mixed Methods Research (SMMR) SOCS70142
6. Any other suitable course from SoSS (second semester only), to be agreed with the Programme Director. Students should consult the SoSS on-line postgraduate module database for details about courses available.

Required Dissertation for MSc

Dissertation Module SOCS65000

Requirement for MSc only [N.B. Postgraduate Diploma students considering upgrading to the full MSc can choose to attend – subject to satisfactory performance on the taught course component, postgraduate diploma students will be invited to formally upgrade to the MSc, after the June Exam Board)

- a) to include two dissertation workshops

- b) to include one compulsory presentation to staff and students
- c) to link with 'Methodology and Research Design' where a first draft of the presentation is to be offered by MSc students.

Semesterisation

Semester One	Semester Two
(a) SOCS70521 (MARD)	(f) SOCS70292 (MLM)
(b) SOCS70151 (SF)	(g) SOCS70022 (LDA)
(c) (QRM)	(h) SOCS70032 (ASM)
(d) SOCS70011 (ISM)	(i) SOCS71002
(e) SOCS60421 (SR)	(j) SOCS71032 (SNA)
	(k) SOCS70142 (SMMR)
	(l) SRMS dissertation training module: 2 day training taking place in January
	(m) Dissertation

Changing your Course Units

For further details please refer to the PGT Handbook at the back of this booklet.

In Semester I you must make any course unit changes by Friday 9th October.

In Semester II you must make any course unit changes by Friday 12th February.

Attendance Requirements

Attendance at lectures and workshops is compulsory. If you know in advance of circumstances beyond your control preventing you from attending classes you should contact the Postgraduate Administrator – Amanda Bridgeman as soon as possible to explain your absence.

Remember: Please ensure you check your university student email address regularly – this is the primary way that we correspond with you.

Information for Assignment Submissions

Semester I	Final deadline - 3.30pm 20 January 2010
Semester II	Final deadline - 3.30pm 12 May 2010
Unless otherwise specified by the course convenor	
SOCS60421 Survey Research – 15th December 2009	

PLEASE REMEMBER THAT ALL MARKS ARE PROVISIONAL UNTIL AFTER THE EXAM BOARD IN JUNE.

The Dissertation

Students registered on the MSc (including those Diploma Route students who are given permission to upgrade to the MSc) must also submit a dissertation, which is normally 12000-15000 words long.

Dissertation Supervision

There is no need for you to arrange a supervisor for yourself. You will be allocated a supervisor in accordance with your research area and research interests. In all cases, you will be allocated a supervisor with the experience and expertise to facilitate the successful completion of your dissertation. Please note that students do not have the right to be supervised by a particular preferred member of staff.

We will provide you with an appropriate supervisor in the 2nd-3rd week of semester two. You can expect to have no more than five meetings with your supervisor before the end of July.

A student should meet regularly with her/his supervisor in order to obtain helpful guidance. At these meetings, a student is able to consult with the supervisor about the chosen topic, about narrowing the topic to a researchable question or problem, and about relevant primary and secondary sources. If you need help with primary and secondary sources, talk with your supervisor. Also, the student can discuss with the supervisor her/his reading and its relevance for the student's topic and also any problems that the student has encountered. These meetings with the supervisor will help establish the student's authorship of the submitted dissertation.

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, both primary and secondary. Hence, meeting with the supervisor should help ensure that the student's research remains focused on the student's chosen topic. In addition, the supervisor can help a student with the structure of the dissertation.

Furthermore, a supervisor will 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.

Dissertation Submission

6th September 2010 – for all full-time students who start in September 2009 and for all part-time students who started in September 2008.

If you require an extension to your Dissertation submission date, you must complete a Dissertation Extension Request form.

Dissertation Marking Criteria

Criteria	> 80% A+	70 – 80% A	60 – 69 % B	50 – 59% C	40 – 49% D	Fail
Intellectual content and originality (25%)	High intellectual content, novel ideas and integrated excellently with the existing literature. Likely to be publishable.	Very good intellectual content, some novel ideas, integrated well with the literature. Possibly publishable	Good intellectual content, developed with reference to the literature.	Moderate intellectual content, with some integration with the literature.	Some evidence of intellectual input, limited integration with the literature.	Little evidence of intellectual content. Clear evidence of repeating previous work without additional intellectual input.
Coherence of overall report (10%)	Excellent. Clear and logical progression through and between sections. All aims and outcomes of the project are very clear.	Very good. Logical progression through and between sections. All aims and outcomes clear.	Good. Mostly logical progression through and between sections. Main aims and outcomes of the project are clear.	Moderate. Progression through and between sections uneven or unclear at times. Main aims and outcomes of the project moderately clear.	Poor. Little logical progression through and between each section. Some sections not appropriate to the project as carried out. The main aims and outcomes of the project lack clarity.	Flawed. No clear progression at all through and between sections. The report does not have any clear aims or outcome. No scientific focus.
Project design and methods (25%)	Excellent. Design and method totally in alignment with objectives.	Very good. Design and method aligned well with objectives.	Good. Any faults are minor and do not detract from the overall quality of the project. Contains a critical discussion of the evidence used	Moderate. Minor faults which detract from the overall quality of the research, but most of the methods used are sound.	Poor. Some major faults which detract from the overall quality of the project. Methods used are partially appropriate or correct.	Extremely poor. Methods inappropriate or incorrect for the project. The project lacks validity due to these flaws.
Results and analysis (25%)	Excellently presented. Results analysed & interpreted at a level suitable for publication.	Presented to a high standard, with no major flaws. With minor changes results and analysis suitable for publication.	Well presented, with occasional flaws and minor errors only. Analysis & interpretation mostly sound.	Moderately presented, but with some major flaws or several minor errors. Analysis & interpretation moderate.	Poorly presented, several major flaws and/or many minor errors. Analysis & interpretation contain significant deficiencies	Extremely poorly presented, with many major flaws and many minor errors. Analysis & interpretation very poor or absent.
Overall presentation (10%)	Excellent throughout. All figures and tables clear with suitable legends/captions	Very good throughout, with only minor shortcomings	Good throughout, with no major flaws but occasional minor errors. Some figures/tables unclear.	A few major flaws and/ or several minor errors. Several figures or tables of poor quality	Some major flaws and/or frequent minor errors. Many poor quality figures/tables.	Many major flaws and many minor errors. Overall poor presentation of figures and tables.
Use of literature and references (5%)	Complete: fully and correctly cited, up to date and appropriate. Extensive literature resources used to provide balance and an informed view. Interpretation of literature provides basis for project objectives.	Complete and correctly cited, up to date and appropriate. Literature clearly links to project objectives.	Mostly complete and correctly cited, with minor omissions or errors only. Some link between literature and project objectives.	Moderately complete and cited, with occasional major flaws or some minor omissions or errors. Little interpretation of literature and link to project objectives	Incomplete or incorrectly cited, with some major omissions or errors. Some failures to cite sources. Difficulty in interpreting literature and using it as basis for project objectives.	Material used is frequently not cited and referencing is flawed throughout. No evidence of a link between literature and the project.

