

research matters



Co-production in action

By Nicola Hutchinson-Pascal, Co-Production Collective

Co-production is finally being recognised as a valid approach to research, some 40 years after the term was coined by Elinor Ostrom. Research funders, particularly in health and social care, are increasingly expressing their preference for its inclusion in grant proposals. While this is a welcome move, it has also encouraged plenty of 'faux-production', with tokenistic projects taking advantage of the label but not the principles or practice.



What does co-production actually mean?

Co-production is an approach to research, service improvement or policy development, whereby all involved in the work are equal partners throughout. The team (research or otherwise) is made up of a mixed group of people with experience of, or an investment in, the issue the project is tackling. This may include researchers, people with lived experience and/or members of the public, practitioners (for example clinicians), charities and local government.

Co-production is a way of being, not doing: you need to live and breathe it. By this I mean that if you don't truly believe in sharing power and decision-making with everyone involved, then you may not get very far. Co-production fundamentally involves breaking down the power differentials in the room. No one member of the team's skills and experience are more important than another's – they're just different. The coming together of these multiple perspectives enables a comprehensive, rounded understanding of the issue and enables more meaningful solutions. You are ONE team, working collectively to achieve your shared goals.



@beth_1day

If you are going to successfully co-produce you need to take the time to build relationships based on trust and honesty. You also need to make sure that there is something in it for all involved, for example by building payment for people's time into the grant proposal. In addition, it is important to ensure you are continuously reflecting, learning and improving what you are doing as a team – you need to be able to talk openly with each other if things are going wrong. You can learn just as much from something that didn't work as something that did.

How do you co-produce?

Co-producing research isn't always easy, especially as funding and commissioning structures are rarely set up to effectively support it: for example, inflexible deadlines which don't reflect the lived realities of all co-producers, or a lack of seed funding to get a group together to co-produce a grant proposal in the first place.

However, this doesn't mean it isn't possible. How you co-produce depends upon the people involved and what you are collectively trying to achieve. While there isn't a magic answer or checklist, there are some

key questions that you can keep in mind and challenge yourself to answer throughout the project:

- ▶ Are we truly sharing power and decision-making with all involved?
- ▶ Are we treating everyone as equals and equally valued members of the team?
- ▶ Is there value for all involved in the work?
- ▶ Are we supporting open and honest communication within the team?

Ultimately, co-production is an approach to working together in equal partnership for equal benefit, not a buzzword or a label to be appropriated. Authentic co-production requires significant commitment, but the resulting research will be so much stronger for it.

Co-Production Collective (formerly UCL Centre for Co-production) launched officially in October 2020, has been co-produced from the outset, and will shortly be launching a co-produced training programme about how to co-produce. To find out more and learn how to put the principles of co-production discussed into action, email Niccola on coproduction@ucl.ac.uk

New GDPR guidance for social research

We're pleased to announce our guide to GDPR and the Data Protection Act 2018, written specifically for social researchers: www.the-sra.org.uk/goodpractice

The guidance has been developed jointly by the SRA and the Market Research Society. We are very grateful to the MRS for authoring the initial draft and for its considerable ongoing contribution.

As well as covering the essentials, such as the responsibilities of data controllers and processors, and determining a lawful basis for research, the guidance focuses on GDPR questions specific to research commissioned by public sector organisations.

For instance:

- ▶ How do the 'research exemptions' operate?
- ▶ What is meant by 'the public interest'?
- ▶ What are 'scientific research' and 'statistical purposes' in GDPR?

We hope you find the guide useful. We plan to hold an event in spring 2021 to take soundings and to discuss issues that have arisen from using the guidance.

Editorial

SRA chair, David Johnson, on mental health and what we can do to take care of ourselves.

Welcome to Research Matters. As ever, we have many fascinating articles for you.



For my editorial this time I would like to do two things. Firstly, I want to welcome our six newly co-opted SRA trustees and to introduce them to you. Do go to page 4 to find out who they are and about their interests and experience.

The second, in rather a non-sequitur, is to say something about mental health. So much has had to be adapted in how we work and live and, writing on the first day of the new four-week lockdown in England, it appears that this will continue for some time yet. This will, undoubtedly, put further pressure on our collective mental and physical health, even as it seeks to protect us from harm. So, what are we to do to take care of ourselves? I don't mind saying that my own mental health has taken a turn for the worse over the time I have been working from home. This was partly driven by coping with the 'new normal' and partly by non-work-related issues. I think, though, that I would point to four things that helped.

The first was having a conversation with my team about how we were **really** doing: talking about my own struggles and hearing from people about theirs too. People were prepared to be brave about sharing their stories and we discovered that, behind the bonhomie, in various ways we were all finding it difficult. People spoke to me afterwards about how they didn't really know that others were struggling too, and that they thought they were the only ones. That made a difference. A shared honesty was for me really refreshing.

Second was finding, or rather continuing with, something that is not work related – a hobby. In my case it is the piano, which I took up for the first time about four years ago. As work and home life blurred into one another more than they would normally it was important, necessary even, to hold on to something that wasn't either. I have found it, and still do, almost impossible to think of anything other than the music when trying to play the notes, read the score and instil a

it's vital to move beyond a perception of stigma to acknowledge that in the ups and downs of life many of us will need support from the medical profession along the way. Mental health support is no different from any other type of support we might need

sense of musicality that goes beyond either. I'm making no claims to virtuosity here. Indeed, I would suggest that Eric Morecambe's defence of his playing to Andre (Preview) Previn would be more accurate (see YouTube for those of you who have no idea what I'm talking about). But it's the attempt that counts.

Third was my faith, which I hold close and almost never talk about. Though we live in a generally secular society, for me and millions of other people, a spiritual life is a vital part of living, and one which can offer support in darker days.

Finally, I sought medical help. Reaching out to a doctor, especially for the first time, can sometimes feel like a weakness, but it's vital to move beyond a perception of stigma to acknowledge that in the ups and downs of life many of us will need support from the medical profession along the way. Mental health support is no different from any other type of support we might need.

I'm pleased to say that I feel in a much better place now than in the past few months, and have even taken on the challenge of a new, non-research, job – working in policy related to disadvantaged groups. More of that anon I suspect – it's a rather different world.

So, whatever your situation, and whatever the future holds, take time to take care of yourselves and find ways to explore the authenticity of what that looks like for you.

Until next time, happy (virtual) researching!



Introducing the new SRA trustees

We're pleased to introduce you to the six members who have been selected to become SRA trustees in the new year, to help to steer the direction of the association. Several trustees are due to retire from their duties in 2020, which led to the search over the summer.

