

research matters



Understanding 'Scotland's school sex survey stooshie'

By Simon Anderson, independent research consultant

It's not often that a social survey leads to tabloid headlines, interventions by senior politicians and even street protests, but that's exactly what has happened in Scotland recently. As *Holyrood Magazine* noted, a right 'stooshie'¹ has broken out over the Scottish Government's health and wellbeing census of school-aged children – an attempt to create a single survey platform to replace a patchwork of existing local and national studies.



As part of the census, older pupils (aged 14 to 16) are being asked questions about sexual behaviour, including the age at which they first had sex, whether that included vaginal or anal sex and, if so, whether a condom was used. Cue (perhaps predictable) outrage from various quarters, including parents' groups, news outlets and politicians.

The press has reported gleefully that at least ten of Scotland's 32 local authorities have now withdrawn from the survey (although, in fact, most of those had opted out for other reasons before the current furore). Nicola Sturgeon has been forced to defend it in the Scottish Parliament. And an active social media campaign has emerged, leading to a 'scrap schools sex surveys' rally in Glasgow in late January.

¹ Stooshie – a row, minor commotion or fracas. (Not to be confused with a rammy or stramash...).

In many respects, the survey is actually unexceptional. It uses an opt-out consent process (although the lawful basis under GDPR is ‘public task’), and an online questionnaire, administered in class, to collect information about various aspects of young people’s health and wellbeing, including substance misuse and sexual health (for those in S4 and S5). In other words, it looks and operates very much like several other longstanding studies – including SALSUS and HBSC in Scotland, and the Smoking, Drinking and Drug Use surveys in England.

So why the stooshie?

First of all, there’s the sex thing. The survey is by no means unique in including questions on sexual behaviour. HBSC in Scotland, for example, has collected data on sexual behaviour since 1990. But asking school pupils about sex is always a potentially fraught business: ask the researchers at the Dartington Social Research Unit, who ran into similar problems (and headlines) when they tried to field comparable questions in Perth and Kinross in 2013. The questions in the current exercise are also slightly more explicit in that they name specific behaviours rather than simply rely on the now rather quaint notion of ‘sexual intercourse’. (The reference to anal sex seems to have been especially triggering for some audiences...)

Nicola Sturgeon has, however, robustly defended the inclusion of these questions, saying: ‘Either we can bury our heads in the sand and pretend that young people are not exposed to the issues or the pressures that we know they are exposed to. Or we can seek to properly understand the reality that young people face and provide them with the guidance, the advice and the services they need to make safe, healthy and positive decisions. I choose the latter.’

There is also a second, distinctively Scottish layer to all this, linked to the Scottish Government’s ill-fated proposals to appoint a ‘named person’ to safeguard the welfare of every child. In the face of concerted opposition, the policy was scrapped (at least in its original form) in 2019. But not before it had antagonised and energised a range of libertarian and ‘pro-family’ groups, meaning there was a ready-made coalition poised to oppose any initiative seen as involving state intrusion into family life. ‘SNP ministers urged to scrap school sex census linked to Named Person state snoopers’ ran the headline in the Scottish Daily Express.

But the census has also generated unease in some other, less predictable, quarters. Notably, Bruce Adamson, Scotland’s Children and Young People’s Commissioner, has called for the exercise to be paused, citing concerns about privacy and consent, and his concerns have been echoed by Connect (formerly the Scottish Parent Teacher Council).

For me, this is actually the most interesting aspect of the story. Unlike previous school-based surveys, the current exercise hasn’t involved a third-party data collection organisation (and associated protocols to ensure that individual participants cannot be identified). Instead, the Scottish Government has secured access to an online

platform called SmartSurvey to allow local authorities to run their own surveys, should they wish to do so. (Indeed, in that sense it is not actually a ‘Scottish Government survey’ at all.) Councils can download all of the information collected, including pupils’ Scottish Candidate Numbers – unique identifiers that can be linked not only to names and addresses but also to equalities characteristics and deprivation indicators (such as eligibility for free school meals and the Scottish Index of Multiple Deprivation).

Despite assurances that the resulting dataset will be held securely, treated confidentially and published anonymously only, an FAQ document on the Scottish Government website does indicate that: ‘if analysts within your local authority see anything in the answers provided by some children and young people that raises some concerns, they may need to do something to help these individuals’. It emphasises that ‘This should **not** happen very often so it is **highly unlikely** that anyone will contact children, young people or their families’ (emphasis in original).

However, this caveating of assurances of confidentiality begs important questions about the threshold for intervention, who might make such a decision and on what specific basis. As such, it is a perfect case study of the tension that can arise when an organisation has both safeguarding responsibilities for individuals **and** is trying to collect aggregate information in a way that encourages participation and truthful responses.

Ultimately, that may prove more contentious than asking teenagers about their sexual behaviour – though I’m not sure the tabloids would agree.

Disclosure of interest: I have been involved in several school-based surveys over the years, including those associated with the Scottish Government’s Realigning Children’s Services programme. I was commissioned to write an early scoping paper exploring options for a single national health and wellbeing survey and was part of the content group that considered topics for inclusion in the current exercise.

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Opportunities and challenges

Diarmid Campbell-Jack, co chair, looks at the opportunities and challenges facing the research industry.

A warm welcome to this quarter's Research Matters.



With the highly successful 2021 SRA conference still fresh in the memory, 2022 provides an opportunity to look at the opportunities and challenges facing the research industry. This edition of Research Matters provides a detailed view of some of these opportunities and challenges, providing a thought-provoking view of today's social research sector.

Research Matters readers, followers of the SRA, and anyone who attended our conference will be aware of the SRA's efforts to examine diversity and inclusion in the sector. This quarter's Research Matters has two articles looking at this vital issue. SRA trustee Dan Clay's piece examines the challenges in making sure our systems and approaches are fully inclusive. Stereotypes, lack of role models, nepotism, and verbose outputs, are barriers to an inclusive workforce, while inclusive approaches to data collection can easily slide into tokenism. Our interview with Tim Hobbs outlines the concrete steps taken by the Dartington Service Design Lab to deal with the marginalisation of racism within social research. Tim's work embedding anti-racist practice in the Lambeth Early Action Partnership (LEAP) evaluation stands as a solid example of what can be practically achieved.