Student Support, Guidance and Engagement

Programme and School handbooks contain the answers to many of the commonly asked questions about policy and procedure. Alternatively, and where you need additional help and guidance, you are encouraged to make contact with the relevant staff:

The Programme Administrator, Amanda Bridgeman, is a useful first port of call for all general queries regarding the course,

The SRMS programme director (Nikos Tzavidis), and personal tutor (Mark Brown) are both available to provide academic guidance or to discuss issues of a personal nature that may have an impact on a student's ability to study and/or meet course requirements.

For queries relating to specific modules, students are encouraged to contact the module convenor directly.

You can contact staff by e-mail, in office hours or at other times by appointment.

On-line support with Blackboard

All modules are supported on-line via the Blackboard e-learning system. At a minimum, module sites will provide the syllabus for the module, while some will use the site for provision of learning and teaching materials, including copies of lecture slides and online exercises for formative assessment.

A dedicated folder in Blackboard will also be used to provide SRMS students with up to date information on matters relating to the programme (including latest versions of Programme and School handbooks). It will also be used to provide useful information on matters such as postgraduate funding and career opportunities.

Academic support programmes

The University Language Centre provides a range of English language support services for registered students, visiting fellows and international staff members whose first language is not English. This provision is free of charge to the student. Full details can be found on our website by navigating to us via:

- [Find an academic department or discipline](#)
- scroll down to [Language Centre](#)
- click the link in the [Academic Support Programmes](#) box on the front page

English language proficiency testing service

In order to register for in-session courses, students complete an English language proficiency test at which point they become formally registered for the programme. Tests are scheduled at the beginning of each semester and details are posted in the **Testing service** section of the Academic support website.

In-session courses

Once students have collected their results, they can proceed directly to the classes of their choice. Courses are offered from October until Easter in the following skills and language development areas:

- academic writing
- academic speaking and listening
- grammar
- pronunciation

Timetable information on in-session courses will be posted next month on the **In-session courses** page of Academic support.

Academic writing tutorial service

We also offer an academic writing tutorial service in which students receive detailed feedback and advice on their academic writing style. These tutorial sessions are based on a sample of the student's written work so are tailored to the student's own particular

requirements. The writing sample can be from anything the student has completed in the past or is currently working on (research proposal, literature review, journal article, lab report, case or field study). Full information on how (and when) to access this service can be found on the **Academic writing tutorial service** page of Academic support.

Bespoke provision

The University Language Centre offers programme-specific courses and workshops for particular groups of international postgraduates – and in some cases, home students – whether they are pursuing taught or research-based programmes. This provision covers areas of language and skills which are of relevance to students' academic work and the length and number of these courses / workshops vary according to School requirements. If you want to know more, go to **Programme-specific support** section of Academic support.

Further enquiries

Contact Rachel Sinnott on 0161 275 3426 or email her at Rachel.sinnott@manchester.ac.uk

Student Representation

Details in the Postgraduate Taught Student Handbook 2009/10

Course Forum

Each semester a course forum meeting for SRMS students is arranged and advertised usually during a lunch-time. Students are invited to come to this meeting to air their views, or to ask their student representative to speak on their behalf.

Notice Boards and Student Mail

There is a School notice board located outside the reception desk (room 2.003, Arthur Lewis Building). SRMS students have a shared pigeon hole on the CCSR corridor. Students should check both the notice board and their pigeon hole on a regular basis.

CCSR and Faculty Seminars

CCSR run a regular series of seminars, given by both internal and external researchers, which SRMS students are encouraged to attend. These are held on Tuesdays during term time in two slots:

12:00-1:00 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, often quite lively! Lunch is provided. These take place in room 1.69 in Humanities Bridgeford Street. (Times and venue subject to change)

4:00-5:00. External guest speakers. These are more formal presentations often by well known academics from elsewhere in the UK and abroad. These take place in the Arthur Lewis Board Room.

