

research matters



Representation in research

By Rebecca Cole, managing director at Cobalt Sky and chair of the MRS Representation in Research group

'Who, what, when, where and why': the five Ws are all questions with answers that are considered basic in information gathering or problem solving, and as such, are integral to designing research projects. The 'who' has always been a key consideration for any research practitioner, but recently it has come under renewed scrutiny, with calls for research methods to be reviewed to see whether they are equally open and available to groups that historically may have been under-represented.



In 2021 the Market Research Society (MRS) formed a group called Representation in Research tasked with exploring participant pools currently engaging in UK research projects, and whether they accurately reflect the wider population that UK research seeks to represent. Since then, the group has spoken to hundreds of research practitioners about what they are doing to try and improve representation, what they are keen to do in the future, and what makes truly representative research so difficult to achieve. Here's what we've learned so far.

A principles-based approach

The perspectives of those in minority groups can be under-represented, but when trying to remove barriers to research for these groups, there is no 'one-size-fits-all' answer. Barriers to people from ethnic minority backgrounds engaging with research projects are not the same as barriers for people with a physical disability, for example. Even within one broad group such as physical disability, barriers for people who are visually impaired are distinct from those faced by people who are wheelchair users. And as the barriers are different so, therefore, are the steps that need to be taken to overcome them. There is no single set of solutions that will apply to all projects and ensure representation of all groups. As a result, we advise using a principles-based approach which can be flexed depending on the project, the methodology and the market. A link to the four key principles of inclusive research is at the end of this article.

Everyone has a role to play

Every link in the chain of a research project has a part to play. Clients need to drive this from the top down and demonstrate that they are willing to prioritise representation from the start. Agencies have a responsibility to ensure that representation is a key consideration and be clear in their own briefs to operational suppliers about what is needed to ensure representative samples. Research practitioners need to make sure that participant-facing documents are written and delivered in an inclusive and appropriate way. Inclusion and representation also need to be considered in the analysis and reporting (beware the dangers of overusing weighting for example). All parties need to identify in which areas their responsibility lies, and act: 360-degree collaboration and improvement are key.

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Progress over perfection

Project restrictions such as reach, methodology and budget mean that it is highly unlikely that any research project will be able to achieve perfect representation of all groups, especially when you start to consider issues such as intersectionality. The question shouldn't be, 'Is what we are proposing perfect?' but instead, 'Is what we are proposing better than what we are doing right now?'. If so, then do it – and then look for further improvements. The aim is to move the dial: waiting for a 'silver bullet' means change will never happen.

Available resources

MRS has been producing and publishing resources to help in this area, and these can be found on the [MRS website](#). They include best practice guides on how to ask questions such as about ethnicity and sexual orientation, guidelines on sampling, methods and language, and a comprehensive FAQ document.

Some of this may not be relevant to your specific research project. If you only do one thing, read the first question on [these FAQs](#): the aforementioned 'What are the key principles of inclusive research?' Ideally, these principles would be built into all your projects at the very earliest stage to ensure that representation is being considered from the outset, that it is being given thought and respect, and that decisions that are being made on sample composition are being made proactively – and not just because of an absence of thought.

SRA annual conference: moving to June 2023



The SRA annual conference has long been a fixture at the end of the calendar year. But because December is now associated with the spreading of coughs and sneezes, and worse, the SRA trustees have decided to move the conference to June, where we hope it will become associated with warmth and sunshine – and indeed gardens, because at the next conference, on **Thursday 15 June, 2023**, at the **Royal College of Physicians** near Regents Park in London, we can access its garden spaces.

This means our call for workshop papers will be in October this year – please look out for it!

Turning up the heat

Diarmid Campbell-Jack, SRA co-chair, discusses the importance of social research for social change.

It takes more than soaring temperatures and summer holidays to stop Research Matters. While the mercury rises, the relentless news churn of the last few years continues. The Russian invasion of Ukraine, the cost-of-living crisis, and Trump's papers have blazed into the 2022 headlines. Society is certainly not dull and, as this quarter's RM shows, the world of social research has its moments as well.