Jenni Brooks, senior lecturer, Sheffield Hallam University

I have been a senior lecturer in sociology at Sheffield Hallam University since January 2016. My own research over the last decade has focused on experiences of chronic illness and disability, often on the personalisation of social care, and most recently exploring online illness narratives. I'm co-chair of SRA North, and a member of the NIHR Research for Social Care committee. Part of my job is teaching qualitative research methods, and having long admired the way the SRA connects researchers in disparate fields and disciplines, I am keen to explore how the SRA can further facilitate the transition to a variety of social research careers.



Diarmid Campbell-Jack: associate director, Ecorys

I've worked at Ecorys for almost four years, following previous jobs at ScotCen and Save the Children. Although my current work is largely focused on young people and quantitative studies, having widespread experience means I try my hand at anything. This is a fascinating time to work in social research given the clear challenges facing society. New situations need a response and open up old questions about the relationship between our work and wider society. Being an SRA trustee offers an opportunity to help support social research, learn from researchers and contribute to an organisation with a reputation for impact that goes well beyond the right-hand tail of any normal distribution...



Naomi Day, independent researcher

I am an independent social researcher with 15 years of qualitative research experience. I work predominantly with research agencies and/or collectives of other independent researchers on research and evaluation for central government and other public sector bodies and agencies. After a BA in sociology at the University of Birmingham my entry into the profession was at NatCen in 2005. I decided to apply to be a trustee because I felt that, as an independent social researcher based in the north of England, I could provide a different perspective on guiding the strategic approach of the SRA. I have a particular interest in how we open up more opportunities at entry level into the profession to ensure access across socio-economic background, geographical region and minority ethnic groups.



Debbie Lee Chan, policy research manager, strategic insight at Which? (Consumers Association)

I manage a team of researchers who support our advocacy work by providing consumer or market insight. I started out in market research, then stakeholder engagement, before moving into policy research for a local council. I like mixing methods and employing deliberative and participatory approaches, and have an interest in making research inclusive for those taking part and for researchers of different backgrounds. I have been involved with the SRA for as long as I can remember, most recently as a member of the events committee. I want to help the SRA extend its reach to a diverse set of researchers and analysts who would benefit from the networking opportunities we can facilitate and from the knowledge it shares.



Beth Moon, head of customer research and behavioural insight, Ofgem

In my current role at Ofgem I lead a programme of exciting and impactful research, helping to ensure better outcomes for energy consumers. My first role at the Office for National Statistics provided me with an excellent foundation in social research methods and over the last 15 years I've gained a wealth of experience applying social research within government. I'm also particularly passionate about applying behavioural science to knotty policy challenges. I'm keen to help social researchers develop themselves, their careers and support the industry, and with the challenges that the pandemic has presented for everyone, I can't think of a better time to do it.



Gillian Prior, director, surveys, data and analysis, NatCen Social Research

I oversee NatCen's social surveys in household, longitudinal and health surveys, with a team of around 50 researchers and data specialists. I have worked in social research for over 30 years at NatCen, TNS and Kantar, managing surveys in a wide range of policy areas. I first got into social research because it sounded interesting, and that interest has kept me here all these years. I have a strong belief in the value of social research and the insight it gives into people's lives, bringing the public voice to policymaking and ultimately improving society. As a trustee I especially want to assist the SRA to encourage new researchers into the profession and help them develop rewarding careers.



The data industry with a lack of...data

By Ella Fryer-Smith, qualitative research consultant

This article was supposed to be about the second series of my podcast, [Unequal Truths...](#) but there isn't one.



Having heard from podcast guests from a low-income background with established successful careers in series one, I wanted to turn my attention to their early-career equivalents – but I couldn't find any.

I'd hoped to use this space to discuss whether, in the midst of new policy statements and diversity and inclusion (D&I) agendas, things have actually changed on the ground.

Instead, I'm wondering if there are any early-career researchers from low-income backgrounds out there, and pondering the irony of how, in an industry whose central purpose is collecting and analysing data, there's so little data on the make-up of our profession.

The most recent evidence from the Market Research Society (MRS)* appears to be from Lightspeed Research in April 2019, [Where we stand: inclusion, diversity and equality industry report](#), in which the only mention of social class is:

'When it comes to equality in the workplace, 71% of respondents believe that people with the same skills but from different social classes are treated the same in their company.'

Yet which 'different social classes' do these respondents identify as being from? And if not from a lower socio-economic group, how would they even know whether there is any difference in how these groups have been treated?

Others have no doubt noticed these types of flaws in current data coupled with the general lack of it, including the MRS itself which is now in the midst of analysis of a D&I survey to uncover more. The SRA, too, has commissioned D&I research amongst its members, so some better insight may be forthcoming, but – selfishly – I note, certainly not in time to help solve my plight of a currently guestless podcast series.

More importantly, however, is the question of exactly what other barriers might exist for potential podcast guests.

Early-career researchers may not want to publicly share either their income background nor negative experiences they have had at work.

This is by no means an easy discussion to have openly, and if new to a position, it may well feel like it could threaten working relationships. In previous research I've conducted in this area, participants actively discussed 'trade-offs': either assimilate at personal cost or you loudly own your background. The latter can come at a professional cost.

If this is a significant barrier to people wanting to share their experiences, the onus falls to me to make the process safe and accessible.

But maybe I'm just not that well connected?

As an independent consultant, that may well be the case. I've put a call-out to the MRS [&more](#) young researchers network which may yield some responses. But it remains clear that there still isn't enough representation of researchers from low-income backgrounds in our industry – and that needs to change.

I suspect a major issue may remain that, outside our profession, there isn't a wide enough understanding of what we do, which likely makes this space less desirable on a wide scale. This was recently discussed during a round table hosted by [Colour of Research](#) (CORE) at which Kataralina Hannellus, a recruiter specialising in filling research roles, suggested:

'As an industry, market research is really not clear for outsiders. This is where I would start, because we need to get the interest of new talent.'

Perhaps exploring this angle would make a better starting point for series two of my 'Unequal Truths' podcast? Something to consider I guess...

Oh, and if anyone reading this fits the bill of 'early-career researcher from a low-income background', or knows someone who might, please do get in touch... I could use the help.

[More about Ella and the Unequal Truths podcast.](#)

* MRS have just released their latest analysis of this ongoing research project.