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.

2009-2010 SRMS Timetable

Semester One

	Monday	Tuesday	Thursday	Friday
9am				
10am			SOCS70151 Statistical Foundations Ian Plewis Roscoe 3.9	Occasional QRM Events*
11am			SOCS70151 Statistical Foundations Ian Plewis Samuel Alexander W2.19	
12pm				
1pm				
2pm	SOCS70521 Methodology & Research Design Tutorial Vanessa Gash Arthur Lewis G.30/31	SOCS70011 Introduction to Statistical Modelling Mark Elliot Mansfield Cooper MC 2.1	SOCS60421 Survey Research Kingsley Purdam Mansfield Cooper MC 2.1	
3pm	SOCS70521 Methodology & Research Design Lecture Vanessa Gash Arthur Lewis G.30/31	SOCS70011 Introduction to Statistical Modelling Mark Elliot Mansfield Cooper MC 2.1	SOCS60421 Survey Research Kingsley Purdam Mansfield Cooper MC 2.1	
4pm	SOCS70521 Methodology & Research Design Lecture Vanessa Gash Arthur Lewis G.30/31			

NOTE: STUDENTS WANTING TO DO A SEMESTER ONE OPTION COURSE WILL NOT BE ABLE TO, DUE TO WORK OVERLOAD. SRMS STUDENTS WILL ONLY BE ABLE TO DO A SEMESTER 2 OPTION COURSE.

Semester Two

NOTE: Longitudinal Data Analysis, Semester 2, mid March three day course, includes longitudinal regression models, survival analysis and event history analysis – see course outline for details

Note: WORKSHOP: Making Sense of Large Scale Datasets, Semester 2. Two day course, end of January before Semester 2 lectures start. See course outline for details

	Tuesday	Thursday	Friday
9am			Occasional QRM Events: Qualitative Research Methods Workshops and Practicals*
10am	SOCS71032 Social Network Analysis Mark Tranmer, Nick Crossley, Martin Everett Samuel Alexander W2.19		
11am	SOCS71032 Social Network Analysis Mark Tranmer, Nick Crossley, Martin Everett Samuel Alexander W2.19	SOCS71002 Demographic Analysis Mark Brown Samuel Alexander W2.19	
12pm		SOCS71002 Demographic Analysis Mark Brown Samuel Alexander W2.19	
1pm			
2pm	SOCS70292 Multilevel Modelling Nikos Tzavidis/Mark Tranmer Arthur Lewis G.30/31	SOCS70032 Advanced Survey Methods Leen Vandecasteele HBS 2.2 & HBS Hanson	
3pm	SOCS70292 Multilevel Modelling Nikos Tzavidis/Mark Tranmer Arthur Lewis G.30/31 HBS 2.1	SOCS70032 Advanced Survey Methods Leen Vandecasteele HBS 2.2 & HBS Hanson	
4pm	SOCS70292 Multilevel Modelling Nikos Tzavidis/Mark Tranmer HBS 2.1		

* Qualitative Research Methods: the module runs over both semesters – the balance of work will depend on student choices for the 3 x 5 credit options (typically run as workshops) that make up the 15 credit module (full details of options are provided in the Schools 'Qualitative and Quantitative Research Methods Training Handbook')

Course Module Outlines: Semester I

Course: SOCS70151
Title: Statistical Foundations
Tutor: Professor Ian Plewis

Compulsory for SRMS

Aim: To give students:

- (a) a firm grounding in the basics of statistical inference,
- (b) an understanding of how study design affects the kinds of inferences that can be drawn from different kinds of social science data,
- (c) the confidence and ability to draw different kinds of statistical inferences from real data.

Content

The course is divided into six themes:

- (1) Statistics and statistical populations
- (2) Statistical distributions
- (3) Estimation (point and interval estimation)
- (4) Hypothesis testing (tests of statistical significance, power, likelihood based approaches, uses with statistical models, Bayesian approaches)
- (5) Transforming data
- (6) Causal inference (experiments and observational studies)

Assessment

Assessment task	Length	Weighting within unit
Essay within the broad topic of study design and statistical inference	2K Words	50%
A critical description of statistical inference as used in a selected journal article	2K Words	50%
Quizzes for each topic	N.A.	0%

Teaching and Learning: Twelve 1 hour lectures followed by 1 hour computer based practical and discussion sessions.

Preliminary Reading

- Agresti, A. and Finlay, B. (2008): *Statistical Methods for the Social Sciences* (4th Edition). Pearson International Edition.
- Lindsey, J. K. (1999) *Revealing Statistical Principles*. Arnold.

Course: SOCS70521
Title: Methodology & Research Design (MARD)
Tutor: Dr Vanessa Gash

Compulsory for SRMS

Aims

This course will review the principle components of research design and will provide a broad review of alternative research methodologies available to social scientists. The module contains components of the philosophy of science; reviews research methodologies (both quantitative and qualitative) and outlines practical strategies towards the successful planning and delivery of a research project. 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.

A secondary component of the course will involve presentation skills, these skills are vital for researchers most of whom need to communicate their ideas to a group. There is ample opportunity to present in this course. Many of the lectures are followed by a one hour seminar where students will present key articles to the group, followed by group discussion. The final two lectures of the series will be entirely set aside for students' research design presentations. These presentations will allow you to present your research ideas, your plans of how you hope to conduct your research, and will also provide you with feedback from the group.