At a time of dramatic change, social research does not simply provide evidence to cool down heated debate, but recognises that the 'social' is more than simply the static object of our endeavours. The hidden theme throughout this Research Matters is how our work can take a social approach, representing and giving a voice to those who may be left out of policy and decision-making.

This issue of Research Matters contains various articles exploring representation from various perspectives, examining different methodologies, reflecting on personal experience, and assessing the vital principles that can inform practice. These articles remind us of the centrality of social aspects of our work, and links to the recent effort the SRA has made to examine diversity within the social research sector.

Richard Harries provides an excellent practical example of community research, using peer researchers in communities to develop a bottom-up picture of social and challenge a top-down 'social planner' view of 'levelling up'. This community research shows the value of real, in-depth, long-term work with communities and how this can be linked to other perspectives to provide a full picture. Rebecca Cole from Representation in Research points to the principles and approaches needed for inclusive research, and how we should avoid making the perfect be the enemy of the good but still make definitive, positive steps forward.

Quantitative methodologists should read Alice Raybould's article on how she is using consultation and research to test sampling typically under-represented groups in the Early Life Cohort Feasibility Study. Independent early career researcher Jessi Parrot provides a compelling account in our 'research hinterland' series of the links between their work in research and academia, and how this has been inspired by their experience as a freelance performer with Cerebral Palsy, touching on the importance of co-production, creativity and collaboration.

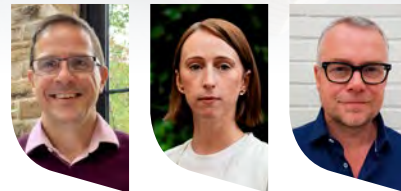
We branch out from issues of representation, with Ron Iphofen and Genna Kik each revisiting their earlier Research Matters pieces on Covid-19 to assess how the industry has changed through the pandemic. Have data collection approaches really changed? How has Covid-19 affected research ethics? Do IFF staff really get to play table football in the office?

Elsewhere, readers with eight years' evaluation experience are given the fantastic opportunity to become part of the Evaluation Task Force's Evaluation and Trial Panel (ETAP). The panel is a pro-bono service provided to civil servants advising government departments on best practice. There are over 50 evaluation experts on the panel from across academia, government and the third sector, with thematic knowledge ranging from health and education to behaviour change and public service innovation. Chances to join such a large, important and experienced body are rare, so do apply.

Finally, advance notice that the SRA conference will be returning next year in a new summer slot. Open your calendar and immediately book out 15 June 2023 so you can take part in challenging discussions and workshops, meet old and new friends, and make the most of the garden spaces at our new venue at the Royal College of Physicians in London. Rest assured that the SRA's crack team of data crunchers have finished their cutting-edge meteorological predictions and have confirmed the weather will be glorious.

I hope you enjoy this edition of Research Matters. Keep an eye out for latest news on events and activities on our website.

People and place: peer research to inform policymaking



By Richard Harries, associate director, Institute for Community Studies; Ailbhe McNabola, director of policy and communications, Power to Change Trust; and Owen Garling, knowledge transfer facilitator, Bennet Institute for Public Policy, University of Cambridge

Using peer research to better inform policymaking

The publication of the [Levelling Up the United Kingdom](#) White Paper by the Johnson administration in February 2022 saw policymakers and decision-makers at all levels of government becoming increasingly interested in ideas of social infrastructure and social capital. Social infrastructure – loosely thought of as those spaces that bring people together, such as parks, community centres or libraries – is seen by many as a key element of any policies to build the strength of communities and to address disadvantage across the UK.

However, the prevailing perspective on social infrastructure is a top-down one that can best be described as the ‘social planner perspective’ with social infrastructure being seen as a centralised policy lever that can be pulled to effect change in our communities.

Bringing in the citizen perspective

But there are other perspectives too, including the qualitative perspective, and perhaps most importantly, the citizen, or lived-experience perspective. Walk down any high street and ask people for a definition of social infrastructure and you will be met with a quizzical look; ask the same people for what kinds of places bring their community together and provide strength for their communities and you will receive a richer, more nuanced answer that may not be apparent to policymakers in remote offices.

