MARCH:2019

SOCIAL RESEARCH ASSOCIATION

research matters

Using research for better policy and practice: the role of systematic reviews

By Howard White, CEO, Campbell Collaboration

A number of What Works Centres have been established in recent years focusing on key areas of policy priority, including education, crime reduction, early intervention, wellbeing, ageing, local economic growth and most recently, children's social care. The centres aim to, amongst other things, 'collate, synthesise and review existing evidence', building on the model successfully established for evidence-based medicine which has saved hundreds of thousands of lives around the world.

The systematic reviews used in evidence-based medicine, and increasingly in other areas, to inform decision-making, differ from traditional literature reviews. If someone tells me they will commission a leading expert in the field to prepare a literature review for them, I reply, 'Save your money and just ask them what they think, as that is what their review will conclude'.

Traditional literature reviews have many sources of bias, such as being selective in what literature is included and what findings are reported from the studies which are included. Systematic reviews seek to reduce possible biases by a rigorous, transparent process in setting the research questions, searching for studies, applying explicit criteria for which studies are included or excluded, and extracting and reporting all relevant findings from the included studies.

This systematic approach was first championed by the Cochrane Collaboration in the field of health, followed by the Campbell Collaboration in other policy areas, including social welfare, education, crime and justice, and international development. Cochrane and Campbell have standards for review production, publishing reviews which meet these standards in their respective libraries. An example of the difference the systematic approach of Cochrane and Campbell can make comes from a comparison of programmes intended to improve the life chances of children in families with disadvantaged backgrounds.

Multisystemic Therapy (MST) is a branded programme, the core of which is cognitive behavioural therapy for family members. There are over 100 traditional narrative reviews, most of which conclude that MST is superior to the cheaper alternative of group-based parent training. But a systematic review published in the Campbell Library concludes that MST is actually no better or worse than parent training (PT).[1] Why do these different reviews come to different conclusions?

There are many sources of bias in non-systematic reviews. I will mention just one here – outcome report bias. One of the early papers on MST by Brunk et al. is a randomised controlled trial of 43 families assigned to either MST or PT.[2] The authors compared the two programmes on the basis of 30 outcomes on a range of domains such as family cohesion and delinquency of the children. Of these 30 outcomes, five favoured MST, two PT, 22 found no difference, and one wasn't reported. The majority of non-systematic reviews, which include this paper, report just one of those 30 outcomes, one which favoured MST, and so say things like 'Brunk et al. found MST to be superior to PT'. This is totally at odds with the fact that the paper found no difference between the two approaches for the majority of outcomes.[3]

The Campbell Collaboration does not only publish systematic reviews, but also evidence maps. Evidence maps use the same systematic principles as our reviews showing what research evidence is available. They should be used by researchers and research commissioners alike to determine research priorities.

Our first maps have been produced with the Centre for Homelessness Impact (CHI).[4] One map contains about 250 studies of the effectiveness of programmes to improve the welfare of those experiencing homelessness. A second map shows process evaluations and the issues they identify as barriers and facilitators to successful implementation. CHI has now commissioned a number of systematic reviews in order to populate its evidence portal.

More generally, there are welcome trends in academia towards greater research transparency, concerns about replicability, and producing research that will influence decision-making. Systematic reviews and evidence maps fit with all of these trends. Their importance in all research communities, and recognition amongst users, is expected to grow in years to come.

[1] https://www.campbellcollaboration.org/library/multisystemic-therapy-social-emotional-behavioral-problems.html

[2] https://psycnet.apa.org/doiLanding?doi=10.1037%2F0022-006X.55.2.171

[3] The analysis of the presentation of review findings is based on Littell 10.1016/j.childyouth.2004.11.00

[4] https://www.homelessnessimpact.org/gap-maps

Introducing SRA's digital communications manager

By Jessica Nelligan

I am pleased to introduce myself as the SRA's digital communications manager.

I started my career as a communications specialist at ArcelorMittal, the steel and mining company. In my eight years with the company I gained experience in internal and external brand communications. I was involved in a diverse range of projects from sponsorship of the London 2012 Olympic Games to creating a communications strategy for the company's mining sites in Liberia.

Having taken time out to have my children, and keen to further enhance my skills, I trained in social media management, and went on to become a freelance social media manager specialising in the health an wellbeing sector.

I am looking forward to working with the extended SRA team. My goal is to bring the association's digital communications up to speed, using this as a means to bring social researchers together in order to promote high quality standards of social research. We already have a Twitter feed which I have been developing in order to create a more visual and engaging channel. We are busy planning a blog which will be published in the next few months, and the new SRA website is launching soon. I will be working closely with the SRA's events and advocacy teams to keep our followers abreast of our activities and sharing relevant information from the wider industry to ensure our channels are your go-to source for further knowledge.

Please do let me know if there is anything you'd like to see more of on our social media channels and don't forget to follow us on Twitter @TheSRAOrg.

Avoiding premature conclusions

SRA chair, David Johnson, applies the tools of the trade

Welcome to the spring edition of SRA Matters. We have lots going on in this issue including articles on research ethics from new trustee Jane Evans and pieces on a wide range of topics from applying feminist research practice, through researching in an international context, to the use of comics in research, and many others.

There's also a report on the SRA annual conference. I, for one, really enjoyed the day. It was great to see so many of you together discussing what you had been hearing about in the sessions, or catching up with friends and colleagues. We had a great deal of positive feedback. In particular, John Curtice featured heavily in your feedback for his wonderful plenary session (still available on the SRA's YouTube channel) which really resonated with many of you. Indeed, this was so much the case that one of the venue's door ushers came up to me afterwards to say that, although she didn't take much interest in Brexit-related matters she found John's talk absolutely fascinating! This is great to hear, but please be assured that the trustees and I do take both the positive and the negative feedback we receive very seriously. With the help of the events group, we will be looking to build on that feedback as we plan this year's conference on 10 December.

As ever, I am grateful to the people who have taken time to write articles, sharing their knowledge and insight. I want to pay particular thanks this quarter to Sarah Butt as this will be her last issue leading the Research Matters editorial team. Her work, and that of the whole team, to put each quarter's publication together is very much appreciated. Never fear though, Sarah's responsibilities are being taken on by Andrew Phelps and so a very warm welcome to him.

In reviewing the articles for this quarter, I was particularly struck by Howard White's lead article about the role of systematic reviews. It reminded me of the news stories I've been reading recently about the 'crisis in social science'. For those of you who haven't picked this up, discussions have been focusing on the challenges of being able to replicate social science studies. Interest was raised in the latter half of last year with the publication of an article in 'Nature Human Behaviour' setting out the collaborative work of five laboratories which tried to replicate 21 experimental studies published between 2010 and 2015 in either 'Science' or 'Nature' but found that they could reproduce the findings in only 13 of them. As a result, there has been a considerable amount written about what this might imply for the application of the scientific method in social research: whether or not we have a crisis in which we cannot trust the findings of research and what that might mean. I don't have space to add my own thoughts, other than to say that there are lots of interesting things to reflect on and that we should, as you might expect a researcher to say, avoid reaching premature conclusions without digging into the subject in a bit more detail. That's my plan for the June issue.