Census 2021: reflecting a decade of societal change



By Helena Rosiecka, Census 2021 question and questionnaire design, Office for National Statistics

The second decade of the 21st century has seen various societal changes affecting the characteristics of the UK population. To what extent will the decennial England and Wales census of housing and population, on 21 March 2021, reflect these societal changes?



Firstly, the primary mode of data collection will be online, as 96% of households now have internet access. This is an increase from 77% during the 2011 Census, and 36% during the 2001 Census.¹

Secondly, it will include new voluntary questions on sexual orientation, gender identity and armed forces veterans, for those aged 16 and over. These will help organisations meet the requirements of the Equality Act 2010 and the Armed Forces Covenant.

Thirdly, we have made smaller but still important changes to other questions. We have, for example, updated the qualifications questions to include new types of qualifications. We have also enhanced the ethnic group question's ability to reflect the diversity of the population; for example, by adding a response option for 'Roma' and a write-in option for the pre-existing 'African' response option.

Here we explore developments with other demographic questions and how they have changed to reflect provisions made in the last decade for increasing equality between men and women and diverse household living arrangements.

Ladies first

How are the response options within the sex questions ordered? In 2011, they were listed side by side, but that's not the most accessible format, so we decided to list them vertically. We then

thought about the ordering: traditionally it's male first, but why? Alphabetically or by size of population, female would be listed first.

So, worried that the response was so automatic people might get it wrong, we tested it out that way. Turns out we need not have worried. Everyone got it right, and the few people who consciously noticed thought it was a positive change.

Blood is thicker than water

Where do half-siblings fit in? In the 2011 Census there was no option to record your relationship with your half-siblings. With an increase in blended households, we have addressed this gap for 2021, adding them to the sibling's response option to be 'Brother or sister (including half-brother or half-sister)'.

All love is equal

Are same-sex marriages accounted for? All covered. We removed references to 'same-sex' in the main marital status question and added a second stage for all those who have ever been in a marriage or civil partnership. This asks about the sex of their partner.

Male role models

Have new rules about maternity and paternity leave been considered? For those away from work we have added a separate response option for 'on maternity or paternity leave' so for the first time we can identify this group when cross-tabulated with data on sex.

Answer for yourself

Who is answering the questions? More and more people are defining their identities in different ways to previous generations of their families. For Census 2021, at the start of the individual questions, respondents will be asked if they are answering about themselves or on behalf of someone else. This will allow future analysis to look at if there are

differences in trends depending on who is completing the form for subjective questions about identity and health.

How was this all tested?

Over the last five years more than 100 individual quantitative and qualitative tests have been carried out in addition to significant desk research and stakeholder consultation. For each question, an individual research plan was developed to ensure that we could test the proposed changes with the groups they affected, and refine the designs. These plans were updated based on the results at each stage of the research. To find out more, visit the [question development pages](#) of the ONS website to read the full question development reports and see the paper forms.

How will this be reflected in outputs?

We're investigating how best to disseminate 2021 census data and finding new ways to make more census data available to a wider audience. Our aim is to disseminate national and local authority-level estimates for England and Wales within 12 months of Census Day and all other estimates within 24 months of Census Day. Learn more about our progress and research on the [2021 Census outputs pages](#).

Note

Throughout the development of the Census 2021 questionnaires, ONS, National Records of Scotland (NRS) and Northern Ireland Statistics and Research Agency (NISRA) have worked together to ensure harmonisation of the outputs where possible. More at:

NRS: <https://www.scotlandscensus.gov.uk/>

NISRA: <https://www.nisra.gov.uk/statistics/census/2021-census>

¹ <https://www.ons.gov.uk/peoplepopulationandcommunity/householdcharacteristics/homeinternetandsocialmediausage/bulletins/internetaccesshouseholdsandindividuals/2020>

We were promised jetpacks: predicting the future...

Diarmid Campbell-Jack, associate director, Ecorys

I'm probably not the only researcher with friends who assume my work gives me a special insight into the future. All too often they think I have real data-driven foresight as opposed to an actual ability not too dissimilar to that of ancient Greek soothsayers scrabbling around with chicken bones. Somehow, as soon as a major public vote looms, I'm expected to provide authoritative information on likely turnout levels among Trump's white non-college-educated base, the precise impact of Boris Johnson's appeal in red wall constituencies, or the future implications of Covid-19 on Scottish independence voting trends.



Despite baseball legend Yogi Berra's warning to 'never make predictions, especially about the future', progress in this area is increasingly impressive. Weather forecasts are more accurate; highly complex data is used to assess future sporting performance; and election forecasting models and surveys generally perform much better than people think. Call me naïve, but the fact a pollster can phone a thousand or so people, and achieve even generally accurate results, seems a minor miracle.

Social research has played an important role in these improvements and should continue to do so as we produce new analyses and theories about society. However, social researchers have not only helped establish new forecasting approaches but can also apply them to our own work, as in several studies examining replication. If we can successfully predict whether results from initial papers are likely to be repeated if they are re-run, we can

reduce the need to actually conduct replication studies in real life.

One approach to predicting likely replication has been using the wisdom of the crowds, asking people to read basic information on a study and predict whether the same results would be likely to occur again. Signs suggest this works well, with participants able to predict correctly around 60% to 85% of the time whether papers will replicate. Marketplace models, where traders bet on outcomes, look particularly promising and the approach appears to work regardless of whether participants are experts (Forsell, 2019) or laypeople (Hoogeveen, 2020). Whether this warrants optimism about the skills of the public or pessimism about experts is left unstated...

While these results are encouraging, the main problem is cost. In the current climate of constrained funding and major societal issues, setting up prediction markets for countless laypeople may appear even less of a priority than may otherwise have been the case.

A potentially cheaper and quicker alternative is to use machine learning. While this is at an early stage, initial results are positive. One recent study (Kellogg, 2020) assessed replicability using an algorithm based on a computer-generated map of words and phrases from the abstracts of two million science papers. When tested, it successfully predicted whether a paper would replicate between two-thirds and three-quarters of the time, similar to the success of the previous crowd approach while considerably more efficient.

As any science fiction reader will point out, using machines for this type of task is rarely problem free. The main difficulty is that we know little about how any

specific algorithm works. We can pick up the obvious, as in the classic case of the program which classified pictures of a dog as a 'husky' whenever the dog was on snowy ground, but the 'black box' nature of machine learning means more detailed information is rarely available. Learning how to actually improve our work becomes very difficult. There are also well-known ethical concerns, most notably whether machine-learning approaches can develop bias against certain demographic groups.