The move to online data collection during the pandemic meant that pre-testing and piloting of surveys was not

always possible. Laura Wilson takes a practical view of what might be possible under a 'new normal', where pre-testing and piloting are as valuable as ever but where tensions between pace, delivery and quality tempt the unwary researcher to cut corners. Laura's suggestion that retrospective testing is an option when pretesting questions should be seriously considered by researchers.

Dr Olga Maslovskaya of the University of Southampton updates us on the Survey Data Collection Network (SDC-Net), a partnership of academic and non-academic partners across social and market research. SDC-Net was established to examine the issues and challenges in survey data collection and agree relevant research priorities, a particular priority given recent technological advances and changes in data collection during the pandemic. Olga outlines SDC-Net's current work on innovations in survey data collection, and its plans for forthcoming public events and materials.

This quarter's edition has two fascinating articles on diary usage. Dr Susan Marango provides a case study of using diaries to measure the outcomes and impact of international scholarships, with alumni providing rich data on how, where, and when they used the skills and knowledge they developed on their scholarships. Elsewhere, Peter Sainthouse of BritainThinks examines public attitudes to Net Zero. Diary data from 40 participants suggests people want action by 2050 and think cross-party approaches are vital, but worry that

politicians will only take action if they risk losing elections.

Two other articles on qualitative methods stand out. Nicole Brown examines creative approaches in participatory research, explaining what they are, how they can be used and, vitally, how to evaluate the quality of participatory data. Lauren Porter explains how Ipsos MORI has used a mobile app platform to conduct ethnographic research, allowing participants to 'show' researchers their personal spaces and answer in-depth questions.

Our 'research hinterlands' series continues with SRA trustee Dr Rachel Hughes reflecting on how a commitment to social justice and social change has led to her working in academia, running her own business, and taking several non-executive director and trustee roles, helping people and organisations think differently and change their practice.

But to start us off for this issue, Simon Anderson examines sex and surveys in Scotland, where the Scottish Government have faced attacks over their planned health and wellbeing census of school-aged children. Simon's article goes beyond tabloid outrage over questions about sexual practice to examine important methodological and ethical issues. As the article makes clear, there can be tensions when an organisation such as the Scottish Government is both trying to collect accurate, comprehensive data and has safeguarding responsibilities for individuals.

Until the next issue, happy researching!

Creative methods in qualitative research

By Nicole Brown

Using creative, arts-based, participatory, and embodied methods in qualitative research on a regular basis, I cannot imagine my research life without them. Every so often, though, I am asked if my creative workshops and arts-based methods constitute research, how robust this research is, what its value is and whether it is worth pursuing at all.

My answers to all these questions are always quite unsatisfying: it depends. With this short introduction, I hope to shed some light on the matter.

What are creative methods in research?

As is the case with all terms and terminologies, the definitions vary greatly depending on whose work we read. For those seeking a brief, concise introduction to the complexity of the matter, I recommend Helen Kara's *Creative research methods: a practical guide*, 2nd ed. For many researchers, creativity is closely linked with the arts and artistic expression. Essentially, though, creative methods are those that allow us to explore experiences and concepts in different ways, that enable us to collaborate with participants and that will lead to some transformative changes. With such a broad definition, it is easy to see how creative methods are difficult to categorise or explain. Here is an example from research considering the experience of doctoral students ([Collins and Brown, 2020; Brown and Collins, 2018](#)), during which participants built LEGO® models of their personal PhD journeys and, in groups, created a doctoral journey using the metaphor of a river running from source to mouth.



Let me offer another example: the focus of your qualitative research is your participants' opinion of and experience with the effectiveness of an intervention for a particular health issue. We could now go out and interview participants in one-to-one situations or as a focus group. A more creative approach, however, could be to set a task with the interview. Participants may be asked to order cards into a hierarchy of what works best and what works least. Or participants may be given short vignettes to discuss a particular element of the intervention. Or participants may be encouraged to express their experiences creatively through poetry, collages and LEGO® models, on their own or in a group.

Many of these 'creative' approaches are described in specific terms such as 'diary method', 'story-completion' and 'elicitation'. What is creative in one discipline may be something that has been done for decades in another. And that is probably where concerns and distrust come in. In my view, the method needs to fit the purpose and the context, which brings me to the next question:

What is the value of creative methods and how do they work?

All research is, in effect, a choice: a choice that will lead to limitations. Creative methods are no different. They offer opportunities, incredibly exciting ones, but they are not the end all of qualitative research either. For example, when we deal with sensitive topics or we work with vulnerable research participants, sitting down for an interview may be experienced as confrontational and antagonistic. Instead, inviting participants to get involved in a workshop to put on a joint performance or to build individual LEGO® models, may reduce the hierarchy and power dynamic between the researcher and their participants.



Therein lie the value and the benefit: we are finding out about people's experiences not only through what they say, but also through their alternative and complementary forms of expression. Creative methods enable participants to reflect at a deeper level and become more engaged with making sense of their experiences than they would with traditional interview settings. The trade-off is that the data is messy, unpredictable, and difficult to analyse, which makes many suspicious of the process, its robustness and systematicity.

Is this robust research? Is it valid?

Of course, any research can be done well or badly, and there is the potential danger for things going badly or wrong with approaches that have never been tried before. But, if done well, research using creative methods is just as valid and robust as any other conventional form of enquiry. There are criteria we can use to evaluate the quality of our work. In her book *Method meets art: arts-based research practice*, 3rd ed., Patricia Leavy offers one such framework, which is not too dissimilar from frameworks evaluating qualitative research in general, except for where we consider the aesthetics and the impact of the research. Practically, anything and everything is possible and allowed as long as three major criteria are observed: transparency, criticality and reflexivity (see p.73 of *Embodied inquiry: research methods*).

Is it worth pursuing at all?

That is a very personal question and decision. I am aware of and experience the challenges of getting published and of developing a reputation for being maverick with all that brings. But, in my view, creative methods are still worth pursuing because they transcend barriers to communication, support the participants' reflective processes, account for how, as humans, we communicate anyway, help foster a productive relationship between researchers and participants, and most importantly for me: they make research exciting.

Finding a new normal

By Laura Wilson, principal researcher, UK Government Data Quality Hub, Office for National Statistics

Since the middle of 2021, I have noted a shared concern surfacing from conversations with peers inside and outside government.

Many of us working on the design and development of large national surveys across government, academia and in collection agencies are concerned about the long-term effect of the pandemic on data-collection methods, and subsequently quality.