Until then happy researching!

Social Research Practice: next issue

Issue 8 is due in July/August

The overall aim of the journal is to encourage and promote high standards of social research for public benefit. It promotes openness and discussion of problems. It is free to download.

We welcome offers of articles and research notes for future issues. Read the guidelines for authors and download the article template at the link above. If you have an idea of an article or research note but are not sure if it's suitable, please email Richard Bartholomew, the editor.

Ethical matters

By Jane Evans, SRA trustee

I am a new trustee with special responsibilities for ethical matters, including writing the quarterly ethics column in Research Matters.

I have taken over from Helen Kara who has performed this task for the last few years. She will be a hard act to follow, and I already appreciate the advice she offered me before stepping down as a trustee.

My experience

My experience with ethics goes back a few years and starts from the ground up when I was doing research with a charity whose ethical review system had lapsed, although much of the research we did involved sensitive topics and the lives of children. Other people wanted to do research with our service users as well; sometimes apparently quite intrusive research.

Ethical protocols

In 2011 a senior colleague and I developed an ethical protocol that would suit both internal research projects and external researchers. We had to decide about some tricky questions such as whether master's students were qualified to carry out research with our vulnerable service users – we decided that they weren't, and that to gain a master's degree original research may not be needed.

As a small committee we reviewed dozens of applications, some more complex than others, and a few which were frightening in their lack of understanding of either ethics, or the needs of vulnerable children and young people. Although it is hard to turn down an application, that was our job occasionally in order to protect those young people. Making that phone call sometimes resulted in tears or anger, but more often than not the researcher took our advice and came back with a better designed project that would go on to yield worthwhile results. At times we helped PhD students with aspects that their supervisor should have advised them on.

Ethical review

Eventually, after practice, experience and the help of a skilled colleague to keep an eye on systems and processes, we devised an efficient system for review that did not eat too much into our day jobs. I am proud that the organisation now has a functioning ethical review system to help the young people it works with and to enable others to learn from their lives.

When I went freelance two years ago, I was asked by the Centre for Expertise on Child Sexual Abuse to become a reviewer for applications to its evaluation fund. Some delicate matters were being evaluated so committee discussions were thorough to balance the interests of young people who had been abused or exploited with the need to demonstrate impact in services for them. I am now vice chair of its full ethical review committee. We have reviewed several research applications in the past 18 months, including some on perpetrators who, of course, also require ethical protection in research, although that might seem a challenging concept at first.

My new role

One of my roles on the SRA board will be to review a draft of the new ethical guidelines for the SRA and to be a member of the ethics consultancy forum and advise researchers on the ethics of their proposed projects. I am looking forward to this. I know, as an independent researcher, that it can be hard to get the sort of advice and review that is needed to ensure a proposal is ethical.

I look forward to my future as a trustee, and like Helen, I hope to take a special interest in independent researchers as well as in ethics. So I hope that, one way or another, our paths will cross. If there is a topic you would like to see covered in a future column please get in touch with the Research Matters team.

Annual conference 2018

The December 2018 annual conference was the SRA's biggest yet with a record 300-plus attendees from across the spectrum of applied research activity and with a wide array of experiences and backgrounds. We were delighted to welcome our keynote speaker, John Curtice, and plenary speakers, Jennifer Rubin and Trish Greenhalgh, and were pleased to offer some excellent workshops and masterclasses. A huge thank you to all those who made the conference possible. We had some excellent feedback and hope to see lots of you again this year!

"Absolutely loved the morning – John Curtice's keynote speech was excellent, and really enjoyed the Big Data presentation. I thought the whole day was organised brilliantly – venue and catering was great."

"The infographic masterclass was really useful! I believe it will vastly improve my creation and use of infographics."

"Networking with social researchers working across different sectors (i.e. not just the sector that I work in), and having the time to take a step back and think more strategically about what the community is doing, how it is done and what our impact is was a really useful part of the day."

"The plenary speakers were very good and it was great to take a step back from the day job and remind myself what good things social research can do."

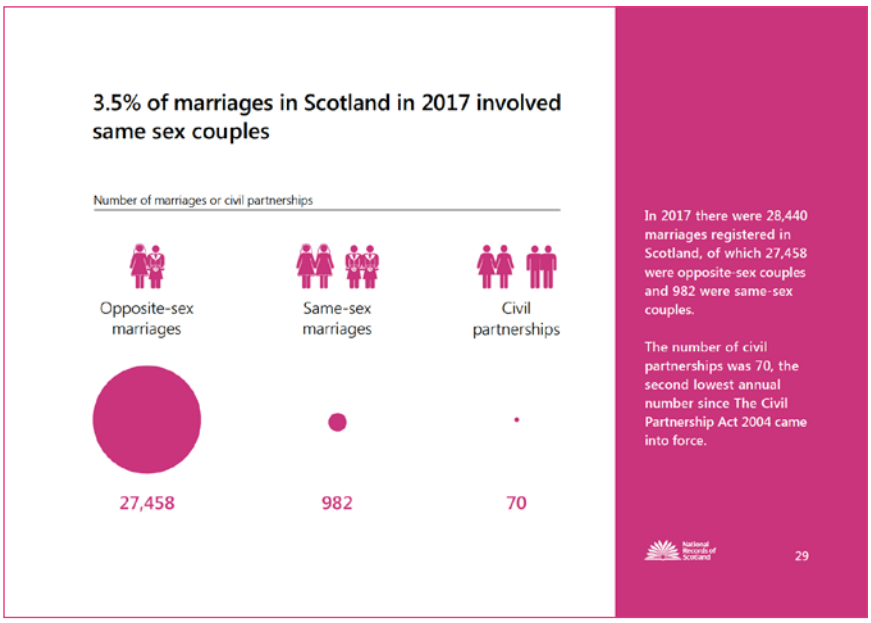
SRA annual conference 2019: hold the date

Tuesday 10 December, London

The common pitfalls of creating infographics and data visualisation

By Lulu Pinney, infographic and data visualisation trainer

Successful graphics, be they infographics or data visualisation, should engage their audience and aid understanding of the findings, explanation or concept you are wanting to communicate. The National Records of Scotland's work, shown here, demonstrates this. However, as a practice that draws on data, editorial and design skills, there is much to be wary of when starting out creating graphics. This article describes three common pitfalls and offers some practical suggestions of how to avoid them.



NRS gets it right with infographics

Pitfall #1: I want an infographic

This statement is the origin of many graphics but it is not a logical starting point. It is more productive to think about who you want to communicate with, where they are engaging with your graphic, and what message you want them to take away.