The fact that these perspectives are often absent from the table when policymakers are discussing social infrastructure is something that we are working together on a collaborative research programme to address. The work, funded by Power to Change is

being undertaken by a partnership of the Institute for Community Studies (part of The Young Foundation) and the Bennett Institute for Public Policy at the University of Cambridge. Alongside this project is a further project, funded by the British Academy, looking at international examples of social infrastructure. The international review covers four regions, providing examples of social infrastructure in different contexts: the European Nordic region; France and Belgium; Taiwan, South Korea and Japan; Australia and New Zealand. The work will produce a conceptual framework that will look at dimensions of place, scale and time, as well as the range of purposes that social infrastructure includes.

Peer researchers working in communities

Drawing on the seminal work of Michael Young, the Institute for Community Studies has a background in carrying out peer research across communities in the United Kingdom. Supported by The Young Foundation's [Peer Research Network](#), nine paid researchers were recruited in Barking, Bristol, Liverpool and Newcastle. Peer researchers committed 53 hours of their time throughout this time and were paid the national living wage to compensate for the time and effort they dedicated to the project. They were trained online using interview guides and project materials that had been co-created with the Barking and Newcastle teams. Following the initial training, peer researchers were offered informal weekly drop-in sessions over Zoom for any support or clarification they needed.

The fieldwork, which took place in May and June 2022 and involved over 70 participants, started with an initial interview asking respondents about their local places, how they felt

connected to them, and which spaces meant the most to them. Respondents were then given the task of noting down or taking photos of places that were important to the community. This was followed by a second interview to discuss the task and whether/how it had changed perceptions. Peer researchers than were invited back for co-analysis sessions after data collection. This was an opportunity to share their findings from all three stages, as well as comment on their overall experience of being a peer researcher.

Triangulating peer research and other data

From this data we will then be able to show how a different type of evidence base can be developed showing a much more grassroots, ‘bottom-up’ picture of social infrastructure. By bringing this evidence together with proponents of the more traditional perspectives on social infrastructure, and the learning from the international review, we hope to develop a shared understanding of the value of these different perspectives and understand how they can all complement each other and so strengthen the debate.

Until we have a better understanding of the value of each of the different perspectives on social infrastructure, and the value of different types of evidence, then there will continue to be differences of opinion on what constitutes social infrastructure, what its value is, how that value can be measured, and how policy can support the growth and strengthening of social infrastructure through different types of intervention. We aim to make a fresh contribution with this research and the ensuing dialogue between policymakers, academics and community leaders.

Incorporating participant voices into a new birth cohort

By Alyce Raybould, survey manager, Centre for Longitudinal Studies, University College London

Ensuring inclusive and representative samples is a key priority for surveys and their funders in order to generate findings with widespread applicability for research and policy use. To successfully achieve this, it is essential that respondent views are integrated into all stages of survey design in order to improve response rates and increase shared ownership and trust in surveys among the public. The Early Life Cohort Feasibility Study (ELC-FS), funded by the Economic and Social Research Council (ESRC), aims to test the feasibility of conducting an inclusive UK birth cohort study, collecting information about several thousand babies and their families at six months of age in 2023. One of the aims of the feasibility study is to maximise inclusion of typically under-represented groups through the choice of sampling frame, sample boosts and tailored participant engagement strategies. Specifically, ELC-FS aims to over-sample families from minority ethnic groups and low-income families, and to recruit fathers (including own-household fathers who do not live full-time with their child) as well as mothers.

This article gives a brief overview of the consultation and research with parents and young people that we have carried out to inform the content and design of the feasibility study. We designed all our work with potential participants to ensure we heard a diversity of voices, including families from all four countries of the UK, ethnic minority and low-income families, and fathers as well as mothers.