Learning Outcomes

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

- Recognise the theoretical context of their research agenda.
- Be able to identify a worthwhile research question and operationalise its key components for analysis.
- Understand how different research methods can provide different research conclusions.
- Have a broad understanding of the different research methods available to answer your research questions.
- Be able to present your research proposal ideas to a group.

Content

	Course Outline
Week 1	A History of Scientific Thought. - 2 hour lecture.
Week 2	Post-Positivists and Critical Realism - 1 hour lecture & 1 hour seminar.
Week 3	Doing Research. Basic steps, what is your research puzzle? - 1 hour lecture & 1 hour seminar.
Week 4	Norms, objectivity and ethics. - 1 hour lecture & 1 hour seminar.
Week 5	Comparative Research strategies and examples - 1 hour lecture & 1 hour seminar.
Week 6	The Micro-Macro link. - 1 hour lecture & 1 hour seminar.
Week 7	Measuring Emotion - 1 hour lecture & 1 hour seminar.
Week 8	Longitudinal Data and the Analysis of Change - 1 hour lecture & 1 hour seminar.
Week 9	Student presentations PhD students
Week 10	Student presentations MSc and PG Dipl. students

Teaching and learning methods

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

Preliminary reading:

- Blaikie, Norman (2000) *Designing Social Research*, Cambridge: Polity.
- De Vaus, D. A. (2001) 'Research Design in Social Research', London: Sage.

Assessment: One correctly referenced 3,000 word research design essay and one research presentation.

Course: SOCS60421
Title: Survey Research
Tutor: Dr Kingsley Purdam

Compulsory for SRMS

Aims

- Introduce students to the role of surveys in social research;
- Provide an introduction 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:

- 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 often includes presentations from external speakers from research organisations. In the past, sessions have included speakers from local authorities and commercial survey companies such as MORI.

Teaching and learning methods

The course is taught over 10 weekly sessions and comprises lectures, practicals and workshops. The course includes an actual survey thus giving students practical, hands on experience of research in practice. The course will be structured around the following headings:

- Introduction to social surveys
- Sampling
- Questionnaire design
- Piloting
- Fieldwork

Assessment:

The assessment for this module is an essay (of not more than 3,000 words) which should outline and discuss how you would set about conducting a survey to answer a specific research question of interest. You should include a short example question module designed to collect the appropriate information with which to address the specified research question which would form part of a larger questionnaire. **Deadline is 15th December 2009.**

Preliminary Reading: Resources

Survey Resources Network: <http://www.surveynet.ac.uk/>

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

References

- Babbie, E. (2006) *The Practice of Social Research*, Wadsworth.
- Bryman, A. (2004) *Social Research Methods*, OUP.

- Czaja, R. & Blair, J. (2005) *Designing Surveys: A guide to decisions and procedures*, Pine Forge Press
- Dale, A. (2006) *Quality Issues with Survey Research*. In *International Journal of Social Research Methodology*, Vol 9 No 2 April 2006.
- Dale, A. Fieldhouse, E. and Holdsworth C. (2000) *Analysing Census Microdata*, Arnold London
- De Vaus, D. (2001) *Surveys in Social Research*, Allen and Unwin, 3rd Edition
- Devellis. R.F. (2003) *Scale Development*, C.A. Sage
- Field, A. (2009) *Discovering Statistics*, Sage.
- Gilbert, N. (2008) (ed). *Researching Social Life*. Sage
- Groves, R. (2004) *Survey Methodology*. Wiley Series in Survey Methodology.
- Marsh, C. (1982) *The Survey Method*. Allen and Unwin.
- May, T. (2004) *Social Research Issues: Methods and Practices*. OUP
- Moser, C.A. and Kalton, G. (1985) *Survey Methods in Social Investigation*
- Saris, W.E. and Gallhofer, I.N. (2008) *Design, Evaluation, and Analysis of Questionnaires for Survey Research*, Wiley Series in Survey Methodology

<p>Course: SOCS70011 Title: Introduction to Statistical Modelling Tutor: Dr Mark Elliot</p>

Compulsory for SRMS

Aim: *The unit aims to:*

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

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

Outcome: *Students should be able:*

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

Assessment:

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

Preliminary Reading:

- Field, A (2005) *Discovering Statistics Using SPSS* (Introducing Statistical Methods, Second Edition). London: Sage Publications.

Course Module Outlines: Semester II

SOCS70022 - Longitudinal Data Analysis

3 Day Short Course- Optional for SRMS

Lecturer: Dr Nikos Tzavidis/Dr Vanessa Gash /Prof Ian Plewis

Timetable: 9.00 – 17.00 22nd March Mansfield Cooper 2.1 & Coupland 3 TH.C
24th March Mansfield Cooper 2.1 & Humanities Bridgeford Street G33
26th March Mansfield Cooper 2.1 & Coupland 3 TH.C

Aim: To provide students with the skills needed to design longitudinal research and conduct appropriate analyses using longitudinal data.

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 is representing longitudinal processes;
- To be able to choose a design, appropriate method of analysis and plausible model for a range of research questions.

Course: The importance of longitudinal analysis is becoming increasingly recognized across the social and medical sciences. However there are few analysts with the methodological skills to make appropriate use of longitudinal data. This course is intended to meet this need.

Teaching Methods: The course will comprise 3 consecutive days of teaching. The 3 days of intensive training will be made up of lectures and computer-lab examples and exercises implemented with appropriate statistical software.

Assessment: This module will be assessed by one piece of coursework.