Questions to consider to help you do this include:

- What is the audience's relationship to your organisation?
- What else is going on in their world?
- What do they already know?

Depending on whether your audience is, for example, a patient looking at an information sheet, a peer viewing a poster about your research or a busy policymaker, they all come to your graphic with different degrees of motivation, knowledge and time. Consider these factors to inform how much detail you include and how you present it.

Pitfall #2: visual over-enthusiasm

Whatever the raw material you work with, there are two aspects of it that can be visualised: firstly, the patterns or trends in the data/information and, secondly, the subject matter that the data/information is about. However, it is usually the latter, the subject matter, that lends itself to immediate visual ideas, which in practice, leads to the subject matter being over-illustrated while the data/information is left as text. This does lead to engaging graphics, but they do not aid understanding.

To ensure any graphic aids understanding, it is the data/information that needs to be visualised. Start by sketching this. Use simple visual marks to do this: dots, lines, bars, areas, shapes. Once you have visualised the structure of the data/information in this way then think about how, and if, you add or integrate visualisations of the subject matter.

Pitfall #3: graphic design doesn't matter

Graphics work because they are visual. However, in the course of their careers, social researchers have not generally had the opportunity to develop graphic design skills. There are three things that can help with this: learning basic graphic design principles; starting a library of examples; and setting up a template.

There is a helpful introduction to graphic design here. While it is aimed at poster design, it introduces the basics at a good level of detail for general use.

Creating a folder into which you put examples, drawn from your organisation, your sector, as well as further afield, can become a go-to resource for solutions to design challenges.

Once you establish the colours, type sizes, layouts, images, icons or styles that work for you, save them in a template. This is as simple as putting them all into a single document and using this as the starting point for any future graphic you create. This means you do not have to keep on reinventing the wheel.

But which tools should we use?

No tool or software is of use until you know what you want to say and have a sketch in hand to work from: see above! Then, there are over 300 tools to choose from here.

For a smaller selection of tools that have been reported popular by other social researchers look in the 'tools' section here.

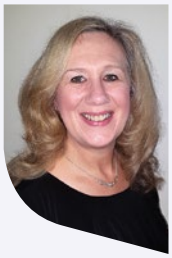
Have a go!

For all the advice and information out there about how to create infographics and data visualisation, undoubtedly the best way to learn is to have a go. The first one will not be perfect and it will be slow, but the flipside of that is the next one will always be better, and quicker. Good luck!

An example of good practice, taken from Scotland's Population 2017 infographic report, National Records of Scotland, 2018. See more of its work here.

SRA Scotland

By Karen Kerr



The SRA Scotland committee is delighted to welcome the following new members: Cassy Rutherford (The Robertson Trust), Dafni Dima (Scottish Government), Emma Hollywood (Skills Development Scotland), Lucy Dean (ScotCen, maternity cover) and Oonagh Robison (Scottish Government). The committee is preparing for the SRA 40th anniversary event to be held in April. Keep an eye on the SRA events page for further details. If you would like to get in touch with the branch and be more involved with the organising committee please contact the SRA office.

SRA Ireland

See the SRA website for further details of events. Email us or follow us on Twitter @SRAIreland.

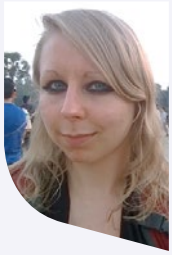
SRA Cymru

By Faye Gracey

Great to see lots of familiar and new faces at our last evening seminar on 'Creating meaningful evidence for decision-makers in health and social care: realist approaches to evaluation'. We are refining our plans for 2019/20. We are always pleased to hear from researchers interested in getting more involved in the organisation of our activities, or simply sharing ideas and feedback. Do follow us @SRACymru to hear our news first. See the SRA website for details of events. If you want to get more involved with our organising committee don't hesitate to get in touch. T: 03000 257459.

SRA North

By Leanne Dew



We had a great time at the SRA annual conference in December – a range of fascinating sessions and it was excellent to get a chance to talk to some of our members based in the North and across the country. We began the new year with a seminar in Manchester on implicit research methods. We have also been busy identifying placements for our job shadowing scheme pilot and will be advertising these shortly. We are planning the rest of the events for this year, including exploring whether there is something we can offer specifically for independent researchers – let us know what you think. And as ever, do get in contact on email or Twitter @SRANorth.

'I've read *Asterix* and *The Beano*': using comics in health inequalities research

By Emma Halliday, senior research fellow, Lancaster University

Asking workshop participants if they have ever read comics or graphic novels is not a question I would normally include on event feedback forms as a public health researcher. However, all that changed after a workshop, co-organised with Natasa Lackovic, co-director, Lancaster University Graphic Novels and Comics Network (ReOPeN) and the artist Joe Decie, to produce a graphic narrative booklet, inspired by residents' accounts of what influences health in neighbourhoods. The booklet combines illustrations drawn by Joe, alongside linked quotes reflecting qualitative community experiences of these issues. This includes, for instance, the impact of poverty or poor public transport.

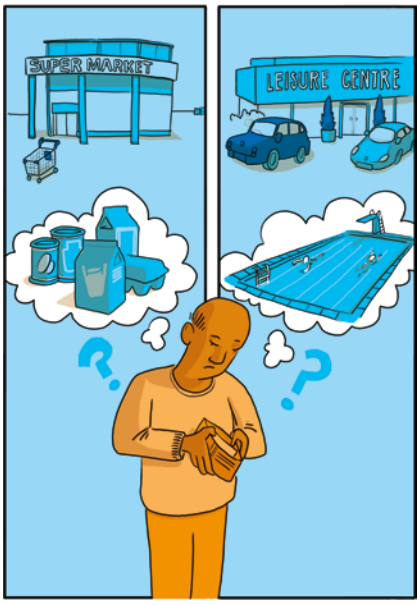
The project to develop the booklet is linked to the Communities in Control study. The focus of the research is the Big Local programme. It investigates what happens when decision-making about how funding for neighbourhoods is used is put into the hands of residents, and how this influences health and wellbeing.

An initial use of the booklet has been engaging practice and public audiences with issues of health inequalities. Past engagement found that such discussions could become channelled into a narrower focus on lifestyle issues such as smoking rather than the wider determinants of health. Drawing on stories in the booklet as a reflective tool has aided thought provoking group discussions. Reflecting on using the illustrations in this way, one practitioner commented on this as 'generating conversations which allow people to think differently'.

The booklet's visual appeal, combined with ReOPeN's involvement, has also helped the research to reach new audiences, alongside more traditional dissemination routes. The booklet featured in an art trail displayed in shop windows in Kendal town centre during the 2018 Lakes International Comic Art Festival. It was also used in a policy workshop run with the Cabinet Office. With the support of Lancaster University PhD student Victoria Reay, a group of undergraduates used the illustrations when formulating their policy response to an 'addressing inequalities' brief.