The typical approach to developing a high-quality national survey usually involves pre-testing and piloting phases before going 'live'. These explore respondent comprehension of materials and questions (using qualitative research methods) and provide early statistical and operational learning. However, back in early 2020 when the pandemic began, many, if not all of us working on such surveys found ourselves unable to follow the traditional steps to develop a survey.

In most cases, this meant that the pre-testing and pilot phases were lost due to the urgent need for data and uncertainty over how the methods could continue safely and robustly online. It is fully understood that it was necessary to work in that way during those unprecedented times. However, as we begin to emerge from the pandemic, the shared concern is that this way of working is now becoming expected and the 'new normal'.

I would like to continue the debate that began with the [2021 Cathie Marsh Memorial Lecture: 'Back to normal or a new normal?'](#). I strongly believe



that survey development, be it national or small-scale, should always include pre-testing and piloting phases. I have experienced the benefits of these methods first-hand when it comes to confidence in data. For example, by using qualitative insights we can understand the 'why' behind changes in data rather than only simply observing that there is a change. Quality begins at the start of the data lifecycle, so now we need to start reintroducing those early steps lost due to the pandemic.

The pandemic imposed a stage of evolution on survey development: it forced us all to do things differently. We ought to continue the good practices originating from the pandemic but also discard the bad that pose risks to quality and our overall goals

There also needs to be a greater understanding and appreciation for these methods and their role in achieving quality throughout the data lifecycle. At a holistic level, quality is multidimensional, and these methods are key players – after all, we must not forget, 'rubbish in equals rubbish out'.

That said, I think it is important to reflect on the lessons learned from the pandemic and what worked well. For instance, huge progress was made in the space of remote qualitative research methods, and these should remain and become part of our common toolkit. This new capability not only helps to

improve data quality and inclusivity in our research, but it also helps to free up capacity in our research staff and to reduce project timelines.

So, does this mean there should be a new normal? If so, what does it look like? The pandemic imposed a stage of evolution on survey development: it forced us all to do things differently. We ought to continue the good practices originating from the pandemic but also discard the bad that pose risks to quality and our overall goals.

However, we must be real – we are all still working in a system where tensions remain between pace, delivery and quality. Retrospective research and continual iteration are key to existence in the new paradigm that we find ourselves in, and development timelines, resources and budgets must now begin to reflect these necessary stages. For example, take those surveys that underwent little to no pre-testing prior to launch: that does not have to be 'it' for them. Instead, we should now build in projects to retrospectively test the materials and questions to see if they are optimal. We can iterate and improve those surveys once they are live using these qualitative insights.

However, quantitative methods should not be used in place of qualitative methods to conduct post-live quality evaluations. Instead, research with respondents is the robust way to achieve this goal and help us on our journey out of the pandemic towards a new normal. Whatever that may be...

Do you share the same views as Laura? Or do you have a different perspective on this topic? Email admin@the-sra.org.uk if you would like to be considered as an author for a follow up article in our next edition of Research Matters.



Conducting ethnographic research as a ‘virtual guest’

By Lauren Porter, research manager, Ipsos

For many, 2020 will be remembered as a year when the importance of our living situations was accentuated, with the dramatic increase in time we were spending in our homes. However, in 2018, 4.3 million homes in England failed to meet standards considered as in decent condition (English Housing Survey, 2020). Furthermore, research conducted by Ipsos in 2020 highlighted that nearly a quarter (23%) of private renters were dissatisfied with the homes they lived in during lockdown. With the pandemic highlighting the centrality of our living situations, there were increasing calls from our clients to understand whether people’s homes were meeting their needs, the difficulties they were facing, and the impact on their lives of issues with their homes.

Following the introduction of social distancing, Ipsos suspended all in-home interviews in March 2020. We therefore needed to understand people’s experiences of their living situations while not physically being there. We were also mindful that research on people’s homes can potentially be sensitive. Our homes are intimate, personal spaces which can feel tied to our sense of self, and we were aware that the lockdowns may have intensified this. As such, it was critical that we prioritised participant comfort and wellbeing throughout the remote research encounter. We therefore applied the same techniques used when conducting sensitive qualitative research to our remote mode of data collection: using our established, in-house digital ethnography mobile app platform, Ipsos Applife.



Empowering participants to build trust

Participants were asked to ‘show’ us their personal spaces by sharing footage and images of their homes through the app and answering in-depth questions about their living situations. This, understandably, may have felt intrusive at times. We therefore reinforced the ownership participants had in the research encounter: reminding them that they only needed to share what they felt comfortable with. To build trust and rapport, we used conversational language when interacting with participants through the app. This included reflecting participants’ own language, including using emojis where suitable. Participants responded well to this – possibly as this indicated that there was a human researcher behind the app! This, in turn, built participants’ confidence to share detailed insights with us.

Providing participants with flexibility in their engagement

Participants could engage in the research encounter when they wanted: ‘showing’ us their homes at times that best suited them. As such, the data they shared accurately reflected their routine and living conditions from their own perspective. This wouldn’t have been as easily achieved in a one-off, in-person research encounter. We also offered flexibility in **how** participants engaged in the research: designing a variety of tasks and exercises to maintain their engagement. These included sharing videos and vignettes for participants to reflect on to facilitate rich data collection.

Ensuring constant support is in place

A key strength of this approach was its ability to prompt in-depth reflection on issues that were not top-of-mind. However, this led some participants to reflect on upsetting issues which they had not considered in detail before. As we were not as ‘on hand’ to immediately respond to participants through the app, we built in other support measures for this approach. These included: having signposting guidance consistently accessible throughout the duration of the research encounter, and consciously designing the question schedule to balance out potentially sensitive questions with more positive ones. We also built in check-in points with participants to acknowledge how this reflection had made them feel, and to ensure they were still happy to continue with the research.