Preliminary Reading

- Agresti, A. (1996). An Introduction to Categorical Data Analysis. Wiley
- Dobson, A. (2002). An introduction to generalized linear models. Chapman and Hall
- Draper, N. and Smith H. (1998). Applied Regression Analysis. Wiley
- Bryk, A.S. and Raudenbush, S.W. (1992). Hierarchical Linear Models: Applications and Data Analysis Methods. Newbury Park, CA: Sage.
- Goldstein, H. (1995). Multilevel Statistical Models. London: Edward Arnold.
- Snijders, T.A.B. and Bosker, R.J. (1999). Multilevel Analysis. London: Sage.
- Plewis, I. (1997) Statistics in Education. London: Arnold
- Hosmer DW, Lemeshow S (1999). Applied Survival Analysis. New York: Wiley.

Course: SOCS70032
Title: Advanced Survey Methods
Tutor: Dr Leen Vandecasteele

Optional for SRMS

Aims:

This course provides an insight into the design and methodological issues of longitudinal and other complex surveys. It also introduces software and methods 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 the stata software to analyse complex survey data.
- Understand the difference between the model-based and design-based approach to handling complex survey designs.

Content:

This module will extend the students' skills of conducting survey research by focussing on more advanced methodological aspects of surveys. It covers the most important features of design and analysis in complex surveys. We will discuss different sampling strategies and see how these impact on the analysis. Students will get an insight in further aspects of survey methodology such as interviewer effects and non-response. We will spend some time discussing methodological issues in a longitudinal context, such as clustering and attrition. A major focus of the course relates to how these methodological aspects affect the analysis. We will look into two different statistical approaches of dealing with all these features of complex surveys: i.e. the design and model-based approach. A substantial part of the course will consist of computer sessions whereby the techniques of handling complex surveys are practised. In this way, the students will gain experience of applying methods for handling clustering, stratification and non-response in survey data.

Assessment:

The assessment for this module will be based on one piece of coursework of 3000 words.

Prerequisites:

The students should have some familiarity with survey research and statistical modelling. A good introduction is provided by the module: [Introduction to Statistical Modelling](#) (ISM) SOCS70011

Some familiarity with the STATA software. CCSR offers a short course introduction to STATA twice during the first semester.

Preliminary reading

- Lohr, S. L. (1999). *Sampling Surveys: Design and Analysis*. CA: Duxbury.
- Raab, G., Purdon, S., & Buckner, K. (2005, July 2007). Practical Exemplars and Survey Analysis. . <http://www2.napier.ac.uk/depts/fhls/peas/index.htm>

Course: SOCS70292

Title: Multilevel Modelling

Tutors: Dr Nikos Tzavidis & Dr Mark Tranmer

Compulsory for SRMS

Description of the Unit: 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, generalised linear mixed models and multivariate response linear and generalized linear mixed 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. Statistical software such as SPSS, MLwiN will be used. A range of prepared data sets will be used, including large-scale surveys, longitudinal studies and experiments. Students will achieve, as a minimum, a level of competence that enables them to use more advanced modelling techniques.

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 data and repeated measures data
- Acquire knowledge on how to use the MLwiN software for fitting multilevel models
- Understand why multilevel analysis may be more appropriate for certain data designs such as clustered designs
- Discuss the basic underlying theory of multilevel models
- Interpret in non-technical language the results from a multilevel analysis of a large dataset
- Use MLwiN software for multilevel analysis
- Students will develop skills for using multilevel models for their own research and for reading journal papers that very often employ multilevel analysis

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.

Preliminary 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. (1999). *Multilevel Analysis*. London: Sage.

Course: SOCS71002
Title: Demographic Analysis
Tutor: Dr Mark Brown

Optional for SRMS

Aim: Without assuming prior knowledge this module aims to provide a thorough grounding in the key methods, concepts and models used in demography.

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

- Understand and apply a range of core demographic methods for the analysis of population structure, fertility, mortality, migration and projection
- Understand and apply selected demographic concepts and models. These will include a simple life table, and stationary and stable models of population structure.
- Describe and interpret the output of demographic analysis.
- Demonstrate these competences through completion and reporting of a series of assessed exercises and a project report

Content: Set within the framework of the basic demographic equation, the module will cover the measurement and analysis of population structure, and the components of population change: fertility, mortality and migration. There will be consideration of models in demography including simple life tables and stable and stationary models of population change. The course will conclude with a look at methods of population projection and small area estimation.

Teaching Methods: The course is taught through a series of eleven weekly lectures and practical classes (2 hours combined). Lectures introduce the concepts and methods with practical classes providing an opportunity for immediate hands on learning through computer based exercises.

Assessment: Short assignments (20% of final mark)

Six short assignments based on exercises carried out in the weekly lab sessions.

Project Report (80% of final mark)

A report of between 2000-2500 words: students undertake one project from a choice.

Preliminary Reading:

- Rowland, D.T. (2003). Demographic Methods and Concepts. Oxford University Press - this is the key text supporting this course
- Population Trends: this quarterly journal produced by the Office of National Statistics (ONS) has many excellent articles relevant to the course. See: <http://www.statistics.gov.uk/statbase/Product.asp?vlnk=6303>

Course: SOCS71032

Title: Social Network Analysis

Tutor: Mark Tranmer, Nick Crossley, Martin Everett, Elisa Bellotti (Sociology)

Optional for SRMS

Aims:

1. To introduce the concepts of social networks and the various kinds of relation that can occur between members of the network.
2. To explain how do describe social networks, including visualisation.
3. To show how statistical models can be used for social network analysis.
4. To demonstrate the use of software for describing and modelling social networks.