This is a fascinating area to continue examining as computing power increases and forecasting models are applied to new areas. How these models develop, and the long-term consequences for social research, are questions that will require considerable thought. Of course, I'll be able to tell you the exact answers just as soon as I've had a chance to finish examining these sheep entrails in a bit more detail...

References

- Forsell, E. et al. (2019). 'Predicting replication outcomes in the Many Labs 2 study'. *Journal of Economic Psychology*: 75, Part A. Available at: <https://doi.org/10.1016/j.joep.2018.10.009> [Accessed 23 October 2020].
- Hoogeveen, S., Sarafoglou, A. and Wagenmakers, E. (2020). Laypeople can predict which social-science studies will be replicated successfully. *Advances in Methods and Practices in Psychological Science*, August 21. Available at: <https://journals.sagepub.com/doi/10.1177/2515245920919667> [Accessed 23 October 2020].
- KelloggInsight. (2020). How AI can weed out faulty scientific research. Available at: <https://insight.kellogg.northwestern.edu/article/artificial-intelligence-science-replicability> [Accessed: 20/10/20].

The art of harmonisation

By Sofi Nickson, principal research officer and Callum Allison, fast stream social research officer, Office for National Statistics



Harmonisation is about improving the comparability and coherence of statistics. It is not about standardisation: data collection and presentation need not be identical to be comparable.

The harmonisation team works across government for anyone involved in collecting, producing and communicating official statistics. The results of this are also useful to social researchers outside government.

Harmonised principles

Harmonised principles consist of questions or question blocks and suggestions for presenting their output. These have been designed and tested with stakeholders, including respondents. They can be adopted across government and the wider UK, which results in confidence in their use. Alongside the questions, the harmonised principle webpages also include definitions, suggested outputs and (where possible) a list of comparable datasets. The topics they cover range widely from **demographic variables** to measures of **personal wellbeing**.

There are many benefits to using harmonised principles. They are an 'off-the-shelf' solution for data collection. Using existing questions reduces the amount of resource required in any project.

They are widely comparable, which increases the usefulness of each piece of data. For example, a single survey of people in a certain situation may be misconstrued without population-level data for comparison. Such comparison enhances the insights and value of existing data.

Case study: general health

General health is a well-used harmonised principle of interest across government. It is harmonised within the UK and adopted in the EU. It will be used in all four UK countries for the upcoming census.

The principle measures an individual's subjective opinion of their health, and is a good indicator of an individual's demand for healthcare. The principle is suitable for many modes including interviewer-led questionnaires, computer-assisted personal interviewing, computer-assisted telephone interviewing and self-completion forms.

Harmonisation guidance

Harmonisation guidance explains when and how data should and should not be compared. The guidance covers data sources within and outside government and is an alternative to a harmonised principle. As with harmonised principles, the topics covered are varied, such as **income and earnings** and **pregnancy and maternity**.

The guidance encourages against misuse of data by explaining statistical topics in full. This, in turn, results in improved understanding, increased trust in data, and more appropriate use of data.

More widely, harmonisation brings together different experts working on a topic. This illuminates knowledge that may otherwise be hidden or fragmented.

Case study: homelessness

Homelessness is a devolved matter in the UK, so homelessness statistics are produced separately by each UK country. Because legislation and administrative data collection systems are different in each country, information about comparability has previously been limited. **Homelessness** is a prime example of when harmonisation cannot be reached over how data is collected. The guidance can help to prevent erroneous comparisons.

The harmonisation team investigated the **feasibility of harmonising definitions of homelessness** for UK official statistics. It concluded that, although developing a harmonised UK definition was not then possible, it would be possible to improve users' understanding of the comparability of homelessness statistics.

The **homelessness interactive tool**, published in September 2019, allows users to compare definitions between the four UK countries and to explore the process for those seeking support for housing in each UK country.

Get in touch

If you are about to start a research project, we encourage you to explore the harmonisation information on our website. If you have any questions or queries, do contact us at:

Harmonisation@statistics.gov.uk

Digital Economy Act: enabling research for the public good

By Lily O'Flynn, data policy officer, UK Statistics Authority

It is an often-cited problem that legal ambiguity and uncertainty stop public authorities from sharing data for research and statistical purposes, as recognised in the Centre for Data Ethics and Innovation's 2020 report, 'Addressing trust in public sector data use'. The research power (chapter 5) in the Digital Economy Act (2017) provides a clear legal gateway for public authorities to make de-identified data available for public good research purposes.



What is the Digital Economy Act (DEA) legal gateway?

The legal certainty provided to public authorities under the DEA cuts through the perceived complex legislative landscape that researchers may face when applying for access to secure data. Unlike many department-specific legal gateways, the DEA research powers can be used simultaneously by multiple data-owning public authorities, providing one centralised governance route for access to de-identified linked datasets in accredited secure environments for public good research. This contributes to increasing consistency in governance decisions over access to data for research and statistical purposes, and more efficient access to data for accredited researchers.

Public authority data that has been collected for providing health and social care services cannot currently be made available for research under the DEA. The DEA research framework recognises approvals from health bodies that allow access to health data that are outside the DEA's scope, to efficiently enable

the use of both health and population data within single research projects. Swansea University's accredited project 'Controlling COVID-19 through enhanced population surveillance and intervention' is an example of this.

Who benefits from the DEA research powers?

The DEA research power benefits the following groups:

- ▶ **Research community:** the DEA is a single legal gateway that allows researchers to apply for access to data from multiple data owners through one governance process. The DEA is particularly beneficial for researchers wanting to link data from multiple data owners, as it potentially removes the need for researchers to obtain approval from multiple data access approvals panels.
- ▶ **Data-owning public authorities:** the DEA provides legal certainty that de-identified data can be lawfully shared for research purposes under the conditions set out in the Act. The safeguards upheld within the DEA's governance framework are publicly acceptable, and received widespread support during the open policy-making and public consultation phases during the legislation's recent journey through the UK parliament.
- ▶ **The public:** the DEA was designed to maintain public trust and confidence in the data access process. The UK Statistics Authority appointed the independent research accreditation panel, chaired by Professor Paul Boyle, to oversee accreditation decisions under the Act, to ensure decisions on data access are made consistently and

transparently. The panel's decisions are recorded and published on the UK Statistics Authority website, and underpinned by the statutory code of practice and accreditation criteria, approved by parliament.

What has the DEA research power enabled?