Looking to the future

Through digital ethnography, researchers gain in-depth and insightful reflections of participants’ lived realities. As we found, when this approach is set up sensitively, participants can enjoy taking part in remote research, even on topics as personal as their living situation. Given our positive experiences employing this method, we propose that **conducting remote ethnographic research as ‘virtual guests’ should continue to be used, even when face-to-face research once again becomes the norm.**

Exploring diary methods to evaluate international scholarships

By Dr Susan Marango, research officer (evaluation), Commonwealth Scholarship Commission/Association of Commonwealth Universities

The Commonwealth Scholarship Commission in the UK (CSC) is an executive non-departmental public body, sponsored by the UK Government's Foreign Commonwealth and Development Office. In the CSC we develop evaluation tools and methods to measure the outcomes and impact of commonwealth scholarships (CS), to inform CSC operations and policies. In 2020, we identified diary methods as a potential data-collection tool which could complement our traditional methods of self-administered longitudinal surveys, one-on-one interviews, and focus groups.



were selected, but acknowledged that using an appropriate tool was crucial, both for ease of use for participants, and for effectiveness in terms of gathering rich, reliable and usable data. With this in mind, our diary studies project took a participatory approach from the outset. We engaged recent, and longstanding CS alumni. We drew on their expertise to inform the design and implementation of the project. The design of the diary studies project followed four steps:

1. A scoping survey: to identify the tools for recording diary entries and the appropriate frequency and duration of recording. Survey-based diaries completed once every two weeks for three months were considered appropriate by 85% of the 412 alumni who participated.
2. A trial study: to test the feasibility and effectiveness of the diary method to collect data on experiences and activities of alumni and identify scholarship outcomes and impact. 56 alumni recruited from the scoping survey participated.
3. A pilot study: to further refine the tools, and assess the project process, resources and management of data.
4. A project review: a feedback survey of participants of the trial and pilot studies to understand their experiences with the diaries and the project. Members of the alumni advisory panel with expertise in research design and experience of using diary methods were consulted to review and validate the design.

How effective were diary methods?

There were two main limitations: the considerable time required to identify an effective tool to record diary entries; and the time commitment required from participants to complete the entries. Despite these limitations, the tool offered a suitable alternative to

field studies. After all, reaching out to all alumni is challenging due to limited resources and global events that restrict fieldwork. We found that diary methods are a promising tool that complement our traditional tools to identify the impact of scholarships.

We observed how diary methods offered an opportunity for alumni to report their experiences and events in the moment and in context. Rich data was obtained giving a vivid picture of how, where and when alumni were using the skills and knowledge developed on their scholarship. This included examples of where they were successfully delivering activities in and outside their current employment; also, instances of alumni demonstrating the relevance of their acquired skills within their local communities. Alumni also identified stakeholders they interacted with in planning and delivering activities. They described their perspectives on the beneficiaries of these activities, and on how and what they perceived to be the benefits. We also learned about the challenges encountered by alumni in planning and delivering their developmental activities, and how they used the skills honed on scholarship to overcome some of the obstacles.

On reflection, understanding the context of alumni activities was key in our analysis and in interpreting qualitative data from the diary entries. Diary studies added to our organisation's in-depth understanding of the outcomes and impact of the scholarships.

Our next step is to consider using diary methods within a mixed method approach, and to identify research questions that can be answered effectively using this tool. More details about our study can be found in our [Diary Studies Methodology Working Paper](#).

What does Net Zero mean to citizens today?

By Peter Sainthous, research lead, BritainThinks

The Net Zero context

Achieving Net Zero greenhouse gas emissions will mean changes to the way that we travel, how we heat our homes and the food we eat. These are changes that the government can't make by stealth. As the transition begins to impact more upon people's lives, there is an urgent need for policy makers to understand people's views, values and lived experiences to shape policy that is both more effective and more popular. Deliberative and participatory methods have made big strides in bringing citizens' views into policy making. However, these tend to be one-offs, giving just a snapshot, and often have a narrow remit. Since September, BritainThinks has been exploring how social research delivered by new partnerships can bridge the gap between people and policy makers through the 'Net Zero Diaries'.



The diaries

We brought together 40 citizens with different levels and types of engagement with the Net Zero agenda, over a period of five months, to understand their views on Net Zero policy as it was made. We have tried to enable participants to engage with the full scope of this highly complex topic by providing time, supportive facilitation and access to a varied group of independent subject-matter experts. Working in partnership with the Climate Citizens team at Lancaster University, OVO Energy, Citizens Advice and WWF-UK gave us the freedom to respond to emerging events, follow participants' interest and ask the big questions, without being constrained to a single policy area or topic.

What we heard: diarists want action by 2050, but are pessimistic about our chances

At the start of the process, diarists showed strong concern about the impacts of climate change and the majority support the 2050 Net Zero deadline, if not sooner. Despite a willingness to do their bit, they are concerned that individual action is insufficient without decisive and urgent action from government. As a result, few were optimistic about the UK's chance of meeting Net Zero by the deadline, and learning more about current climate policy has only made this pessimism worse (up to 40% from 31% by the final workshop).

Citizens are calling for a bold, unified political approach to the climate crisis

At the heart of this pessimism is lack of trust in the political system. Diarists are uninspired by the government's track record, and prefer parties and policies that set out a clear positive vision for a Net Zero Britain. They think climate is an overly politicised issue, and fear politicians won't take the necessary action if it is seen as a vote loser. Ultimately, diarists believe it is government's duty to mirror the response to the Covid-19 pandemic by taking a cross-party approach to the climate emergency, sooner rather than later.

Businesses have a long way to go as diarists fear sustainability and profit are incompatible

When considering the role of business, our diarists assume sustainability needs to be the core of a business objective for promises to be credible and find it difficult to reconcile the perceived profit motivations of big business with responsible climate action. This makes

convincing diarists an uphill struggle, but not an insurmountable one. Businesses whose green credentials are genuine, transparent and accountable stand out and go some way to tackling the public's latent concerns of 'greenwashing'.

Local action, positive visions and community support are winners

When designing their own political manifestos and sustainable business plans, diarists loved to focus locally, preferring community-based interventions that addressed social inequality at the same time as reducing climate impacts. Food miles, changing diet and replacing gas boilers could be divisive, but transport policy brought people together, with support for better public transport, and electric vehicles. Diarists often told us that they wanted to see more focus on the benefits of shifting to Net Zero, not just the costs: a clear message for those communicating climate policy.

Across five months we've produced a rich trove of data that anyone making Net Zero relevant policy, whether at a government or business level, can mine to understand the public's starting point by getting beyond the stats. We hope this will be a resource that's widely used for years to come. For more information, and to read our reports, please contact me (psainthouse@britainthinks.com) or visit the [Net Zero Diaries micro-site](#).



Addressing the diversity and inclusion challenge

By Dan Clay, managing partner, Basis Social

I am a white, middle-class, middle-aged, university-educated, able-bodied, heterosexual man.