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.
- To critically assess the use of social network analysis in the social sciences.
- Use Ucinet and software for modelling networks, such as PNET, and to 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 argument of methodological journal articles on social network analysis.

Content : *Part I: Concepts, description, visualisation.* Social networks occur in many situations in the social sciences. In this unit, we begin with some illustrative examples, and consider the various relations that can occur in a social network such as directed relationships, undirected relationships, reciprocation, valued relations. We then consider ways to visualise a network, making use of Ucinet. 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 between-ness 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 consider affiliation networks. Finally we briefly touch on other topics, including collection of network data, longitudinal network analysis.

Part II: Statistical models for social networks. In some situations, the researcher might wish to model the network, to see if a particular configuration, such as triangulation, occurs more often than would be expected at random given the number of people in the network and the total number of relations observed. When this is the case, exponential random graph (p^*) models, can be used to characterise the network in terms of configurations. We cover this on the unit, making use of the appropriate modelling software. Whilst the mathematics is slightly more complicated, p^* models are strongly related to logistic regression and hence we advise participants to have covered logistic regression on a previous course unit.

Teaching Methods: The course is taught through a series of eleven weekly lectures and practical classes (2 hours combined). Lectures introduce the concepts and methods with practical classes providing an opportunity for immediate hands on learning though computer based exercises.

Assessment: One 3000 word assignment. This module is 100% assessed by coursework.

Preliminary Reading:

- Scott, J (2000) Social Network Analysis: A handbook. Sage
- Knoke D and Yang S (2008) Social Network Analysis (2nd edition). Sage
- De Nooy W, Mvrrar A and Batagelj V (2005) Exploratory Social Network Analysis with Pajek. Cambridge Uni. Press.

- Robins, G., Pattison, P., Kalish, Y., & Lusher, D. (2007). An Introduction to Exponential Random Graph (p*) Models for Social Networks.

SRMS Dissertation Training Part 1: Making Sense of Large Scale Datasets

Tutor: Dr Jo Wathan

Compulsory for SRMS

Timetable: Tuesday 26th and Thursday 28th January 2010 Venue TBC

This two day short course 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).

Learning Outcomes: By the end of the two courses, students will-

- Demonstrate skills in accessing secondary data sources and to assessing their appropriateness for a given research topic.
- Produce derived variables from raw data in a research use dataset
- Understand units and levels of analysis and work across these
- Be able to produce SPSS syntax, save and edit this
- Have an awareness of good practice in secondary analysis

Part 1: Introduction to best practice secondary analysis

This day will cover

- Accessing data from the Economic and Social Data Service
- Using documentation
- How to locate and evaluate data for secondary analysis
- Good practice and ethical considerations in secondary analysis

Part 2: Working with secondary data

This day will cover

- Using syntax in SPSS
- Deriving variables
- Units of analysis and hierarchy

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

SRMS Dissertation Training Part 2: Presentation of research idea and methodology – peer review

Tutors: Dr Jo Wathan & Dr Kingsley Purdam

Compulsory for SRMS

Timetable: 9.30 -1 PM TBC March 2010 Venue TBC

This intensive half day research session will involve students circulating in advance a one page outline of their research idea under the headings: Title, Aims Research Questions, Background/Policy Context, Methodology and Data and Timetable.

Students will then present their research idea to CCSR staff and fellow students. Key issues to be considered will include: the focus of the research questions and the hypothesis, the methodology, the suitability and availability of the data, the proposed analytical techniques and the timetable. The work session will be an opportunity for students to share their ideas and plans and gain feedback and suggestions in a supportive environment.

Course: SOCS70142 Title: Systematic Mixed Methods Research Tutor: Dr Wendy Olsen

Timetable Selected Fridays in Semester 2, February to June 2010.

Students: Suitable for PhD Students in Years 1, 2, 3, and for Masters students across the social, behavioural, medical, legal, business and human sciences.

Introduction

The Unit aims to introduce mixed methods research from a standpoint that is focused on some of the more systematic methods in the mixed-methods repertoire. Some broad methodological points are made, but the course is very practical.

We aim to ensure that students realise that qualitative mixed-methods research cannot simply use an inductive (moving from details-to-laws) logic. Instead, researchers can use retrodution or falsification approaches. The introductory lecture introduces these concepts and contrasts them with the verificationism found in some 'triangulation' literature. We also introduce the concept of a qualitative dataset held partly in spreadsheet (tabular) format. We stress replicability, transparency, and conceptual clarity as components of validity. We thus aim to highlight epistemological issues related to both inference and mixed-methods research.

We begin by describing sequenced, integrated, and systematic mixed methods. The case-study method is probably the best example of systematic mixed methods. The comparative approach to case-studies is taught in Qualitative Comparative Analysis, 'QCA'. QCA offers concrete methods for handling small-N and medium-sized data sets. A tabular summary of qualitative and quantitative data is encouraged in QCA. The teaching about Qualitative Comparative Analysis surveys these methods and the historical comparative approach. We cover relevant software – NVIVO and FS QCA and competitors – in brief.

Qualitative comparative analysis (QCA) offers one way to discover multiple causal pathways through a set of factors that lead to a particular outcome. This outcome is taken to be the main outcome of interest and is analogous to a dependent variable in statistics. However this is not a necessary feature of QCA, just one which is commonly a simplifying assumption to shape part of the work.