The DEA's research power has enabled the following:

- ▶ The research accreditation panel has accredited over 100 research projects, enabling access to over 60 public authority datasets, 17 of which had not been used before for research purposes
- ▶ Accredited a UK-wide network of data processing environments, able to process and host the data available under the DEA, enabling researchers to access this data in each of the four countries of the UK
- ▶ The panel has facilitated the urgent accreditation of Covid-19-related analyses required to support and inform government decision-making in real time. Examples include:
 - Covid-19 Infection Survey, Office for National Statistics, University of Oxford, Public Health England, The University of Manchester and Wellcome Trust
 - Identifying flare ups of the Covid-19 infection across the UK, Joint Biosecurity Centre

More information

- ▶ [More information and details on how to submit a research project application](#)
- ▶ [Research code of practice and accreditation criteria accompanying the legislation](#)



Supporting youth-led research

By Dr Amy Calder, senior policy and research officer, YouthLink Scotland

What is youth-led research?

We define youth-led research as a process by which young people identify and investigate issues that are important to or affect them (and their communities) with the aim of using that information to inform and drive change. Through this process young people learn how to research and take ownership of a research project. Working collaboratively in their community and sharing the findings are fundamental to the process.

This approach has been developed in line with the three essential features of youth work:

- ▶ Young people choose to participate
- ▶ It must build from where young people are
- ▶ It recognises young people and youth workers as partners in a learning process

Participatory research, including youth-led research, is a growing field. Since the Year of Young People in Scotland in 2018 there has been a shift towards including young people as active partners in research, with greater understanding that this should not be tokenistic but should value the role that young people can play.

How do we support youth-led research?

Over the last few years YouthLink Scotland has been defining and refining how we support youth-led research. As the national agency for youth work in Scotland, we promote learning and innovation and help to develop a confident and skilled workforce. We also recognise the unique role that youth

workers play in young people's learning and development. As such, our model for youth-led research involves providing training and support to youth workers.

In the last three years we have been funded by the National Lottery Heritage Fund to run youth-led research programmes focused on inspirational women; the impact of WW1 on women in Scotland; and on environmental impacts in coastal communities. For each, youth workers were trained to support young people to conduct social research, engage with heritage, and share their findings in creative ways, such as through exhibitions and storytelling events. Young people were offered an opportunity to work towards an SCQF level 5 qualification to recognise their contribution to the research.

Case study: on our wave length

During the 'Year of Coasts and Waters', we supported five youth groups across Scotland to conduct youth-led research using storytelling to examine environmental impact on their coastal communities. Youth workers and heritage experts supported young people from five communities to conduct research in their communities. The young researchers had freedom to explore the issues that mattered to them relevant to environmental impact. This led to research on the prevalence of plastic on local beaches, the impact of litter on marine wildlife, and life on a remote Scottish island, compared with 100 years ago. The young researchers carried out 'citizen science', completing surveys on beach litter as part of their litter picks and interviewing local experts. They are now being supported to share the stories of their findings both in their local community and within the Scottish

International Storytelling Festival. The tradition of storytelling is that stories are passed on, so sharing findings this way will help ensure that important messages are spread throughout Scotland, hopefully for years to come.

Why support young people to conduct research?

It is often said that young people are more engaged than ever in world issues. Youth-led research provides an opportunity to ensure they have the skills to research issues that matter to them, which can strengthen their collective voice. Conducting research in their community also provides opportunities for community dialogue and intergenerational conversations. Young people are encouraged to listen to members of their community and are supported to share their findings so that they are listened to. This approach ensures that the research extends beyond the accumulation of knowledge to encouraging change within communities and valuing the voices of young people.

Youth-led research involves a shift from doing research 'on' to research 'with' young people. This can only happen if young people are supported by skilled social researchers who are willing to share their experience and expertise. It is more important than ever to value young people as active research partners and welcome the creativity and new ideas they can bring.

Find out more about our model of youth-led research and see our training materials and tips at:

www.youthlinkscotland.org/resources/engaging-young-people-in-heritage/

Video-call interviewing: a promising way forward for surveys?

By Erica Wong, survey manager, Centre for Longitudinal Studies, UCL Social Research Institute, and Kirsty Cole, research director, NatCen Social Research



Across the UK the pandemic has forced most face-to-face fieldwork to stop. Restrictions may last a considerable time, and researchers face decisions about how to restart face-to-face interviewing in a Covid-secure manner that is acceptable to participants but still allows the collection of high-quality data. This is particularly challenging for surveys with long questionnaires, sensitive content and complex measures.

In March 2020, the Age 50 Survey of the 1970 British Cohort Study (BCS70), which follows the lives of around 17,000 people, had just been piloted. The pilot had shown that the 70-minute interview including cognitive assessments, a self-completion element and a request to allow data linkage had worked well, and preparations for the mainstage fieldwork were well-established. Converting this survey to telephone or web modes would involve substantial changes and risks to data quality as well as being costly and time-consuming.

Computer-assisted video interviewing (CAVI) could be an option where an in-home interview is not possible. As the Covid-19 situation has developed, video-calling has become increasingly prevalent. CAVI potentially offers advantages over web questionnaires or telephone interviewing: it maintains a human 'face-to-face' interaction and requires minimal changes to procedures and content developed for in-person interviewing (including cognitive assessments). Therefore, measurement differences between data collected via video and face-to-face are expected to be minimal.

Following initial testing and data security assessments, a small-scale feasibility test was completed in early

October by NatCen and Kantar field interviewers using MS Teams. We wanted to test how well the technology would work for participants and on their different devices, as well as how both the interviewers and participants would respond to the approach.

We selected a sample of 60 cohort members, intentionally skewed towards those more engaged in the study and those who had indicated a willingness to do a video-call interview in a separate online survey.

Significant CAVI adaptations included providing visual materials via the 'share screen' function and converting the self-completion component (CASI) – where interviewers usually passed their laptops to respondents to complete – to a web questionnaire that respondents completed during the interview (with the link shared via the chat window).

44 cohort members completed the interview. Feedback from cohort members and interviewers was very positive. Only three respondents said they would have preferred a face-to-face interview, and some even expressed a preference for video-calling. The majority of those who took part used a laptop, seven used tablets and five used smartphones.

The various questionnaire modules were conducted successfully and comparably with the in-person (CAPI) approach. Sharing stimulus materials via the share screen function worked in all cases, although the efficiency of this process was affected by internet connection speeds and interviewer familiarity with the software. Despite a relatively long interview at around 1.5 hours, there were no break-offs and interviewers reported engagement throughout.

Several improvements were identified which could enhance participant experience and reduce the interview length such as simplifying the initial invitation to make it easier to join the call, streamlining transitions between visual prompts and reformatting leaflets to enhance on-screen readability. Lessons were also learnt about the focus and format of interviewer training and best practice in video-call interviewing which will guide our future approach and the selection of interviewers.