New to comics and graphic novels, I admittedly harboured initial reservations. Given the scale of health inequalities in the UK, I wondered whether the form was appropriate for representing the range of local people's experiences. So far, evaluation by residents and professionals has noted the accessibility and potential power of visual methods. 'Graphics can tell a story with almost universal meaning,' one workshop participant explained.

As Helen Kara reported in the September 2018 edition of Research Matters, 'visual storytelling' has an established history across research and education settings. Yet there are surprisingly few examples where innovative visual approaches are used



to provoke dialogue about public health issues (work by Clare Bambra on Public Health League tables is one exception). Comics and graphic novels can contribute here: helping to raise awareness of lay experiences of health inequalities, as well as galvanising action to address these inequalities.

Read or download the booklet.

Acknowledgements

All illustrations Joe Decie© 2018.
This project received funding from the NIHR School for Public Health Research (SPHR) and NIHR CLAHRC North West Coast.

Researching whilst human: applying feminist research practice

By Kerry Dowding, freelance social researcher, non-profit sector

Many researchers are trained to place objectivity as central to attaining good quality data. Emotional distance, formality, and a sense of control over the process may be employed to ensure that we are as objective as possible in our work. Feminist approaches challenge this way of thinking. They posit that researchers are real people with thoughts, feelings and experiences of society. Thus, seeking this form of objectivity is not only unrealistic, but it also artificially elevates the power we have to interpret the world from the position of a 'neutral actor'.

I was recently involved in a project in which I interviewed members of an orchestra, who were recovering from addiction. I believe that the application of feminist research approaches not only improved the quality and depth of the data gathered, but also provided greater respect and human acknowledgement than more traditional methods may have offered.

The sharing of self

Traditional approaches to interviews encourage researchers to minimise their presence in the process. A consequence of this is a large power imbalance between researcher and participant, where participants are asked to share the most detailed and intimate histories to a person who is withholding any sense of themselves at all in return. In practice, the sharing of the self does not mean sharing biasing opinions or excessive personal details. For my work with the orchestra, it meant joining in on a rehearsal and referring to that experience, having informal conversations about my research history, or just sharing what I was doing over the weekend. These gestures notably reduced the power dynamic between us. This meant there was already a foundation of human connection when the interviews took place, encouraging honest and open dialogue.

Ownership

The musicians prided themselves on how they created all their compositions themselves, with the help of their composer. In a project where ownership was so prominent, giving the musicians autonomy in the research process was key to building trust in the community. Seeking input on the content and order of the topic guide, using the group's preferred identifiers (musicians – not addicts) and asking for specific, detailed consents helped to provide this autonomy. It was also important to ensure the final report reflected the language used by the interviewees. If the sharing of the self was a way to humanise me as a researcher, respecting ownership was a way to show respect to the musicians and helped to empower them in the process.

Reciprocity

It is often the case that researchers benefit more from the research process than the people who contribute to our work. But seeking increased reciprocity can lead to greater investment in the work for participants, and adds a value to the project as a whole, particularly in the non-profit sector. If successful, this project would not only generate data for my research but also generate funding for the orchestra, provide validity to their practices, and help them reflect on what is unique about their place in the recovery community. Perhaps more unusually, the orchestra is planning on interpreting the findings from the research musically, creating a performance piece. Looking for ways to increase reciprocity can lead to a firmer participant investment in the work, and make sure everyone is benefiting as much as possible from the process.

Feminist research approaches can take many forms, but the underlying principle is the same: reducing the power differential in the research relationship can bring tangible benefits to the work. Many musicians who spoke to me had been at the mercy of unequal power relationships their whole lives – with their addictions, with violent partners, with the criminal justice system. Providing a space to share which was distinct from these experiences not only intuitively felt ethical but also brought a level of trust and rapport which improved the quality and usefulness of the work. Like any school of thought, feminist research approaches are complex and varied. But I believe they provide a more human way of looking at the work that we do.

Measuring caller outcomes on Samaritans' suicide prevention helpline

Dr Stephanie Aston, senior research and evaluation manager, and Dr Carlie Goldsmith, qualitative researcher, Samaritans

Background

In 2017, 6,213 people died by suicide in the UK and Republic of Ireland.[1] Suicide is complex and usually the result of the interaction of multiple psychological, social, economic and demographic factors. It is the leading cause of death for people under 35, and more specifically, men under the age of 50 and women aged 20 to 34. Suicide is an inequality issue as it affects the most vulnerable and disadvantaged people in society though it can affect people from all walks of life. It has a devastating effect on individuals, families and communities.

Samaritans' vision is that fewer people die by suicide. In 2017, trained volunteers in 201 branches across the UK and Republic of Ireland responded to over 4.3 million calls to our confidential telephone helpline from people in emotional distress, of which one in four had suicidal feelings.

There is little evidence of effectiveness of suicide prevention helplines, even though suicide, crisis or support helplines are part of many national suicide prevention strategies. To date, the helplines studied are not UK-based, and focus mostly on how the helplines deliver support with limited insight into who uses the helplines and why, and how this may influence outcomes.

Caller outcomes feasibility study

Samaritans wanted to know if it was possible to collect immediate and short-term outcomes data from callers who use the telephone helpline, and the impact it has on the lives of callers. The study had two aims:

- To test an approach to measuring caller outcomes
- To gather preliminary outcomes data on distress and suicidality among callers

17 volunteers were trained to recruit callers and collect data during the call. In total, 149 callers provided immediate outcomes data during the call. Of these, 55 were interviewed at one-week, and of these, 29 at four-weeks after the call by a researcher to explore secondary and short-term outcomes. The methods used for the study were carefully considered, drawing from experts in the field of suicide research, and consulting with Samaritans' staff and volunteers. This process ensured we adopted methods that were acceptable to both researchers and Samaritans. The study also received ethical approval from a UK Higher Education Institution's Ethics Committee.