The method of QCA, which was developed by Ragin (1994; 2000; see also Ragin and Rihoux, 2008; Rihoux and Grimm, eds., 2006) allows a scientific appreciation of the diversity of multiple causality. The researcher organizes data about the varied attributes that define different types of cases within a study. One can, for example, use economic as well as socio-political theories and applies them to analyse different pathways to a social-change outcome. QCA typically uses a triangulation approach with both qualitative and quantitative data about the cases in the study. Most proponents of QCA see it as a fundamentally qualitative method, but more recent advocates of QCA and its associated method, fuzzy set causal analysis, perceive a truly quantitative methodology here (Smithson and Verkuilen, 2006; Longley and Vaisey, 2007). The majority of current proponents use QCA to examine causality in a mixed-methods context. Users who have any more than about 10 cases begin to wonder whether they can use statistical methods to complement the QCA, and thus this course covers the kind of simple statistical tests that are used in small-to-medium N situations (8 to 100 cases).

In small samples, non-parametric tests can be used in both inferential (random-sample) and non-random contexts to develop valid conclusions. Tests can be used to analyse and describe patterns in data sets at the univariate, bivariate and multivariate levels. In the non-parametric course, you study bivariate tests both technically and in terms of their social scientific validity. We review what "parameters" are, and you learn what "non-parametric" statistics are, in order to encourage innovative, original research. You can use non-parametric statistics with both primary survey data and with large-scale secondary data. You can link the two, making the small-scale study more systematic.

Finally a fuzzy-set analysis workshop covers the mixed-methods analysis of causality. We explain the "Boolean" algebra and how to do causal interpretation of systematically recorded mixed-methods data. This workshop also takes up issues of calibration and causal interpretation.

A concluding lecture discusses the epistemology and usefulness of systematic mixed methods.

Special Note on Provision of Teaching

There is one introductory lecture to put systematic mixed methods into context. Then there is one workshop for each 5-credit unit. These are assessed separately so that in total there are three assessments for SMMR. There is then a concluding lecture. This final lecture helps you get the most out of the course, and raises your marks by indicating the assessment criteria.

Each 5-credit workshop is offered only subject to the teacher’s availability. Parts of the course can be taken by PhD students for 5 credits each.

General Preliminary Reading

- Byrne, D, and C. Ragin (2009 forthcoming), eds. (2009), *Handbook of Case-Centred Research*, London: Sage.
- Olsen, W.K., S. Duggan and D. Byrne, website for Qualitative Comparative Analysis, www.durham.ac.uk/case.2004. (Still in use; linked into the www.compasss.org website for Small-N and Medium-N research methods) This website is now being archived for further use by the E-RESTORE Project of ESRC.
- Creswell, J. W. (2003). *Research Design: Qualitative, Quantitative, and Mixed-Methods Approaches* London, Sage.
- Flick, U. (1992). "Triangulation Revisited: Strategy of Validation or Alternative?" *Journal for the Theory of Social Behaviour* **22**(2): 169-197.
- Kent, R. (2008) "Using fsQCA: A Brief Guide and Workshop for Fuzzy-Set Qualitative Comparative Analysis.", CCSR Teaching Paper No. 2008-10, <http://www.ccsr.ac.uk/publications/teaching/2008-10.pdf>, Accessed June 2009.
- Ragin, C. C. (2000). *Fuzzy-set social Science*. Chicago; London, University of Chicago Press.
- Tashakkori A and Teddlie C. (1998) *Mixed Methodology. Combining Qualitative and Quantitative Approaches*, Thousand Oaks: Sage.

Assessment:

Assessment task	Length	Weighting within unit
QCA assignment	A 1500 word essay	33%
Non-parametric assignment	A 1500 word report	33%
Fuzzy set analysis assignment	A 1500 word essay	33%

Summary of the three components of SMMR:

1) Qualitative Comparative Analysis

This workshop introduces you to qualitative comparative analysis for your small- to medium-N case-study project with between 3 and 250 cases. Sophisticated methods of coding up your case-study data include using NVIVO 7 software to create case attributes for each case. QCA is then introduced as a more systematic analysis of the various configurations of cases, potentially including ordinal variables called 'fuzzy sets'. ¹ You can interpret your data qualitatively whilst also looking at causality between the variables. Thus the two-stage approach to studying causality has a **qualitative first stage** and a **systematic second stage using QCA**. There is confusion in the methodology literature about whether QCA stage 2 is qualitative or quantitative. This is a true mixed-methods approach to research. The basic data-handling mechanism is a simple qualitative table of data. This is called a matrix because it is made up of rows and columns. It does not have to be a complete table, nor do elements have to be fully comparable.

This workshop includes about 4 hours of lectures and 2 hours of data confrontation and software demonstration using NVIVO. A brief preparatory task lasting up to 15 hours is available online via Blackboard under the heading Computerised Qualitative Analysis (CQA, *sic*). However this is optional preparation. QCA requires no previous experience with NVIVO. A good knowledge of Windows file naming and zip/unzip are useful.

Preliminary Reading for QCA: Read a limited amount from the works below.