Along with Kantar Public we held public dialogue workshops with 122 mothers and fathers of young children in order to understand the acceptability of using administrative data as a sampling frame for targeted recruitment strategies and for record linkage. We also held workshops to understand wider participant engagement issues (for example recruitment strategies and barriers to participation) with the National Children Bureau's family (parents, mostly mothers) and youth (young people aged 10 to 20) research advisory groups. We also incorporated

We designed all our work with potential participants to ensure we heard a diversity of voices

participant voices into the choice of the study name and brand, which were tested on two focus groups of mothers and fathers, split into those from lower and higher socio-economic backgrounds, by IFF Research. Lastly, we conducted qualitative research with Ipsos, focusing on 'less-often-heard' groups. We conducted one-to-one interviews with a diverse group of 30 own-household fathers and 30 low-income mothers and fathers, with a high quota of ethnic minority families. The interviews explored motivations and barriers for these groups, preferred data collection modes and questionnaire topics, and how participants should be recruited and engaged. We now plan to test our participant-facing materials with focus groups, cognitively test our questionnaires, and gather feedback from survey participants.

The findings from this work have contributed to every stage of the ELC-FS design. Starting with our proposed sampling frame, we learned from the dialogue workshops that using administrative data in ELC-FS was acceptable to participants as long as this was transparent, the social value was emphasised, data security was ensured, and participants had control over their data use. We can incorporate what we have learned, along with related findings about potential barriers to participation from other aspects of our work, into ELC-FS recruitment materials. Also relevant to recruitment, one of the key findings from focus groups was a desire for inclusivity, including as many parents/carers as possible and not assuming that the mother is the primary caregiver. We have used these findings to refine our approaches to informant selection and eligibility.

The findings have also contributed to the design of the scientific content (for example which questionnaire topics groups found engaging) and into our proposed engagement strategies, particularly for the groups we will over-sample. For example, the findings from the branding testing strongly influenced the choice of study name (which is yet to be announced), as it appealed most to low-income parents. In the qualitative work, we found that more flexibility in data collection mode may aid the recruitment of own-household fathers. Incorporating participant voices into the ELC-FS design has, therefore, been essential in ensuring that ELC-FS will maximise representation and inclusivity when it goes to field in 2023.

Has Covid-19 changed social research for ever?

Over two years have passed since the outbreak of Covid-19 which brought about fundamental changes to working practices. In the June 2020 edition of Research Matters, we asked our members to share short items about how they had adapted to the lockdown and how they were keeping projects going.

We returned to two of these contributors and asked whether changes in working styles had endured, and what, if any, had been the longer-term impacts on the sector.

Ron Iphofen, independent consultant



The experience of pandemic and lockdown has certainly changed my own work situation considerably and durably. Personally, I have become more of a primary carer but still need to seek work. I doubt that I am alone in that respect. The future has always been uncertain, but now we have additional uncertainty about the likelihood of the kinds of control measures now seen feasible by government in the face of public health crises. Both as a carer and a consultant, the ubiquitous familiarity with online connectivity makes a reluctance to travel no disincentive to employers nor to my ability to deliver – though careful consideration needs to be given to deadlines and overlapping projects to ensure commitments can be met. At times I miss my regular visits to Brussels and friendly interaction with an international collegiate. On the other hand, I am less travel weary and have more time for my caring role. My work mainly requires networking and secondary/desk research, and the enhanced availability of online materials and resources makes such research generally more acceptable.

The major challenge for other researchers is in the forms and methods of primary research which are harder to project given the increased mobility of subject/participants or their inclination to work from home, together with the changed nature of the communities they participate in. The kinds of 'observational' work that

can be done and the implications that can be drawn from such observations due to the more flexible and dynamic work and life settings the primary researcher will confront are more challenging. The best that can be said is that methodological innovation becomes a necessity rather than a creative indulgence. Correspondingly in my field – research ethics – we have to think outside the box when novel methods for engaging with participants are proposed, and the potential benefits and harms not so easily made evident.

Genna Kik, IFF Research



Many of the changes in working practices that we made at speed at the beginning of the pandemic have stuck around, but we've definitely seen an evolution in these practices. Much of our qualitative research has continued on Zoom or MS Teams rather than moving back to face-to-face. Respondents still find online convenient, and it allows us to interview around the UK easily and quickly. However, in-person fieldwork hasn't disappeared completely, as sometimes online just isn't practical, and we need to think about digital accessibility. For example, in one recent project in prisons, face-to-face was the best option to build rapport and minimise drop out. However, face-to-face projects now need to take account of Covid-risks – lateral flow tests on the morning of visits, taking sanitiser with us, interviewing in well ventilated spaces and so on. For our quantitative projects, telephone interviewing has continued as usual through our home worker network, and online work

remains the same. Similar to at the height of the pandemic, individuals working from home are one of the hardest groups to reach by phone, and we're continuing to find new ways to tackle this!