Caller outcomes feasibility study research methods	
Data collection point	**Data collected and tools**
Volunteers collected data during the call on the helpline with callers	Callers' immediate outcomes: ◗ Distress scale (0-10) to measure level of distress at beginning (retrospective) and end of call ◗ Adapted Columbia Suicide Severity scale[2] to measure level of suicidality during the call ◗ Question if any change in suicidality by the end of the call Volunteer experience: ◗ Rating scale to measure ability to recruit callers and collect data
Researcher interviewed callers one week and four weeks after the call	Callers' short-term outcomes: ◗ Semi-structured interviews that explored: ◗ Levels of distress and suicidality ◗ Feelings and any changes since the call ◗ Experiences of study recruitment and data collection process ◗ Rating scale (at one week only) to measure change in secondary outcomes (for example, feeling hopeful, listened to, and understood)
Researcher interviewed volunteers at post-data collection stage	Volunteers' experiences of the study: ◗ Semi-structured interviews that explored: ◗ Training and support ◗ Impact on the call and 'support as usual' ◗ Overall experiences of recruiting callers and collecting data

Key learning

The study was a significant step for Samaritans as it demonstrated that:

- The recruitment of callers for research is acceptable to both volunteers and callers
- It is feasible to collect outcomes data from callers during an emotional support call without jeopardising the interaction between volunteer and caller or 'support as usual'
- Most callers are willing to participate in outcomes-focused research during the call, though there was high attrition at the follow-up stage
- Validated measurement tools routinely used in clinical settings and academic research may not always be appropriate for research conducted outside these environments due to the structured manner in which they are applied. For example, a support call between a Samaritan volunteer and a caller has a 'natural flow' and integrating a series of structured questions as part of the call is not feasible

The study built confidence within Samaritans that it is possible to conduct outcomes-focused research with vulnerable callers, and maintain the confidentiality and anonymity of those who use Samaritans' telephone helpline.

[1] Simms, C. and Scowcroft, E. (2018). Samaritans suicide statistics report. [Online] Available at https://www.samaritans.org/sites/default/files/suicide_statistics_report_final_dec.pdf

[2] Posner, K., Brent, D., Lucas, C. et al (2009). Columbia-Suicide Severity Rating Scale. Retrieved from https://depts.washington.edu/ebpa/sites/default/files/C-SSRS-LifetimeRecent-Clinical.pdf

How to measure the mental health of children and young people

By Tim Vizard, principal researcher, Office for National Statistics and Katharine Sadler, research director, National Centre for Social Research

Last year, NHS Digital published results into the mental health of children and young people in England (2017). These were the first official figures for 13 years on the number of children and young people with a mental disorder, with the latest research carried out by NatCen Social Research, the Office for National Statistics and Youth*in*mind. Given the high-profile nature of mental health, the key findings from the survey made national news. Whilst it is great to see the findings of our research summarised to a large audience, the complexity involved in delivering a large-scale national survey of this nature can easily be overlooked.

Developing the survey

Survey development started in late 2015, with a consultation which received 225 responses from a wide range of users. Users wanted both continuity with previous surveys in the series to allow analysis of trends over time and inclusion of new topics (for example, social media, cyber bullying). Cognitive testing with parents and young people looked at the understanding and acceptability of the new topic questions. As you would expect from a survey of this nature, our research design was submitted and approved by an NHS research and ethics committee, and further scrutinised by the NHS Confidentiality Advisory Group which advises the Health Research Authority.

Sampling children and young people

Our research covered children aged two to 19 in England. The inclusion of preschool children (age two to four) provided a rare insight into their mental health prior to entering the education system, whilst including 17- to 19-year-olds incorporated the important transition of young people into adulthood, providing further insight into their mental health at this crucial developmental stage. Our sample was drawn from the NHS Patient Register held by NHS Digital, which formed a person-level sampling frame of children and young people. This allowed the direct sampling of children based on their age and greatly reduced the sampling of ineligible addresses, saving interviewer time and burden on households without children, compared with if we had had to rely on a standard address-based sample and screen for eligible respondents.

Assessing mental disorders in children and young people

A key strength was that the survey collected data from multiple participants for each child, rather than relying solely on young person self-reports. Interviews were conducted between January and October 2017 with parents of two- to 19-year-olds, children aged 11 years plus, and teachers of five- to 16-year-olds (by an online/paper follow up questionnaire).

This multi-informant approach gave Youth*in*mind's team of clinically-trained raters robust information with which to assess whether each child had a mental disorder. Raters used the comprehensive Development and Well-Being Assessment (DAWBA) diagnostic tool to identify the presence of mental disorders. This set our research apart from other surveys which generally use very brief measures to assess wellbeing or to screen for non-specific psychiatric distress. To count as a disorder, symptoms had to cause significant distress to the child or impair their functioning.

Mental disorders were defined according to the International Classification of Disease 10th edition (ICD-10), with the exception of body dysmorphic disorder which is defined by the American Diagnostic and Statistical Manual of Mental Health Disorders (DSM-5). Our survey looked at around 30 disorders which were categorised as emotional disorders, behavioural disorders, hyperactivity or as a range of less common disorders (such as autism and eating disorders).

Survey response and accounting for bias

Information was collected on 9,117 children from one or more participants (a response rate of 52% of the eligible sample). We were mindful of the impact of non-response bias in the survey, and our weighting design therefore included a non-response adjustment to reduce its impact on our estimates.

Next steps

There has been substantial, widespread interest in the findings from this much-anticipated survey and our work is not yet over. We are exploring opportunities for linking our survey data to other sources (for example, the National Pupil Database, routine health administrative data). NHS Digital will also be making the data available to enable researchers to conduct secondary analysis. More about the survey on the NHS Digital website.

Rapid longitudinal design: learning from study of private renters

By George Holt, senior policy researcher, Which? and Sophie Wilson, research manager, Ipsos MORI

How do you follow people along a complex and stressful journey? How do you keep participants engaged in a research project while they are simultaneously going through a significant move? These were questions two teams at Which? and Ipsos MORI were mulling over in the autumn of 2017 as we began a study looking at people's experiences of the private rental sector. The research talked to participants as they searched for a new home, viewed properties and moved in and/or out of privately rented accommodation. The research was part of a larger Which? policy project looking at the private rented sector (PRS), which is playing an ever-growing role in meeting people's housing needs. There are now 4.5 million households living in the sector, more than double the number in 2003 (MHCLG, 2019).[1] It won't surprise anyone that finding a new home in the PRS is a stressful and fast-paced experience. So, these were factors we wanted to put at the centre of our design to make participation as easy as possible and help build an accurate and honest picture of people's experiences.

To do this, we used a 'compressed' longitudinal design taking a staged approach to use the limited time we had with participants without overwhelming or boring them. This involved:

- An initial telephone interview to understand participants' rental journeys and to introduce the study
- A three-week online diary through the Ipsos Applife platform – a downloadable app participants can use to answer questions, take pictures and share updates
- In-person in-depth interviews to probe participants' experiences shared through the diary and subsequent events
- Filmed ethnographic interviews and follow-up in-depth telephone interviews to follow renters' journeys to completion

All 25 participants completed the telephone interview, diary and face-to-face in-depth interviews, with five taking part in the final film.

This staged design using online diaries allowed us to collect data in the moment and to empower participants to tell us what they felt was significant as it happened. Participants could take part in the research when it fitted into their schedules – commenting through the app on their commute, lunch break or in the evenings. This was essential for reaching renters whose time was already under pressure looking for a new home. Researchers were able to log in to the app remotely giving both sides an early idea of emerging themes, common experiences and which parts of the journey were problematic.