I confess to feeling apprehensive about writing this article on diversity and inclusion because – socio-demographically at least – I don't feel in the least bit diverse. On paper, I'm a fairly bland and unremarkable statistic. I'm also relatively representative of researchers plying their trade in social and public policy (see [Far To Go, The Young Foundation's recent diversity survey on behalf of the SRA](#) on the SRA website). This presents a substantial problem. With the best will in the world, this lack of diversity in researchers is impacting and biasing not just the research we undertake but the policy and service decisions taken from the evidence we provide.

In 2021 I had the privilege of supporting the Office for National Statistics to gain an understanding of the challenges and opportunities around data inclusivity, speaking with civil society organisations and individuals representing a wide range of characteristics underrepresented in data and/or which the Equality Act protects (such as age, sex, gender reassignment, ethnicity). This research formed part of the evidence base that the [Inclusive Data Taskforce](#) used to make recommendations to the UK Statistics Authority for increasing the inclusivity of our data system, particularly in addressing missing data (for example for harder-to-reach groups) and understanding intersecting aspects of individual identities. The taskforce's ambition: to ensure everyone in society counts and is counted, and no one is left behind.



I think everyone can agree with the sentiment above, but increasing inclusivity is a huge challenge. It will be resource-intensive and will probably involve short-term disruption to the organisation and delivery of research. It will require active support, understanding and empathy from everyone involved in commissioning and delivering research. I spoke with Gillian Prior (deputy chief executive at NatCen); Ben Shimshon (co-founder and director at Britain Thinks); Trinh Tu (head of public affairs at Ipsos MORI); and Craig Watkins (CEO at Kantar Public) to understand how prepared we are for inclusivity in research. As one of the people I spoke with said, 'If we [researchers] don't mirror the population then we can't really claim to be doing our job'.

Diversity and inclusion are high on the agenda of research agencies – shaping both inward- and outward-looking conversations. This is nothing new in itself, hence the purposiveness of qualitative sampling and the attractiveness of random probability face-to-face fieldwork in national statistics, where everyone has an equal chance of selection. However, what has changed is the recognition given to the complexity and fluidity of individual identities, and the need to account for these nuances in understanding lived experiences.

Increasing the diversity of those participating in research is clearly a positive thing for progressive policy development. However, when taken to extremes, intersectional and interlocking quotas become like looking for a needle in a haystack: a tokenistic exercise in which relatively small numbers of people are used to represent diverse groups (and often over-researched) by having met certain socio-demographic criteria. We need to advocate for diverse representation in hard, quantitative data that provides

solid foundations for understanding which characteristics are most relevant in different topics of research.

Covid-19 helped accelerate the adoption of multi-modal approaches to quantitative data collection. While this was recognised as presenting its own challenges for inclusivity, it has also enabled the research sector to be much more pragmatic and participant-centric, designing research around people's needs and preferences. Meanwhile online qualitative research communities have received a welcome shot in the arm: an approach which takes time to build participant trust and engagement. But, done well, it can create an accommodating and inclusive environment for generating high-quality discussions.

Further action can be taken to enhance the diversity of those designing and delivering research. One way of achieving this in the short-term has been working alongside partners, including special interest groups and charitable organisations working with minority groups. More broadly, in the longer-term, there is a need to increase the diversity and inclusivity of the organisational workplace itself. While there have been some successes (and excitement about the potential of apprenticeships as one route to widen recruitment into the workforce), more needs to be done to increase the representation of ethnic minorities and those from different, non-traditional backgrounds. We need to be honest about the barriers – stereotypes, a lack of role models, nepotism and the overreliance on verbose written outputs – and being committed to dismantling these barriers. Greater inclusivity is about taking equitable actions to promote greater equality and 'making sure everyone counts'. Let's not let this slip off the agenda.

Interview with Tim Hobbs

Tim Hobbs is the chief operating officer of the Dartington Service Design Lab. He has led the organisation's work on exploring anti-racist research.

Tell us about the anti-racist journey of Dartington Service Design Lab

Our own particular reflective journey on this, like many organisations, honestly only really began in any meaningful way in the summer of 2020 following the murder of George Floyd, and the attention that this drew. I think this is reflective of the wider problem of racism in social research, in that as an organisation we knew the issue was longstanding and live, yet prior to 2020 we didn't do any kind of deep meaningful engagement with it. Across the sector – at least for the many white-led teams – the underlying and cross-cutting issues of racism and inequality were considered **marginal** in contrast to the more visible or stated aims of much research. However, racism as an issue has been actively **marginalised** – a crucial difference.

How did you go about reflecting on racism in social research?

As we were forced to confront the uncomfortable truth of how insidious racism in social research is – and our role in it – we created a working group in our team to reflect on where and how racism occurs at all stages of the research process, from inception to reporting.

For me, it was important that as a white leader of the organisation I was part of this team, alongside others at all levels of the organisation. We read widely, shared our reflections and learning in small groups and plotted out the journey of a typical research project, from start to finish. In doing so, we began to identify where and how racism is manifest, and what we can do about it.

Last year [we published our reflections which you can read on our website.](#)

As part of your processes, you brought in a consultant, Dr Arun Verma, to provide challenge, critique and training. Tell us about Arun's role.

I understood early on the value of some external thinking to prompt us, to provide critique and challenge, and to get us thinking about our own biases in a way that we might not have otherwise done on our own. What was great about working with Arun was that he not only has extensive experience in tackling racism, but is himself an experienced social researcher who's worked extensively in the field. This contextually relevant experience was crucial in helping us ground concepts to our specific field of practice. The other thing that Arun really brought to the fore was the concept of intersectionality and how crucial this is.

What organisational changes have resulted from the work?

We are trying to bring about change within our own organisation by taking steps to diversify the team and the board. We've shifted to a de-biased recruitment approach which has helped diversity the skills and experience of our team. We are in the process of recruiting new trustees to our board in a similar way with an explicit focus on diversity and inclusion. That will help. But we still have a long way to go. There is also much to do as a sector in creating the structures, cultures and conditions to attract and nurture a more diverse social research workforce.

In terms of embodying anti-racist approaches methodologically, do you have an example of putting this ethos into practice in a recent commission?