For our research team, it's been great to see the buzz return to our office. We've got plenty going on, including lunchtime 'Food for Thought' seminars and organised walks, office treats on a Tuesday, occasional evening quizzes and a new table football in the staff canteen. We're also helping support team collaboration on peak office days with monthly lunches in the office, and Thursday evening socials. But ultimately, people now work where it suits them, when it suits them. Some come into the office every day, others split their time between home and the office, and more people than ever are fully remote. The research team now also choose when they work, as long as they're online between 11am and 3pm. Researchers can flex and find what works for them – it's been a big shift. This flexibility is helping with our recruitment too: we're increasingly recruiting researchers from around the UK.

Day-to-day, most project meetings both internally and with clients have continued on Zoom or MS Teams, and instant messaging has moved to be the norm, so our teams are still connected wherever they're working. A longstanding tradition at IFF is for the whole company to meet for lunch every quarter. Obviously, this stopped during the pandemic, but is now back! Being 'human first' is one of our core values, and having the opportunity to connect with people we might not see regularly has made these events even more important than ever.

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 Jessi Parrott, independent early career researcher, freelance performer and creative

Current research role

Since completing my PhD, which positioned disability as an employment issue in UK theatre and television through exploring the interplay of recruitment and representation in disability casting, I have worked as an independent researcher/academic and built up a portfolio as a trainer and consultant. This has allowed me to engage with, and support, a variety of organisations in the creative and cultural industries interested in how research can promote practical improvements in inclusive and intersectional representation in arts workforces. Most recently, I have taken on the role of research and policy lead for the disability arts hub [CRIptic Arts](#). In all my work, I conduct research that has a combined quantitative and qualitative basis with the aim of giving people from marginalised groups the space to share their struggles, successes and hopes.

Research hinterland

I would describe my so-called 'research hinterland' as, if not quite the same area as my work as a researcher, then adjacent and symbiotic to it. This is because my journey into research and academia was directly inspired by my personal experience as a creative with Cerebral Palsy, and my attempts to carve out a career as a performer (of both my own and other people's work), playwright and poet. Indeed, a symbol



of the symbiosis between the artistic and academic areas of my life is that my professional debut as a performer at the Barbican in 2019 (pictured, outside the stage door) was facilitated by a successful application to the inaugural CRIptic Pit Party, a showcase of deaf, disabled and neurodivergent artists, curated by Jamie Hale, artistic director of CRIptic Arts. So, it is a real joy to be able to return some of the support I was offered by working with them again, this time in a research capacity.

My creative and research practice reflect each other in even more ways too. When making my own work, I revel in multidisciplinary and multimodal creation that blends (and pushes) the boundaries of form. I enjoy clowning and physical theatre just as much as performing a lengthy monologue or poem – and, in terms of content, I love questioning norms and established ideas, especially relating to various elements of my identity as a disabled, queer and non-binary trans person. I have also had the opportunity to be involved in some digital theatre projects, which have allowed me to remain connected to artistic communities throughout the pandemic. I'm both excited and committed to continuing to use this as part of my work, as well as hybrid live and virtual processes, because it is a further creatively intriguing way to imagine theatre. It is also, of course, a vital tool for accessibility, and therefore facilitates another of my passions in both my art and my research: collaboration and co-creation, sharing of skills and

stories and perspectives. One of the fundamental foundations of life as a disabled person – particularly if, like I do, you require quite significant support with daily living – is an understanding of interdependence. I believe that the same is true of creativity. In my opinion, and consequently in my work, this connection is something to be embraced and celebrated. In many ways I feel most fulfilled – as an artist and a researcher – when I am holding space for others as we make, design or discover something together.