The app diary also played a key part when it came to the in-home interviews, as we didn't need to rely on participants' memories to recollect how they felt – we already had their comments. We could probe on the highs and lows of their search, ensuring elements were not forgotten once someone had moved. Which? and Ipsos MORI were able to collaborate effectively on probing strategies, given both were familiar with the early insights coming out of the app data.

So, are online diaries the answer to all our research needs? Not on their own. Although smartphone ownership has skyrocketed over the last decade and it is a great way to reach time-pressed people in fast-moving situations, this approach will only work if people are comfortable and confident getting online. This won't be a problem for many, but there are some groups that are less likely to use an app, or may not want to download something onto their phones. Engagement can also be variable and it can take a lot of researcher time to encourage use. This is why you need other strands of research to triangulate the findings and build up a full picture. However, it can be useful methodology when you are looking to conduct longitudinal research with time-pressed people or in fast moving situations, given its flexibility and auto-ethnographic approach.

You can read the full research report.

[1] MHCLG – Ministry for Housing, Communities and Local Government. (2019). English Housing Survey Headline Report, 2017-18.

International social research: delightful yet challenging

By Katriina Lepanjuuri, research manager, Ipsos MORI

The SRA's primary focus is naturally on social research in the UK. However, many members are involved in international social research projects ranging from international development programme evaluations to continuous comparative cross-national studies, such as the European Social Survey.

I recently joined a team at Ipsos MORI that carries out rigorous and challenging research projects for international organisations (the EU and UN bodies, international financial institutions, aid departments, foundations and NGOs to name a few). These range from smaller, one-off pieces to large-scale projects that can span as many as 40 countries simultaneously.

I am continually struck by how challenging, yet fascinating, working across countries and cultures can be. Key challenges centre around:

- **Finding a suitable sampling frame**. We live in a country where registering births, marriages, addresses and deaths is standard procedure. But this is not the case everywhere in Europe. This diversity of available records means that adopting a single approach to sample frame development can be challenging. We recently trialled a push-to-web approach across the 28 EU member states, where online survey completion is encouraged through postal mailouts or other offline content. In countries where individual, named registers are available and levels of internet use are high, the approach worked reasonably well, but there was a notably lower response rate in countries where no address records exist, and internet penetration is lower. In countries where up-to-date address systems are not available, we need to rely on interviewer-driven sampling procedures such as enumeration or random route. These procedures can be costly and slow to organise, and are more prone to error than official sample sources. We will need to draw caveats around the data comparability, and continue to fine tune and trial different approaches to raise quality standards across countries.
- **Linguistic challenges**. These can often be mitigated through a careful translation or interpretation process – though there are significant and specific challenges associated with translating complex research instruments into multiple languages. In many instances, forward translation and verification by linguists briefed on the survey objectives and intended meaning of the questions being asked, is sufficient. For more complex surveys, however, the optimum approach is team translation. This involves multiple translators who translate the materials first independently, and then come together to discuss and compare their respective versions, resulting in one harmonised version.
- **Multitude of research contexts and its impact on quality and timeframes**. International social research projects operate across different contexts and constraints, such as whether a culture of high-quality social research is embedded in a local context, the level of interviewer experience and the public's willingness to participate. This can impact on the level of training required to develop a harmonised approach, as well as final survey outcomes such as data quality and the response rate. It can also have a knock-on effect on timelines. Needless to say, cross-cultural knowledge, whether your own, colleagues' or local partners', is invaluable to identify and mitigate problems. Taking the time to meet with and speak to colleagues is of paramount importance. Detailed scoping work or supplementing surveys with qualitative insights can be extremely helpful before the final methodology has been agreed.

These issues provide the international researcher with a number of distinct challenges. Work in the international context is never dull but enriching and full of surprises, both positive and negative. While the work is challenging, many of us are drawn to it as it broadens horizons, enables working with diverse groups of people, and is truly rewarding.

Traditionally, the UK has been in a very strong position to carry out research internationally given its strong expertise in applied social research and culture of evidence-based policy. English is the lingua franca of various international organisations which also helps. But alongside many other areas of policy, knowledge exchange and service provision, UK leadership in social research now confronts the challenge of Brexit. While the final repercussions for social research remain unclear, it is likely to impact, above all, on clients and funding on international projects, as well as the UK's ability to attract the right skills. We can only hope that any fallout will be minimal.

The current challenges of survey fieldwork monitoring

By Niccolò Ghirelli, research assistant, European Social Survey ERIC, City, University of London

Large-scale surveys aim to represent the attitudes and behaviour of the population of interest. Researchers need to be aware of a number of factors that may affect data quality, including the resources of the fieldwork organisation, respondents' heterogeneity and interviewers' behaviour, and to develop and, accordingly, to implement effective fieldwork monitoring strategies. The symposium 'Fieldwork Monitoring Strategies for Interviewer-Administered Surveys', hosted on 23-24 January by GESIS in Mannheim, Germany, gathered survey methodologists from Europe and America to discuss the state of the art and current challenges for fieldwork monitoring.

Noise, signals and indicators

In his keynote speech, John Wagner (Michigan Program in Survey Methodology) illustrated the sources of variation that fieldwork monitoring strategies have to identify to develop reliable adaptive survey designs. Distinguishing 'signals', (that indicate possible fieldwork improvement, for example, more successful contact timing) from 'noise' (incidental factors that influence the fieldwork, for example, bad weather) is essential to develop models that assess the impact of different fieldwork interventions (for example, monetary incentives, cases prioritisation).

Different surveys provide different indicators for the quality of fieldwork activities. Katharina Meitinger (Utrecht University) presented an overview of the fieldwork quality indicators provided by 14 German surveys, including repeated cross-sectional and panel surveys. In her presentation, she highlighted that there can be differences in the indicators monitored by the coordination teams of large-scale surveys and those monitored by the agencies conducting the fieldwork on their behalf. Her overall analysis shows that the close co-operation between agencies and study researchers seems the best way to improve the fieldwork quality and implement effective strategies.

Controlling the fieldwork progress

New technologies allow researchers to have greater central control over fieldwork. Elizabeth Zechmeister (LAPOP) illustrated the quality control program 'FALCON©' implemented by countries participating in AmericasBarometer 2016/17. This tool collects information on interviewers' identity and behaviours through the tablets used to conduct the survey interview. FALCON© uses geo-fencing and registers features of each interview (for example, segments of the interview, timing, length, interviewer's signature and face), allowing researchers to act directly on interviewers' misbehaviours and identify possible fake/low-quality interviews during the fieldwork itself.

Such close central monitoring is not always possible however. The need to accommodate different fieldwork practices can make implementing new technology a particular challenge in cross-national surveys. Roberto Briceno-Rosas (GESIS) illustrated some results from the implementation of a new Fieldwork Management System (FMS) in Round 9 of the European Social Survey. Through the FMS, all fieldwork agencies are required to weekly upload standardised data on their fieldwork progress to an online portal using a common template. This allows a three-level monitoring of fieldwork by the ESS Core Scientific Team, the national coordinators and the fieldwork agencies. The main strength of this tool is its versatility, as it is compatible with the heterogeneous CAPI and PAPI systems used by the participating countries.