This early indication is promising but video-call interviews will clearly not be possible for all. CAVI is perhaps more feasible for longitudinal surveys such as BCS70 than for ordinary cross-sectional surveys because we have existing relationships with cohort members and good contact information which enabled interviewers to schedule appointments. Further, those invited to take part in this pilot were particularly engaged.

This initial pilot provides encouraging evidence that video-call interviewing could be a feasible and effective approach to collecting 'face-to-face' data when home visits are not possible. Final decisions about the re-launch of the BCS70 Age 50 Survey are pending, but CAVI is highly likely to play an important role. This may also be a promising approach for other surveys, depending on the nature of the study, the sample and the components of the questionnaire.

User-centred respondent communications

ONS letter templates for push-to-web surveys

By Natalia Stutter, senior research officer, Office for National Statistics

Over the past few years, as part of the census and data collection transformation programme, ONS has invested in a new user-centred design (UCD) approach to online survey development. This approach has been applied to the full end-to-end respondent (user) journey, including the communication strategy which is the focus of this article.



Push-to-web mixed-mode surveys encourage online completion. Only those who do not respond online are followed up by an interviewer. This approach presents new challenges to survey designers. For example, we lose out on the benefits brought by face-to-face interviewers which means that we can no longer rely on the interviewer's engagement skills on the doorstep to secure respondent participation. To explore how to overcome some of these new challenges and maximise online survey uptake, ONS conducted a series of mixed methods research activities. This has included multiple rounds of qualitative research as well as [large-scale quantitative trials](#) of different experimental conditions.

As this work has evolved, we have been able to draw together insights over time. We have also worked with colleagues who specialise in print design to make our respondent materials more accessible. This is important to allow everyone in society the opportunity to take part. This in turn improves data quality, and enables us to meet our digital-by-default strategy.

One accessibility design standard is that printed content should be font

size 12 minimum. However, a key user need we identified in earlier work is also to keep letters concise, ideally to one page. Yet when we increase the font size, we also increase the letter length. Our challenge was to give respondents clear and concise information and make sure of its accessibility. We needed to reduce content without undermining our earlier work and UCD principles. We were keen to ensure that any changes were based on research evidence, rather than deciding at desk what we thought should be removed. So, true to our respondent-centred approach, we conducted more testing.

Previously established user needs for content, obtained through our qualitative research, were re-examined and revalidated through further rounds of testing. We employed multiple research methods, including some new ones for us: for example, remote research highlighter exercises and 'Frankenstein-esque' build-your-own-letter activities. Through these activities we could identify what could be removed from the letters and evaluate the order of content within and across the suite of letters. We now have a set of contact letters and an accompanying leaflet for our push-to-web surveys that we refer to as our 'optimised generic materials'. They are user-centred in design, accessible and tailored to the survey.

We want others to be able to benefit from the volume of research that we have conducted. Therefore, we are consolidating all our materials research into a report. This is to be published alongside letter templates that can be used by others as a basis for creating their own materials. Although the research has been conducted in the context of ONS, there are transferable

insights that can be applied to push-to-web social surveys in general, such as design, layout, tone and messaging.



What's next

In July the UK Statistics Authority launched its new five year strategy [Statistics for public good](#). One of the four principles of this strategy is 'inclusive', which means 'ensuring our statistics and our workforce reflect the experiences of everyone in our society so that everyone counts, and is counted, and no one is forgotten'. Our next phase of development for our respondent materials will build upon the research conducted to create our 'optimised generic materials'. We plan to explore whether tailoring the content of materials further and creating a targeted mailing strategy can lead to a more inclusive engagement approach. We are keen to understand if these approaches can help us improve under-representation of hard-to-reach groups in a bid to further improve data quality.

Find out more

The report and letter templates will be published on the [GSS policy and guidance hub](#). If you are interested in being notified when the report and letter templates are published please get in touch with us at Research.And.Design@ons.gov.uk

Research and analysis in BBC News

By Faye Gracey, Welsh Government, research and evidence lead for childcare, play and early years, and also SRA Cymru chair/SRA trustee

Working as a social researcher in the public, private and third sectors, I've enjoyed seeing different perspectives. So, I was really pleased to be lucky enough to be seconded from the Government Statistical Service to BBC News for just over three months to October.



One thing that attracted me to the secondment was to better understand why sometimes research that I've led is not reported as I thought it should be. One quick answer to this is that the BBC editorial guidelines advise that survey figures should not be used in headlines ([see guidelines section 10.3.30](#)). If you want a chance for your research press release title to become a BBC headline do not include numerical findings in it. On reflection I can understand this as surveys always have limitations. This is one example of many in which I saw the BBC working hard to be a trusted and impartial news source.

I worked closely with Robert Cuffe, head of BBC Statistics (worth following [@robertcuffe](#)). Daily meetings with senior representatives from all news channels (including digital, TV and radio) were a great way to identify issues and follow up opportunities

to improve the presentation of evidence in news scripts or online text. But time, space and the pace of the media make this a challenge.

I thought as a government social researcher that Ministers often made me work quickly, but the speed at which Robert and journalists work is phenomenal. Together on Zoom we would look at government research

The pressure on BBC staff to report research and analysis in the 'right' way is immense

and statistics publications on their release (as early as 7am) and draft lines within around ten minutes (sometimes to be heard on Radio 4 immediately after we pressed 'send'). We would take the remainder of the hour to consider the release in more detail and draft lines for BBC channels more widely. Some publications made this easier by clearly setting out all the main points. For others, newsworthy findings were less obvious.

As a civil servant I now appreciate the value of government [pre-release access](#). This gives me more time to ensure I fully understand new findings in my area of work before being asked to comment. Third sector organisations and academics often give the BBC advance sight of research reports,



which is really helpful as it gives journalists time to ensure they are reporting the findings accurately. But I still found it uncomfortable to help distil complex research and analysis into just 90- or 130-word TV or radio scripts.

At least succinct summaries online can more easily signpost to the full details.

The pressure on BBC staff to report research and analysis in the 'right' way is immense. It is easy to see on social media or on Parliament TV how often the BBC is challenged. During my time on secondment several complaints landed in my inbox. Sometimes I thought these were fair and helpful, and we changed reporting of analytical findings accordingly, which has a lasting impact when made to daily or regular reporting. But sometimes they seemed vexatious. This experience has some similarities to the pressure social researchers are sometimes under. I always find solace sharing my thoughts with analytical colleagues, which is one of the many reasons the SRA and the research community it fosters are important to me.