EVALUATION

Evaluation experts: an opportunity to support government projects

By Caitlin Eastaff, research officer, Evaluation Task Force (Cabinet Office)

The **Evaluation Task Force (ETF)**

aims to improve people's lives by ensuring that robust evidence about the effectiveness of policies and programmes is central to government decision-making. To help achieve this, the ETF is seeking experienced evaluators to volunteer to sit on our **Evaluation and Trial Advice Panel (ETAP)**.



What is ETAP?

ETAP is a pro-bono service offered to civil servants. Through this, departments seek support in conducting evaluations to help understand the effectiveness of policies and programmes. Panellists engage in activities to support development of evaluations including:

- ▶ Advice and support – providing advice and support to civil servants in designing and implementing evaluations
- ▶ Collaboration and partnerships – building relationships with other members of the panel, both inside and outside government, to enhance the support available to civil servants and to share challenges, best practice and innovations in policy evaluation
- ▶ Evaluation surgeries – attending workshops and surgery-style events to provide advice and support to civil servants and to share expertise in policy evaluation

For example, the panel, helped the Department of Levelling Up, Housing and Communities (DLUHC) design its first-ever randomised controlled trial (RCT) to evaluate the impact of its community-based English language

(CBEL) programme on language proficiency and social integration. The trial found that providing English language classes to women in segregated communities improved their language skills, made them more likely to use local amenities and to develop friendships with people from different backgrounds. The results of the trial fed into the UK government's 2018 integrated communities strategy green paper and a new £6 million Integrated Communities English Language Programme in 2019/20.

What can ETAP offer you?

For our panel members, ETAP also provides a unique situation where external experts can support and improve the use of robust and innovative evaluation approaches in government. Experts will have the opportunity to contribute to work from a range of departments, providing their valued advice on a variety of evaluations happening in multiple policy areas.

Panellists will sit alongside evaluation experts from academia, commercial institutes and government. Networking is encouraged across the panel, as ETAP believes that sharing knowledge is valuable to all.

Reflecting on their time on the panel, previous experts have noticed a 'real sense of enthusiasm' when joining panel meetings. One member has described how 'applying [their] experience of research to a diverse range of projects has been enjoyable and stimulating' allowing opportunities to 'meet people working to improve lives in so many varied government settings', with others recognising it as one of their 'highlights of [their] working life'. To hear more from our panel members, visit the [ETAP webpage](#).

What experience do you need?

We are seeking those with eight years of evaluation experience, who can demonstrate experience in one or more of the following methods:

- ▶ Experimental designs: including RCTs, stepped-wedge, cluster designs, multi-arm trials, A/B testing
- ▶ Non-randomised and quasi-experimental designs: including RDD, matching, synthetic controls, difference-in-difference
- ▶ Theory-based evaluation
- ▶ Contribution analysis
- ▶ Qualitative comparative analysis
- ▶ Process tracing
- ▶ Machine learning
- ▶ Natural language processing
- ▶ Economic evaluation
- ▶ Process and implementation evaluation
- ▶ Theory of change and realist evaluation
- ▶ Pre-testing, including rapid cycle testing

Those who are interested in sharing their knowledge to help build a culture of evaluation are encouraged to apply.

How to apply

If you would like to join the panel, please register your interest at this link: <https://forms.gle/Vk3S6gKhExbx5t5c7>

Recruitment begins in October. We'll give further details when recruitment opens.

Join the Research Network and stay connected

This year the Research Network celebrates its 20th anniversary. Over the past 20 years, it has become a lively community of experienced research professionals in a wide range of disciplines from social, market and media insights through to data analytics and data collection.

Most members have been associated with research for 25 or more years, and many are working in agencies, in corporate or academic roles, or as consultants. Others are now retired.

The network organises quarterly lunches for members and subsidises them to keep costs down. There are also Zoom evening meetings on general interest topics and further opportunities to stay connected, including twice-yearly newsletters.

Join on the on [Research Network website](#) to stay connected with colleagues. Annual membership is just £25.



SRA JOURNAL 'Social Research Practice'

Issue 12, Spring 2022, is [free to download](#) (along with all back issues of the journal).