Tailored strategies

The Survey of Health, Ageing and Retirement in Europe (SHARE) is characterised by the implementation of adaptive fieldwork designs, drawing on the rich data the panel provides on respondents in previous waves. Michael Bergmann (SHARE), focused on the experimental use of tailored strategies (timing of contact attempts and economic incentives) for specific segments of the survey population in the SHARE German fieldwork to increase the response rate and panel retention among these groups. Annette Scherpenzeel (SHARE), in her keynote speech, explained how SHARE's adaptive fieldwork design helps address differences in non-response behaviours between different groups in the survey population. For instance, using in-depth interviews to understand reasons for non-response to sensitive items (for example, income) in previous waves of the panel allows researchers to elaborate targeted conversion strategies for the interviewers before the start of fieldwork.

Not all of these strategies may be possible to implement across all surveys or in all countries. However, the symposium highlighted positive steps that survey designers, aided by technology, are taking towards a higher degree of fieldwork integration and more tailored interventions.

This is just a brief overview of the symposium. The papers presented will be collected in a dedicated special issue of 'Survey Methods: Insights from the Field' (forthcoming in 2019).

What one thing…?

We asked SRA members to say **what one thing they wish they'd known** when they started their careers. Here are some of the answers we received.

"…that I didn't have to make a choice between pursuing qualitative or quantitative research. As an undergraduate, primary research was usually conceived of as a mix of the two approaches, with considerable blurring of lines between. In part this was due to a lack of resources (I remember carrying out 'surveys' with small numbers of respondents using purposive sampling). But it also stemmed from a holistic understanding of social research: that you would ideally be able to talk about prevalence, significance and scale alongside the explanations, complexities and nuances in people's lives. While the research industry increasingly recognises the benefits of truly mixed-method research, in my role I am a primarily a quantitative researcher and have felt I've missed out on something because of that. In recent years I've been fortunate to work on some fascinating mixed-methods projects, and have thoroughly enjoyed expanding my horizons."

Miranda Phillips, NatCen Social Research

"… how important communication skills were. There is so much emphasis on research methods while studying but I'm totally convinced that, if researchers want to make a difference, they need to learn how to communicate their findings well. It can be a real challenge communicating findings in a way that non-specialists can understand, without over-simplifying what is usually a complex picture."

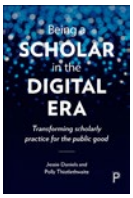
Veronique Jochum, NCVO

"…that there is such breadth and depth to research methods. Having predominantly worked in survey research, it was too long before I appreciated that mixed methods was more than just adding a few focus groups before a survey, and the wide range of innovative research methods that exist."

Andrew Phelps, ONS

"… how to collaborate effectively. A recent project I worked on involved developing a method for interviewing other researchers about the relationship between effective collaboration and knowledge transfer. At the same time, the study team had to work out how to collaborate with each other to ensure our own research was high quality and useful. In common with our participants, we found that a lot of the work of collaboration and creating impact happened at the start. We had to put in the effort to develop a shared language and a framework for organising and thinking about evidence. One product of the study was a list of factors that can help or hinder collaboration and knowledge transfer. I have since used this as a checklist in my own projects and as an evaluation analysis tool. In my early research career, no-one taught us how to collaborate, we just did it (or not) or observed how others did it (for better or worse). It would have been great to have structured time to reflect on ways of working in research and the importance of laying the groundwork in collaborative projects, such as establishing shared goals and an understanding of others' roles, needs, motivations and skills."

Cath Dillon, independent research consultant, co-chair of SRA North and editor of the forthcoming SRA blog



Being a scholar in the digital era: transforming scholarly practice for the public good (first UK edition)

Jessie Daniels and Polly Thistlethwaite

Policy Press, 2016. £15.99

Reviewed by Una Ruddock, Eco Era

This book explores the challenges of a managerial culture, the commodification of higher education, and the countervailing opportunities of digitalisation with open access academic journals and social media platforms. It offers a fascinating insight into the relationships between academic publishers and universities, academics and grassroots communities, and academics and journalists. It highlights workable synergies for social justice activists in the academy, and will be of interest to people working with NGOs, academics and activists.

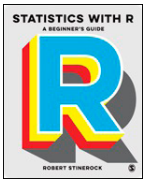
The digital revolution is changing the academic world and opening new possibilities for outreach, sharing and creating knowledge beyond the academy. Networking capabilities, open access academic journals and social media platforms herald an alternative vision of the future of engaged scholarship.

The book begins by discussing interdisciplinary research on inequality and internet collaboration. It is informed by the JustPublics@365 project which aims to connect academics, journalists and activists for the transformation of scholarly practice for the public good.

One project which illustrates the book's argument is 'Reading the riots', a collaboration between The Guardian and the London School of Economics about the 2011 riots in the UK. It is modelled on the 1967 Detroit post-riot research and demonstrates a strong synergy between investigative journalists and academics in producing data-driven evidence to counter the blandness of mass-media news coverage. The project highlighted the powerful combination of the speed of journalism, the integrity of academia and the impact of activism.

For academics who have not yet discovered the value of blogging and tweeting, the discussion of altmetrics shows the effectiveness of social media in gaining attention for academic publications and measuring their impact.

This is a thoroughly documented contribution by two academics: a sociologist and a librarian, to the changing world of research and dissemination. For a glimpse at the future of scholarship, look no further.



Statistics with R: a beginner's guide (first edition)

Robert Stinerock

SAGE Publishing, 2018. £34.99 (p/b)

Reviewed by Jason Lowther, West Midlands Combined Authority

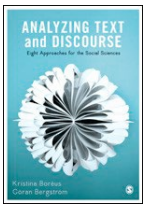
This textbook is designed to give undergraduate students an introduction to statistics with examples using the popular R computer language. This starting point is important – it's not primarily designed as a textbook on the R language in itself, but rather to teach statistical concepts. The author argues that learning to think programmatically can help students to learn and apply statistical concepts and methods more effectively. That said, the coverage of R programming is fairly extensive and should give students who already have a reasonable aptitude for computing a sound grasp of the language.

The content and structure of the book reflect many introductory texts in statistics covering descriptive statistics, probability theory, discrete and continuous distributions, point estimates, confidence intervals, hypothesis testing, linear and multiple regression. This is pretty much the standard classical statistics curriculum for introductory undergraduate courses. As a Bayesian, I was disappointed to find only two pages on Bayes' theorem but I guess that is not unusual.

The real added value is in the extensive use of R coding examples to illustrate and apply the principles in each section. For example, after a comprehensive description of simple linear regression modelling and some useful illustrative cases, the reader is provided with the code required to apply the technique to a real data set in R.