Yes, we've recently been commissioned to undertake the evaluation of the Lambeth Early Action Partnership (LEAP) – part of the National Lottery Community Fund's (NLCF) 'A Better Start' initiative. We built into our proposal an explicit anti-racist approach that we would want to take to the design and delivery of this evaluation. As part of this, we have just brought into our team a group of paid peer researchers from the local community. There has been such a huge interest in that: people are passionate about supporting young people in their community and they have got a lot to say. These peer researchers will be working with us to shape the questions we are asking and the approaches we might take. They'll help ensure we are exploring the issues and questions that matter to different groups in the community, to challenges assumptions we make or biases we hold, and help interpret and share what we are learning. I hope this is one way we will be more conscious in surfacing and addressing inequalities and racism in our work, and I'm excited to see how that develops.



Survey Data Collection Network (SDC-Net)

By Dr Olga Maslovskaya, University of Southampton, Department of Social Statistics and Demography, associate professor in survey methodology and social statistics, on behalf of SDC-Net core team

The Covid-19 pandemic has been having a significant impact on survey data collection in social surveys, forcing survey agencies to pause face-to-face interviewing during lockdowns, and to consider and implement different ways of collecting data such as telephone interviewing or, for a limited number of surveys, online data collection. The pandemic was also a catalyst for testing new and innovative approaches to mode of contact such as the 'knock-to-nudge' approach (typically where an interviewer visits a sampled address to either encourage online survey completion or to collect a telephone number for a later telephone interview) and to mode of administration of surveys (such as video interviewing or the development and use of an electronic questionnaire device).

In this fast-moving and constantly changing area, it is now crucial to understand the current survey data-collection landscape and issues associated with survey data collection in social surveys. To respond to this urgent need, in November 2021 the Economic and Social Research Council (ESRC) funded a 12-month project 'The impact of Covid-19 on survey data collection methods in social sciences'. The project funds activities of a new [Survey Data Collection Network \(SDC-Net\)](#) which builds upon the work of an earlier ESRC-funded project 'Transitioning from interviewer-administered surveys to online data collection: experiences,



challenges and opportunities' and the [GenPopWeb2 network](#) of academic and non-academic partners. The new network operates within the [ESRC National Centre for Research Methods \(NCRM\)](#) infrastructure.

SDC-Net brings together academic and non-academic partners from across the UK, including colleagues from universities, data collection organisations, independent research institutions, governmental organisations and market research companies to jointly address issues and challenges in survey data collection and to agree agendas and research priorities in this fast-moving research area. The main aim of this network is to provide a forum for discussion, to facilitate knowledge exchange across organisations which are involved in the design and implementation of survey data collection, and to ensure consolidation of good practice and learning on the impact of the pandemic on survey data collection in social surveys.

SDC-Net is led by a core team that includes [Dr Olga Maslovskaya](#) (principal investigator, University of Southampton), [Professor Lisa Calderwood](#) (co-investigator (Co-I), University College London (UCL), Centre for Longitudinal Studies (CLS)), [Professor Gabriele Durrant](#) (Co-I, University of Southampton, NCRM director), [Gerry Nicolaas](#) (Co-I, NatCen Social Research), [Laura Wilson](#) (Co-I, Office for National Statistics (ONS)).

During the first meeting network members identified four broad areas which will be addressed through various activities during the next 12 months:

1. return to face-to-face interviewing,
2. changing role of interviewers,
3. data quality, 4. innovations in survey data collection. Qualitative interviews with different data collection organisations will also be conducted to explore barriers to transitioning to online data collection among other issues.

During the second network meeting innovations in survey data collection were discussed with a special focus on video interviewing, electronic questionnaire devices (EQD) and the 'knock-to-nudge' approach used by interviewers during the lockdowns. Tim Hanson (European Social Survey (ESS)) and Matt Brown (UCL, CLS) gave presentations on the topic 'Experiences of video interviewing in the pandemic in the UK and internationally'. Dr Fred Conrad from the University of Michigan shared his experience of working in this new area. Professor Rory Fitzgerald (ESS) presented on the use of an EQD in the ESS. And Dr Patten Smith gave a presentation on the topic 'What is knock-to-nudge and does it have a future?'. [The slides from this meeting will shortly become available on the network's website.](#)

Over the next 12 months, the network will organise closed network meetings but also public events to address issues in the four main areas of research priorities identified. The network aims to publish best practice guides, reviews and reports which will be available via the network website.

If you would like to hear about our events and other activities, please join our mailing list SDC-NET-REQUEST@JISCMAIL.AC.UK.

Do social researchers emerge fully formed? Do they have any other life for that matter?
In this series, we check out the back stories of some of our social research colleagues.
What's your hinterland? Do you have an interesting story to tell? Let us know!

Research hinterlands

Dr Rachel Hughes is founder and director at Dotiau Ltd and visiting professor at Wrexham Glyndŵr University

Current research role

Social justice and social change are at the heart of everything I do. Having worked for over 20 years in the higher education and public sectors, I founded my own business in 2020. I am a visiting professor at Wrexham Glyndŵr University supporting the university to deliver research that transforms. I specialise in strategy development and applying insight into a public policy environment. I particularly enjoy using research and insight to help people and organisations to think differently, not to do the same things better, but to do better things.



Hinterland outside work

It's an interesting one because while the essence of this feature is about shining a light on what researchers do beyond their research role, for me this 'boundary' is pervious. What I do in my 'paid' roles shapes and is informed by my 'voluntary' roles and vice versa. They are mutually supportive. They are different aspects of the same ecosystem.

It was just over eight years ago that I decided I wanted to gain additional experience in governance and strategy beyond the sector I was working in. Since that decision, I have had several non-executive director and trustee roles.

I spent five years as a board member of Hafan Cymru – a Wales-based charitable housing association providing housing and support to women, men, children and young people, primarily working with those escaping domestic abuse.

And I am currently:

- ▶ Chair of governors at Ysgol Gymraeg y Ffin, a Welsh-medium primary school in Monmouthshire that provides opportunities to help all children thrive
- ▶ Non-executive director of the EAS, the school improvement service for South-east Wales supporting and enabling schools and settings to thrive as effective learning organisations
- ▶ Disability Sport Wales: Inspot panel member – Inspot aims to support the physical activity, sport and leisure sectors to be inclusive. There are four standards that organisations can work towards
- ▶ Trustee of the Social Research Association (SRA) and chair of SRA Cymru

They are all sectors and topics that I am passionate about – education, sport, inclusion, social justice, social research and its application. They give me as much energy as I give them. Each has different sets of governance frameworks, different policy environments, different needs and aspirations, differing dynamics, different people I connect with, and importantly, valuable learning opportunities that help me to adapt, apply, feed forward, and that shape me and add creativity to my work.