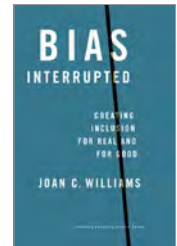
The overall aim of the journal is to encourage and promote high standards of social research for public benefit. It promotes openness and discussion of problems. We welcome offers of articles and research notes for future issues. Read the guidelines for authors and download the article template at the 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

Bias interrupted: creating inclusion for real and for good

Joan C. Williams

Harvard Business Review Press, 2021

Reviewed by Joanna Booth, freelance social researcher



Legal scholar Joan Williams, provides an accessible account, written in a casual narrative style, of how to counter workplace bias. The book is aimed at professionals who are in positions to effect change: not only human resources (HR) dealing with diversity, equity and inclusion but also chief executive officers and chief financial officers. Those with power to change things need to understand why doing so is beneficial to all.

The benefit to non-HR professionals reading this book is that we also learn how to identify bias, and to understand how we, as individuals, are involved in either interrupting it or being subject to it.

The methods are clearly explained and are robust. Williams' use of the large-scale Workplace Experiences Survey identifies bias based on race, gender, social class origin and age. The research was carried out with lawyers, architects, engineers and other such professionals.

Quantitative and qualitative data examples are used throughout the book.

The book engages with the literature which it references comprehensively, thus making it beneficial for researchers. It explores and introduces the relevant vocabulary such as tightrope bias, prove-it-again bias, tug-of-war bias, racial stereotypes, and maternal wall bias. Each concept is described,

explained and linked back to the literature and to practices for reducing or eliminating it.

For HR and those at the top, there are practical schedules and programmes on how to implement change and how to interrupt bias.

I came away with a greater understanding of bias, and of how white men of a certain class experience the workplace as an entirely different place to others in the workforce. The one aspect missing was research based in workplaces that have a greater percentage of women employees, for example education or healthcare. There's a gap to be explored.

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:

The coding manual for qualitative researchers – fourth edition

Johnny Saldaña

SAGE Publications Ltd, 2021

The craft of qualitative longitudinal research

Bren Neale

SAGE Publications Ltd, 2021

Doing qualitative research – sixth edition

David Silverman

SAGE Publications Ltd, 2022

Doing qualitative research online – second edition

Janet E Salmons

SAGE Publications Ltd, 2022

Doing visual ethnography – fourth edition

Sarah Pink

SAGE Publications Ltd, 2021

Respondent centred surveys: stop, listen and then design

Laura Wilson and Emma Dickinson

SAGE Publications Ltd, 2021

Social research: issues, methods and process – fifth edition

Tim May and Beth Perry

McGraw Hill, June 2022

Training courses in research methods

Unless otherwise stated, all courses are run online using Zoom.

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

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)

15 September – in person in London: Foundations of evaluation

16 September – in person in London: Impact evaluation (advanced)

27 October: Impact evaluation (advanced)

31 October & 1 November: Theory-based evaluation: options and choices

6 December: Foundations of evaluation

8 December: Research and evaluation project management

Qualitative

9 September: Qualitative data analysis, with Dr Karen Lumsden

12 to 14 September (3 part-days): Analysis of qualitative data, with NatCen

15 & 16 September: Creative research methods in qualitative data collection, with Dr Nicole Brown

16 September: Narratives and storytelling in qualitative research, with Dr Karen Lumsden

27 & 28 September (2 mornings): Positionality and reflexivity in qualitative research, with Dr Nicole Brown

29 & 30 September (2 full days): Depth interviewing skills, with NatCen

5 October – in person in London: Designing a qualitative study, with Professor Karen O'Reilly

6 October – in person in London: Conducting focus groups, with Professor Karen O'Reilly

7 October – in person in London: Qualitative Interviews, with Professor Karen O'Reilly

14 October: Narrative analysis, with Dr Karen Lumsden

27 & 28 October (2 mornings): Introduction to qualitative research, with NatCen

28 October: Digital qualitative interviews, with Dr Karen Lumsden

8 to 10 November (3 part-days): Designing and moderating focus groups, with NatCen