Dissemination is often a vital part of ensuring social research has impact. The media can be important in helping us do this, especially the BBC which works across channels and is breaking audience number records (globally more than [400 million plus a week](#)). If your work is reported unfairly by others let them know. [@BBCRealityCheck](#) would be especially keen to hear if your work is high profile and has been misrepresented by others.

SRA Scotland

By Karen Kerr

The SRA Scotland committee is arranging lunchtime seminars to help researchers keep up to date with developments in social research and to give us the chance to get together, even if it can only be online for now. If you have any suggestions for topics or if there is any way in which we can further support you during the pandemic, please feel free to get in touch with me at karen.kerr@sds.co.uk or on 07584 470028.

Oonagh Robison (Scottish Government) and Daniel Stunell (Zero Waste Scotland), members of the SRA Scotland committee, recently told SRA News about their paths into social research. You can [read what they had to say](#) on the SRA website.

Do sign up for our lunchtime sessions on the [SRA website](#) and keep up to date with us [@SRA_Scotland](#).



SRA Cymru

By Faye Gracey

Thank you to everyone for all the support you have given me as chair of SRA Cymru. It has been a real privilege to be a trustee. My six-year term ends in December, so this is my last branch update. We'll announce the new chair of SRA Cymru at our AGM. And, our news is always shared [@SRACymru](#).

We're thrilled that one of our branch champions, Richard Thurston, ([@Richard79329696](#)) was named in the [Queen's Birthday Honours list](#) for his outstanding contribution to social science research. He has very graciously said credit is shared by everyone he's worked and collaborated with. So, congratulations too if you have been lucky enough to do so.

Faye.gracey@gov.wales/
[@faye.gracey1](#)



SRA North

By Jenni Brooks

We've been busy planning an event focusing on health inequalities, so look out for the event report soon. Our next big event will be in the spring, aimed at giving early-career researchers an insight into the everyday realities of a research career in different sectors. We are keenly aware that some of our members are finding things difficult right now, and we are discussing how we can best provide support, perhaps through a regular, short, online space for a chat ('Research and Biscuits'??). Please let us know if this is something you'd find useful, and keep an eye on our Twitter feed for announcements [@SRANorth](#), or email sranorth@gmail.com



SRA Ireland

See the SRA website for further details of events. Email us on SRAIreland@the-sra.org.uk or follow us on Twitter [@SRAIreland](#).

SRA JOURNAL 'Social Research Practice'

Issue 9, Spring 2020, is free to download at: <http://www.the-sra.org.uk/journal>
Issue 10, Winter 2020, will be available shortly.

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



The impact agenda

Katherine E Smith, Justyna Bandola-Gill, Nasar Meer, Ellen Stewart and Richard Watermeyer

Policy Press, 2020, first edition

Reviewed by Diarmid Campbell-Jack, associate director, Ecorys

Given the amount of debate around research impact, it is relatively surprising that 'The Impact Agenda' is one of the first large-scale examinations of this issue. Using qualitative feedback from a variety of stakeholders, it concentrates on the UK's research excellence framework (REF) and whether this is working as planned. Aimed primarily at an academic audience, it is a clearly written study that the interested lay person can get to grips with relatively easily.

The authors 'paint a complex and varied picture', where academics have made steps in achieving more impact, but core questions remain unanswered. Most in the field appear not fully convinced by the REF but work

positively to achieve impact where they can, although this is often in tension with providing quality academic work. Bringing about impact can take time, particularly via grassroots approaches, and is not easily measured.

For a relatively dry subject matter, the book provides the occasional moment of levity. Australian bureaucrats seemingly view academics as 'fat and lazy, soft and self-indulgent'. Assessors trawl through 'highly stylised narratives' to find out what exactly can be substantiated. Moreover, would anyone dare question the UK academic who sums up REF as: 'It's such bollocks, it's such bollocks'?

Occasionally the evidence can appear somewhat limited, particularly the

relative lack of feedback from 'public intellectuals' and different knowledge exchange organisations, but this does not detract from a consistent and well-argued picture. If nothing else, the view of one academic that 'we are paid by public taxes and... our work should be made into a useable form for public debate or anything else that is necessary for democratic processes' is a valuable reminder. As impact agenda requirements evolve, most notably the push in the most recent REF for '**bold and adventurous**' approaches and increased **public engagement**, this book is a valuable reminder of the arguments that are likely to continue in the near future.



Doing reflexivity: an introduction

Jon Dean

Policy Press, 2017

Reviewed by Aimee Grant, independent scholar

Reflexivity can be a challenging concept. As such, Dean's book is a welcome addition to improving understanding of positionality among early-career and more established researchers.

For those who are new to the concept of reflexivity, or who are uneasily working within an interpretivist paradigm, chapter 1 outlines the concept of reflexivity. It draws on previous research to enable a strong foundation, but then shakes that foundation by bringing it up to date by considering interdisciplinary social enquiry and the relative academic freedom it can provide.

The next two chapters focus on Bourdieu, habitus and capital, moving away from individualistic representations of self which came during the sociology of risk in the 1990s. Dean challenges

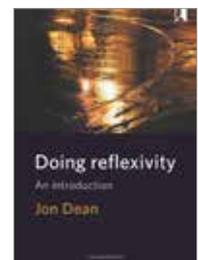
readers to consider how the theories and theorists they are using in their research affect their practice, providing an overview of feminist methods in chapter 4 and four case studies from other academics in chapter 5. In doing so, he highlights real-life research encounters that encourage consideration of reflexivity. These are clearly illustrated and would be valuable for use in teaching.

In the final chapter, Dean pulls together the lessons he has described through reference to a controversial ethnography undertaken by Alice Goffman, a young privileged white woman, undertaking observations with poor young Black men in the USA. Goffman's work received heavy criticism because of the power imbalance in her positionality. This concluding chapter is a carefully crafted nuanced discussion

of reflexivity in this case. I would recommend this chapter to those who are teaching reflexivity to undergraduates about to undertake their dissertations.

With its strong links to theory, this book is ideally suited to sociologists, with the case-study chapter and conclusion having a much wider relevance to those conducting qualitative research in other disciplines.

Dean brings concepts that can be difficult to operationalise into life through reference to a wide range of research projects, arguing for emotion and attachment to be core elements of qualitative research. The book has a well-deserved space on my bookcase.