This quote by Steve Jobs has been instrumental to my thinking on all of this – in fact it influenced the name of my business, Dotiau (which means 'Dots' in Welsh) and my weekly newsletter, *Connecting the Dots*.

'Creativity is just connecting things. When you ask creative people how they did something they feel a little guilt because they didn't really do it, they just saw something. It seemed obvious to them after a while. That's because they were able to connect experiences they've had and synthesise new things.'

Steve Jobs

I love the concept of connecting dots. The dots represent our experiences, people, places, information. The connecting element is the process, our behaviours, our learning, how we make connections between things. The more dots we have, the greater the options we have to connect and be creative.

This is something that I apply to all the work that I am involved in. Everything is mutually supportive and enables greater opportunities to connect and be creative in my thinking and action. So, as I said at the beginning of this piece, the 'boundary' between work and outside of work is pervious. They are different aspects of the same ecosystem.

SRA Cymru**By Rachel Hughes**

Hello. We're very pleased to share with you that a group of members from Wales has come together to support the SRA's activities across Wales. We have some exciting plans in motion, including hosting both physical and virtual events to network, share and learn from each other. More on this in due course! We're also keen to promote the work that members in Wales are doing and would encourage anyone to write a blog, an article, or share events that would be of interest to others. So please do get in touch at Cymru@the-sra.org.uk or direct message us on Twitter [@sracymru](https://twitter.com/sracymru).
Diolch.

**SRA North****By Jenni Brooks**

The next SRA North event will be 'Creating and using archives in social research', date to be confirmed (likely April). The event will cover setting up an archive, what researchers might want to use it for, and analysis of secondary data from archives. The event will be online, and all are welcome – please contact us for more details.

We are also planning a second event (for around June) on recruiting and retaining a diverse workforce in the social research sector. This will be a response to the SRA's diversity and inclusion research report, and we welcome suggestions of speakers for this event.

The SRA North Twitter feed will be hosted by individual committee members throughout March and April. We will tweet about our own work, and highlight other work and opportunities going on in our fields. We hope that this will spread the word about SRA North throughout our wider networks, and also showcase the variety of work that SRA North members are involved in. Please do follow us if you don't already.

As always, we welcome new members – please do get in touch by email.

Email: north@the-sra.org.uk

Twitter: [@SRANorth](https://twitter.com/SRANorth)

SRA Scotland**By Daniel Stunell**

Late 2021 was a period of change for the SRA Scotland committee. I'd like to thank outgoing chair Karen Kerr for all her hard work and enthusiasm as both chair of the committee and as Scotland's representative on the SRA board. We all wish Karen a happy and well-deserved retirement. Hers are big shoes to fill – so much so that I will be acting as co-chair with Emma Hollywood in order to do so. We've started to plan activities for 2022. Our first event – date tbc – will follow on from the SRA's exciting but sobering work on diversity and inclusion in social research, and ask what we can do differently as individuals, as organisations, and as a profession in Scotland to make ourselves more representative and accessible to all. The rest of our calendar is still under discussion, so do please contact us if you have any suggestions for events or thoughts about format as we (hopefully) move towards a world where digital is not the only option. Check latest news from [SRA Scotland online](https://scotland.the-sra.org.uk) or email Scotland@the-sra.org.uk and keep in touch [@SRA_Scotland](https://twitter.com/SRA_Scotland).



SRA journal 'Social Research Practice': spring 2022 issue out now

Issue 12, Spring 2022, is free to download at: <https://the-sra.org.uk/SRA/Publications/SRA-Journal/SRA/Publications/SRA-Journal.aspx>

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. 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 for an article or research note but are not sure if it's suitable, please email Richard Bartholomew, the editor: rabartholomew@btinternet.com

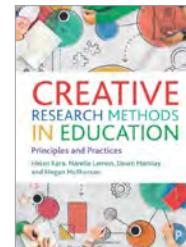


Creative research methods in education: principles and practices

Helen Kara, Narelle Lemon, Dawn Mannay and Megan McPherson

Policy Press, 2021

Reviewed by Stephanie King (PGR), Nottingham Trent University



This book offers a readable and authoritative guide to creative research methods. It inspires readers to think differently.

Each chapter offers suggestions, backed up with case studies and a section on ethics. Case studies include tips and traps, and so while the authors' enthusiasm for creative methods is evident, this is always rooted in practical application and an acknowledgement of potential difficulties.

Written in a friendly and accessible writing style with short, easy-to-follow sections, the book offers inspiration and practical ideas from research design and context setting to dissemination. The authors suggest that creative

methods can capture the imagination, provoke an emotional response, or reach a wider audience.

Several of the case studies focus on teacher/researchers but there is useful guidance here for those coming from other backgrounds. It focuses on education in a broad sense, not only in schools, and not only education professionals. Similarly, this is not only for researchers with an arts background.

Often when we think about creative methods, the focus is on data collection. This book reminds us that creative methods can be used at any stage of the research process. It includes ideas for reporting research

through comic strips, video or podcast, poetry or performance.

Concern for ethics is a thread that runs through the book. Not only in the section which ends each chapter, where the potential ethical dilemmas of each approach are considered, but also in the ethos of the research approaches. There is a strong humanitarian voice throughout the book which reminds us of the researchers' responsibilities to their participants, to properly cite the literature and to include self-care.

While giving clear and practical advice, with lots of case study examples, the book also speaks with a friendly authority that makes it feel both reassuring and inspiring.



Titles for review

We are always looking for reviewers (SRA members only). 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 admin@the-sra.org.uk and we'll send you guidelines. Please note that publications are available as e-books only. Book reviews need to be submitted within 10 weeks of you receiving the book. Here are a few of the titles on offer:

Bias interrupted: creating inclusion for real and for good

Joan C Williams

Harvard Business Review, 2021

Critical realism for health and illness research: a practical introduction

Priscilla Alderson

Policy Press, 2021

Doing your research project with documents: a step-by-step guide to take you from start to finish

Aimee Grant

Policy Press, 2022

Material methods. Researching and thinking with things

Sophie Woodward

SAGE Publications Ltd, 2019

Narrative inquiry: philosophical roots

Vera Caine, D. Jean Clandinin and Sean Lessard

Bloomsbury Publishing, 2022

Researching in the age of COVID-19 Volume I: response and reassessment

Helen Kara and Su-Ming Khoo

Policy Press, 2020

Researching in the age of COVID-19 Volume II: care and resilience

Helen Kara and Su-Ming Khoo

Policy Press, 2020

Respondent centred surveys: stop, listen and then design

Laura Wilson and Emma Dickinson

SAGE Publications Ltd, 2021

Work placements, internships and applied social research

Jackie Carter

SAGE Publications Ltd, 2021

Training courses in research methods

Unless otherwise stated, all courses are run online using Zoom in live sessions, with small groups of attendees (between nine and 16).