10 & 11 November (2 mornings): Creative data analysis, with Dr Nicole Brown

16 November – in person in London: Introduction to ethnographic methods, with Professor Karen O'Reilly

17 November – in person in London: Qualitative data analysis, with Professor Karen O'Reilly

18 November – in person in London: Interpreting and writing up your qualitative findings, with Professor Karen O'Reilly

21 November: Qualitative data analysis, with Professor Karen O'Reilly

22 November: Interpreting and writing up your qualitative findings, with Professor Karen O'Reilly

29 & 30 November (2 part-days): Managing challenging interviews, with NatCen

9 December – Conducting online focus groups, with Dr Karen Lumsden

Quantitative

30 September: Introduction to sampling, with Dr Alexandru Cernat

11 to 13 October: Correlation, linear and logistic regression with R, with Dr Pamela Campanelli

21 October: Understanding statistical concepts and basic tests, with Dr Valerija Kolbas

1 to 3 November (3 afternoons): Advanced questionnaire design, with Dr Pamela Campanelli

22 & 23 November (2 mornings): Questionnaire design, with NatCen

1 December: Introduction to R, with Dr Alexandru Cernat

9 December: Data management and visualisation with R, with Dr Alexandru Cernat

18 & 19 January (2 mornings): Cognitive interviewing, with NatCen

Other research skills

20 September – in person in London: Data visualisation and infographic design, with Nigel Hawtin

29 & 30 September: Introduction to applied behavioural science, with Chris Perry

13 October: Making the most of your research journal, with Dr Nicole Brown

19 October: Data visualisation and infographic design, with Nigel Hawtin

4 November: Introduction to participatory action research, with Dr Karen Lumsden

7 & 8 November (2 afternoons): Undertaking evidence reviews using qualitative software, with Dr Christina Silver

8 November: Writing effective research reports, with Professor Simon Haslam

24 November (1 afternoon): Introduction to embodied inquiry, with Dr Nicole Brown

8 December: Consultancy skills for social researchers, with Dr Simon Haslam

17 & 18 January: Introduction to evidence reviews, with NatCen

9 & 10 February (2 mornings): Research with children and young people, with Berni Graham

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

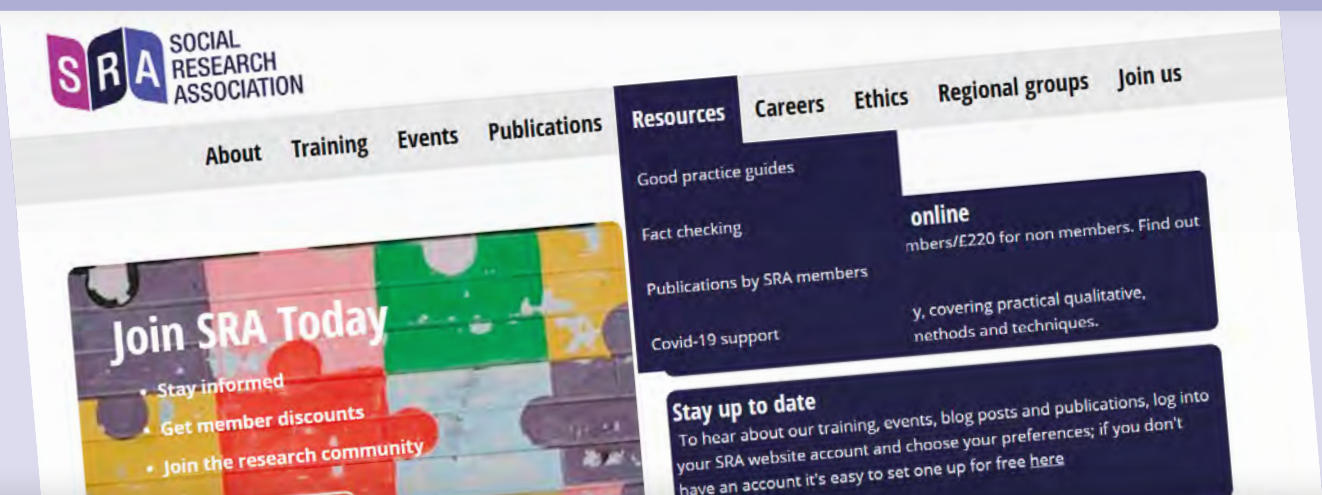
www.the-sra.org.uk/ethics

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.



research matters

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