R is an open source language, which means that there are no affordability issues for students with access to a computer (although some corporate IT departments might need convincing to download the software).

Each section includes a clear summary, definitions of key terms, reminders of the most important R terms, and practice exercises. The accompanying online resources include author-made screencasts, datasets and R scripts, exercises and tests. For tutors, resources include Powerpoint slides and exercise test banks.



Analysing text and discourse: eight approaches for the social sciences

Kristina Boréus and Göran Bergström

SAGE Publishing, 2017. £27.99 (p/b)

Reviewed by Jackie Martin-Kerry, University of York

This well-written book provides practical guidance and explanations on undertaking analysis of text and discourse. After an introductory chapter (which I thought was overlong), the seven main chapters explore different approaches to textual analysis including narrative, qualitative and argumentation analyses. The final chapter covers suggested analyses based on the methodology and exercises within the other chapters.

The chapters are well structured and always begin by introducing the reader to the approach being described and covering the theory of the technique. They explain the methodology and discuss some of the practicalities of undertaking the analysis. The authors provide examples of how the analysis has been used in real-life scenarios, and also cover any limitations and strengths of each technique. Suggested reading lists are provided at the end of each chapter.

The text is well set out and the use of bold font to highlight key words makes it easy to read. The fact that each of the main chapters follows the same structure makes the information easy to follow and user-friendly. This book will be an excellent resource for researchers and postgraduate students wishing to use text and discourse analysis within their studies.

Titles for review

We are always looking for reviewers. Write a short review for us and you get to keep the book. All books up for review are listed below. If you are interested, please email us and we'll send you guidelines.

Innovation in mixed methods research: a practical guide to integrative thinking with complexity

Cheryl N. Poth
SAGE, 2018

Interviews in qualitative research

Nigel King, Christine Horrocks and Joanna Brooks
SAGE, 2019

An introduction to data analysis: quantitative, qualitative and mixed methods

Tiffany Bergin
SAGE, 2019

Managing quality in qualitative research

Uwe Flick
SAGE, 2018

Pioneering ethics in a longitudinal study: the early development of the ALSPAC ethics and law committee

Karen Birmingham
Policy Press, 2018

Practice-based research in children's play

Wendy Russell, Stuart Lester and Hilary Smith (Eds)
Policy Press, 2018

Qualitative data analysis: from start to finish

Jamie Harding
SAGE, 2019

Research ethics in the real world: Euro-western and indigenous perspectives

Helen Kara
Policy Press, 2018

Social research with children and young people: a practical guide

Louca-Mai Brady and Berni Graham
Social Research Association Shorts, Policy Press, 2018

What is qualitative longitudinal data analysis?

Vernon Gayle and Paul Lambert
Bloomsbury Academic, 2018

What is qualitative longitudinal research?

Bren Neale
The 'What is?' Research Methods Series, Bloomsbury Academic, 2018

What works now? Evidence-informed policy and practice

Annette Boaz, Huw Davies, Alec Fraser and Sandra Nutley (Eds)
Policy Press, 2019

TRAINING 2019

CARDIFF		
25 March	Understanding statistical concepts and basic tests	Dr Pamela Campanelli
26 March	Survey sampling and introduction to weighting	Dr Pamela Campanelli
27 March	Imputation and weighting for survey data	Dr Pamela Campanelli
28 March	Implementing high quality surveys	Dr Pamela Campanelli
28 March	Introduction to data visualisation and infographic design	Lulu Pinney
9 May	Foundations of evaluation (tbc)	Professor David Parsons
10 May	Impact evaluation: understanding options, choices and practice (tbc)	Professor David Parsons
EDINBURGH		
24 April	Designing a qualitative study	Professor Karen O'Reilly
25 April	Qualitative interviewing	Professor Karen O'Reilly
26 April	Conducting focus groups	Professor Karen O'Reilly
29 April	Analysis of qualitative data: approaches and techniques	Professor Karen O'Reilly
30 April	Interpreting and writing up your qualitative findings	Professor Karen O'Reilly
16 May	Narrative analysis (advanced)	Karen Lumsden
LONDON		
21 March	Project management in research and evaluation	Professor David Parsons
21 & 22 March	Depth interviews (2-day course)	NatCen Learning
25 March	Designing a qualitative study	Professor Karen O'Reilly
26 March	Qualitative interviewing	Professor Karen O'Reilly
27 March	Conducting focus groups	Professor Karen O'Reilly
1 & 2 April	Analysis of qualitative data (2-day course)	NatCen Learning
2 April	Questionnaire design and testing full – FULL	Dr Pamela Campanelli
3 April	21 ways to test your survey questions	Dr Pamela Campanelli
4 April	Cognitive interviewing for testing survey questions – FULL	Dr Pamela Campanelli
4 April	Qualitative data analysis: approaches and techniques – FULL	Professor Karen O'Reilly
5 April	Introduction to qualitative research	NatCen Learning
5 April	Questionnaire design and testing	Dr Pamela Campanelli
25 & 26 April	Designing and moderating focus groups (2-day course)	NatCen Learning
2 May	Narratives and storytelling in qualitative research	Dr Karen Lumsden
9 May	Research with children and young people	Dr Louca-Mai Brady and Berni Graham
16 May	Qualitative data analysis: approaches and techniques	Professor Karen O'Reilly
17 May	Interpreting and writing up your qualitative findings	Professor Karen O'Reilly
20 May	Reporting qualitative data	NatCen Learning
24 May	Map making and spatial analysis for social researchers	Phil Mike Jones
13 June	Narrative analysis (advanced)	Karen Lumsden

SOCIAL RESEARCH ASSOCIATION

TRAINING 2019 continued…

LONDON		
14 June	Consultancy skills for social researchers	Dr Simon Haslam
19 & 20 June	Ethnographic methods (2-day course)	Professor Karen O'Reilly
19 June	Creative research methods for evaluation	Dr Helen Kara
20 June	Introduction to data visualisation and infographic design	Lulu Pinney
26 June	Designing a qualitative study	Professor Karen O'Reilly
27 June	Qualitative interviewing	Professor Karen O'Reilly
28 June	Conducting focus groups	Professor Karen O'Reilly
2 July	Research project management in research and evaluation	Professor David Parsons
2 July	Questionnaire design and testing	Dr Pamela Campanelli
3 July	Implementing high quality web surveys	Dr Pamela Campanelli
4 July	Understanding statistical concepts and basic tests	Dr Pamela Campanelli
17 July	Survey sampling and introduction to weighting	Dr Pamela Campanelli
NOTTINGHAM		
8 May	Qualitative interviewing	Dr Line Nyhagen
29 May	Conducting focus groups	Dr Line Nyhagen
SHEFFIELD		
18 June	Impact evaluation: understanding options, choices and practice	Professor David Parsons

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research matters

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