Innovation in mixed methods research

Cheryl N. Poth

Sage, 2018

Reviewed by Imogen Birch, Citizens Advice

This book is a good guide for anyone doing complex, multi-phase research, where there are interlinking social and institutional uncertainties and imperfect knowledge about their nature and solutions. The author says that traditional mixed research methods in these conditions don't really work. Integrative and adaptive thinking is at the core of the approach.

The book is in three parts: explanation of the need for a new approach; description of six adaptive processes set against the restrictions of traditional mixed methods research; putting these processes in place.

Case studies illustrate main points. One is about understanding youth risk and insecurity in post-conflict settings. Each chapter ends with a summary of 'key chapter concepts'. The tables and diagrams are helpful. I also found the 'practice alert', 'researcher spotlight' and 'guiding tips' helpful for thinking about how to approach an issue/ research question.

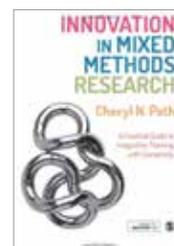
Poth describes six adaptive practices to help researchers respond to unfolding conditions in complex social research. She says that the traditional mixed methods approach is limiting and that we need to be more flexible when research is complex, multi-layered and when there are many uncertainties.

The six adaptive approaches are:

- ▶ Diagnosing the complexity of conditions and the problem. Poth suggests five aspects to consider when diagnosing complexities and questions for diagnosing the level of complexity of research problems
- ▶ Framing complex problems through literature and background influences. Poth suggests framing issues through a general literature review, engaging others to explore diverse perspectives, and thinking about other societal influences, such as current and historical events
- ▶ Defining interrelated contexts by thinking about potential systems

and environmental influences. Poth asks us to think about the location, the issues and the priorities of the society we are studying and how those issues might interrelate

- ▶ Developing emergence in interactions by considering member diversity and social influences. Poth discusses survey design: sampling, ethics, recruitment, data collection and analysis and making sure the design of the study reflects its evolving needs
- ▶ Developing capacity among researchers so that researchers have suitably diverse experience and expertise for research that is complex, evolving and has an element of uncertainty about it
- ▶ Generating evidence of outcomes: need for a technical summary to show the study's rationale and methodology.



Titles for review



We are always looking for reviewers. Write a short review for us and you get to keep the book. All books up for review are listed below. If you are interested, please email admin@the-sra.org.uk and we'll send you guidelines. Here are a few of the titles on offer:

Choose your statistical test

– Little Quick Fix

Maureen Haaker

SAGE, 2019

Get your data from social media

– Little Quick Fix

Nicola Thomas

SAGE, 2020

Gather your data online

– Little Quick Fix

Janet E. Salmons

SAGE 2019

Inspiring collaboration and engagement

Julie Reeves, Sue Starbuck and Alison Yeung

SAGE, 2019

Material methods: researching and thinking with things

Sophie Woodward

SAGE, 2019

Researching in the age of COVID-19

Edited by Helen Kara and Su-Ming Khoo

Policy Press, 2020

Volume I: Response and reassessment
Volume II: Care and resilience
Volume III: Creativity and ethics

Training courses in research methods

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

Currently all courses run online, in live sessions, with small groups of attendees (between 9 and 16).

The full list of training courses is below. These are available during the year, but not all at the same time: please check [our website](#) for availability, and details of each course.

Courses are either 'standard' length (6 to 7 hours of content) or 'extended' (12 to 14 hours). A standard course costs £165 for SRA members or £220 for non-members. An extended course is £330 for members or £440 for non-members.

Full details of courses on offer at www.the-sra.org.uk/SRA/training

Queries? Ask Lindsay Adams, lindsay.adams@the-sra.org.uk

EVALUATION

- ▶ Foundations of evaluation
- ▶ Impact evaluation: options, choices and practice
- ▶ Public involvement in social research
- ▶ Research and evaluation project management
- ▶ Theory-based evaluation: options and choices

QUALITATIVE

- ▶ Analysis of qualitative data (extended course)
- ▶ Conducting online focus groups
- ▶ Conducting face-to-face focus groups
- ▶ Converting to online qualitative research
- ▶ Creative methods in qualitative research
- ▶ Depth interviewing skills
- ▶ Designing and moderating focus groups (2 day course)
- ▶ Digital qualitative interviewing
- ▶ Ethnographic methods
- ▶ Foundations of qualitative research
- ▶ Interpreting and writing up your qualitative findings
- ▶ Introduction to grounded theory
- ▶ Introduction to qualitative research
- ▶ Managing challenging interviews
- ▶ Narratives and storytelling in qualitative research

- ▶ Narrative analysis
- ▶ Qualitative data analysis
- ▶ Qualitative interviewing
- ▶ Reflexivity in qualitative research
- ▶ Reporting qualitative data

QUANTITATIVE

- ▶ 21 ways to test your survey questions
- ▶ Cognitive interviewing
- ▶ Introduction to sampling and weighting
- ▶ Introduction to evidence reviews
- ▶ Introduction to R
- ▶ Questionnaire design
- ▶ Questionnaire design (advanced)
- ▶ Web survey design
- ▶ Weighting and imputation for survey non-response

OTHER RESEARCH SKILLS

- ▶ Introduction to applied behavioural science
- ▶ Introduction to data visualisation and infographic design
- ▶ Research with children and young people
- ▶ Smartphone video production for researchers

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

Webinars and other online events.

Blog

www.the-sra.org.uk/blog

Plenty of topical posts on researching under lockdown – why not consider a contribution?

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, support during lockdown, and more.

Ethics

<https://the-sra.org.uk/SRA/Ethics>

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

Member resources

Login at www.the-sra.org.uk then see 'members' section.

Free access to 5,500+ social science journals, and more.



research matters

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

Publication dates 2021

We publish four times a year. Next issue: **March 2021**. Copy deadlines for 2021:
5 February (March issue); **30 April** (June issue); **20 July** (September issue);
5 October (December issue).

Editorial team

Andrew Phelps, ONS (commissioning editor) • **Imogen Birch**, Citizens Advice
 • **Emma Carragher**, Home Office • **Andy Curtis**, Paul Hamlyn Foundation
 • **Jess Harris**, Kings College London • **Fiona Hutchison**, Historic Environment
 Scotland • **Genna Kik**, IFF Research • **Patten Smith**, Ipsos MORI • **Tim Vizard**,
 ONS • **Martina Vojtkova**, NatGen Social Research • **Paul Webb**, Praxis Care

The Social Research Association (SRA)

Email: admin@the-sra.org.uk

www.the-sra.org.uk