- Bazeley, P. and L. Richards (2000). *The NVivo qualitative project book*. Thousand Oaks, Calif.; London, SAGE Publications.
- Berg-Schlosser, D. (1998). "Conditions of Authoritarianism, Fascism and Democracy in Inter-War Europe - A Cross-Sectional and Longitudinal Analysis." *International Journal of Comparative Sociology* **39**(4): 335-377.
- Gibbs, G. (2007). *Qualitative data analysis: explorations with NVivo*. Buckingham; Philadelphia, Open University Press.
- Marx, A. and G. van Hootegem (2007). "Comparative configurational case analysis of ergonomic injuries." *Journal of Business Research* **60**(5): 522-530.
- Ragin, C. C. (1987). *The comparative method: moving beyond qualitative and quantitative strategies*. Berkeley; Los Angeles; London, University of California Press.
- Ragin, Charles C. (2008). "Qualitative Comparative Analysis Using Fuzzy Sets (fsQCA)", Ch. in Rihoux, Benoît, Ragin, Charles C., eds. (2008) *Configurational Comparative Methods. Qualitative Comparative Analysis (QCA) and Related Techniques*. Thousand Oaks and London: Sage, pages 87-121.
- Rihoux, B., and Grimm, H. (Eds.) (2006), *Innovative Comparative Methods for Policy Analysis: Beyond the Quantitative-Qualitative Divide*, Kluwer Academic Publishers.
- Snow, D. and D. Cress (2000). "The Outcome of Homeless Mobilization: the Influence of Organization, Disruption, Political Mediation, and Framing." *American Journal of Sociology* **105**(4): 1063-1104.

2) Non-Parametric Statistics

The unit aims to provide a critical grasp of non-parametric bivariate statistical tests, but we place the specific tests, such as the famous Chi-Squared test, into the context of how the study's sampling was done. We try to integrate the student's knowledge of these tests with a growing awareness of the possibilities for using SPSS software to generate test statistics. We use SPSS (with clear instructions aimed at beginners as well as intermediate students) to graphically visualise non-parametric test data such as cumulative distributions. This helps you to understand the difficulties with statistical inference from sample to population when there are small numbers of cases.

Students in this course will emerge with a growing grasp of several statistical tests. They will learn which test to use in particular situations, according to the levels of measurement. We stress the importance of not assuming too many "parameters" in advance. One parameter, for example, is the lack of skewness in the "normal" distribution, which for factors like income is not a reasonable assumption. IQ tests are set onto a "normal" (Bell Curve) distribution, but many social factors should not be understood with such strong parametric prior assumptions. The course is thus about the logic of what you assume, and what you test, when you look at some data. The data can include both qualitative, ordinal variables as well as continuous variables. Sample data is provided in a closely guided setting.

The course delivers both practical and intellectual skills, and transferable skills. Thus while the previous knowledge required is very limited, the course increases your confidence with reading, interpreting and making decisions about quantitative data.

Notes on Preparation for the Course: None required; this course assumes a very basic knowledge of statistical inference and the normal distribution. Students can review by reading chapter 1 of Field, Andy (2000) *Discovering Statistics Using SPSS for Windows: Advanced techniques for beginners*, London, Sage.

The course is a one-day workshop.

3) Fuzzy Set Analysis

Fuzzy sets can deliver three sets of results: 1) data reduction, where from 3 to 6 variables are reduced to one; 2) causal analysis, both within the set of cases and aiming at inference to a population; and 3) a separation of necessary cause from sufficient cause, taking into account mixtures of causes rather than having a linear separation of each cause. Fuzzy sets are a way of introducing orderings into any table of data. Each case is ranked (or calibrated) on its membership in sets (e.g. the set of chronically poor households.) We then study causality using fsQCA software or STATA "fuzzy" command. Tests of sufficient causality and of necessary causality are conducted separately. The method is suited to research with a medium-N scale, i.e. from 8 to 200 cases, and for comparative research. The workshop teaches how to create fuzzy sets, and analyse them causally. The result is a simplified summary of the multiple causal pathways present in the data.

Precursors – None, although a strong knowledge of Windows software is highly recommended. If in doubt, the European Computer Driving License is an accepted standard.

Jointly useful course – The course on Qualitative Comparative Analysis can be studied independently of this course, but they are complementary. QCA studies the data matrix using binary variables only, i.e. crisp sets. Fuzzy set analysis adds a ranked element into the recording of the qualitative membership in each set.

Source of background information: <http://www.compass.org/> for QCA and fuzzy set software.

Preliminary Reading for Fuzzy Set Analysis:

- Kent, R. (2005) 'Cases as configurations: using combinatorial and fuzzy logic to analyze marketing data', *International Journal of Market Research*, 4, 2, pp. 205-228.
- Kvist, J. (2007) "Fuzzy Set Ideal Type Analysis", *Journal of Business Research*, 60 (5): 474-481.
- Rihoux, B., and Grimm, H. (Eds.) (2006), *Innovative Comparative Methods for Policy Analysis: Beyond the Quantitative-Qualitative Divide*, Kluwer Academic Publishers.
- Rihoux, B., et al. (2007) *Beyond the Quantitative-Qualitative Divide*. Heike. New York, Springer/Kluwer.
- Rihoux, Benoît, Ragin, Charles C., eds. (2008). *Configurational Comparative Methods. Qualitative Comparative Analysis (QCA) and Related Techniques*. Thousand Oaks and London: Sage.
- Schneider, C. Q., and C. Wagemann (2007) *Qualitative Comparative Analysis (QCA) Und Fuzzy-Sets: ein Lehrbuch Für Anwender*, 287p. Verlag Barbara Budrich.
- Smithson, M., and Verkuilen, J. (2006), *Fuzzy Set Theory: Applications in the Social Science's*, Sage Publications, Quantitative Applications in the Social Sciences Series.