Only courses with availability (at time of going to press) are shown. New dates and courses are being added all the time so please visit the website for updated information – www.the-sra.org.uk/training

Courses from August onwards will start being advertised soon.

Our courses are designed to help you learn the practical application of research methods, and are led by experts in their field.

Costs: **online:** SRA members: half day: £82.50; one day or two part-days: £165; two days or three part-days: £330. Non-members: half day: £110; one day or two part-days: £220; two days or three part-days: £440; **in person:** SRA members: £202.50; non-members: £270.

Online courses run over one day or two half days, and extended courses over two full days or three part-days.

If you have any queries, please contact Lindsay: lindsay.adams@the-sra.org.uk

Full details of all courses are at www.the-sra.org.uk/training.

Evaluation

(All with Professor David Parsons)

10 May: Foundations of evaluation

11 May: Impact evaluation (advanced)

5 July: Research and evaluation project management

7 & 8 July (2 mornings):

Theory-based evaluation: options and choices

Qualitative

14 & 15 March (2 afternoons):

Undertaking evidence reviews with MAXQDA, with Dr Christina Silver

17 March: Designing qualitative research, with Dr Karen Lumsden

31 March (1 morning):

Doing qualitative research online, with Dr Nicole Brown

5 April: Introduction to qualitative interviewing, with Dr Karen Lumsden

21 April: IN PERSON IN LONDON:

Conducting focus groups, with Professor Karen O'Reilly

22 April: IN PERSON IN LONDON:

Qualitative data analysis, with Professor Karen O'Reilly

27 April: Introduction to ethnographic methods,

with Professor Karen O'Reilly

3 to 5 May (3 part days):

Designing and moderating focus groups, with NatCen

4 May: Qualitative data analysis, with Professor Karen O'Reilly

6 May: Interpreting and writing up your qualitative findings, with Professor Karen O'Reilly

11 May: Digital qualitative interviews, with Dr Karen Lumsden

17 May: Conducting online focus groups, with Dr Karen Lumsden

18 & 19 May (2 mornings): Creative methods in qualitative data analysis, with Dr Nicole Brown

7 & 8 June: Creative data analysis, with Dr Nicole Brown

7 July: Narratives and storytelling in qualitative research, with Dr Karen Lumsden

14 July: Narrative analysis, with Dr Karen Lumsden

Quantitative

29 & 30 March (2 afternoons):

21 ways to test your survey questions, with Dr Pamela Campanelli

28 April: Understanding statistical concepts and essential tests, with Dr Valerija Kolbas

19 & 20 May: Weighting and imputation for survey non-response, with Dr Tarek Al-Baghal

25 & 26 May: Cognitive interviewing, with NatCen

27 May: Introduction to sampling for social surveys, with Dr Alex Cernat

15 & 16 June (2 afternoons):

Web survey design, with Dr Pamela Campanelli

21 to 23 June (3 afternoons):

Advanced questionnaire design, with Dr Pamela Campanelli

8 July: Introduction to R, with Dr Alex Cernat

19 & 20 July: Questionnaire design, with NatCen

Other research skills

30 March: Introduction to participatory action research, with Dr Karen Lumsden

28 April (1 afternoon): Making the most of your research journal, with Dr Nicole Brown

12 May (1 afternoon): Introduction to embodied enquiry, with Dr Nicole Brown

12 & 13 May: Research with children and young people, with Berni Graham

13 May: Writing effective research reports, with Dr Simon Haslam

21 June: Consultancy skills for social researchers, with Dr Simon Haslam

28 June: Introduction to data visualisation, with Nigel Hawtin

13 & 14 July (2 mornings): Introduction to evidence reviews, with NatCen

Spotlight on SRA activity

Training

www.the-sra.org.uk/training

Many qual, quant and evaluation courses are online.

Events

www.the-sra.org.uk/events

Blog

www.the-sra.org.uk/blog

Topical posts on researching.

Journal

www.the-sra.org.uk/journal

Read back issues and find out how to write an article for our free journal.

Resources

www.the-sra.org.uk/resources

Good practice guides and more.

Ethics

<https://the-sra.org.uk/ethics>

An expert forum for members' queries, good practice guides and more.

Member resources

Log in, go to www.the-sra.org.uk then see 'members' section.

Free access to 5,500+ social science journals, data science training at a third off, and more.

The screenshot shows the SRA website's homepage. At the top is a navigation bar with links for About, Training, Events, Publications, Resources (which is highlighted), Careers, Ethics, Regional groups, and Join us. Below the navigation is a large banner with a colorful background featuring a map of the UK and the text 'Join SRA Today'. Below the banner, there are several callout boxes: one for 'Good practice guides', another for 'Fact checking', one for 'Publications by SRA members' (mentioning £220 for non-members), one for 'Covid-19 support', and a larger one for 'Stay up to date' which encourages users to log into their account to receive news about training, events, and publications.



research matters

Views expressed by individual contributors do not necessarily reflect those of the SRA.

Publication dates 2022

We publish four times a year. Next issue: **June 2022**. Copy deadlines for 2022: **29 April** (June issue); **15 July** (September issue); **7 October** (December issue).

Editorial team

- **Andrew Phelps**, ONS (commissioning editor) • **Imogen Birch**, Citizens Advice
- **Andy Curtis**, Paul Hamlyn Foundation • **Owen Davis**, Department for Business, Energy & Industrial Strategy • **Evelin Gaal**, Ministry of Justice • **Jess Harris**, Kings College London • **Fiona Hutchison**, Diffley Partnership • **Eileen Irvin**, Ipsos MORI
- **Sarah Quinton**, Oxford Brookes University • **Laura Robertson**, The Poverty Alliance
- **Patten Smith**, Ipsos MORI

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