MARCH:2025

SOCIAL RESEARCH ASSOCIATION

research matters

Independent futures: why micro social researchers need a collective voice

By Rowena Hay, research director, Shortwork and Fran Harkness, director, Kohlrabi Ltd

A shifting social research landscape

The landscape of social research is shifting. More researchers are breaking away from institutions and setting up as freelancers or micro consultancies. The SRA and the UK Evaluation Society include a sizeable number of independent researchers within their membership. The National Coalition of Independent Scholars convenes a UK Forum for Independent Research Endeavours, and has recently published a free downloadable guide for independent scholars. Courses are also available for academics seeking work outside the university sector.

According to research by Kara and Baines (2023) some leap toward independence for autonomy, purpose and impact, while others find themselves pushed by precarity, discrimination, restructuring or frustration with bureaucracy. Many are motivated by the need to lead a flexible life so they can fulfil caring roles. This is a trend in the wider freelancer sector, as evidenced by the emergence of support groups like Doing It For The Kids. At a national level, there is a growing proportion of working mothers operating in freelance roles, representing 13% of all solo self-employed people in 2022, with 50% working in the top three highest skilled occupations.

So why do we want to talk about this movement? Independent social researchers bring substantial value to the field, while experiencing real risks/challenges which have equity implications and require monitoring and support.

Value, risks and challenges

Independent social researchers bring deep expertise, flexibility and passion. Unlike large firms where junior staff often handle project work, independent researchers bring years of expertise, providing clients with direct access to senior specialists. For many, research is not just a job. They are values driven, pushing for more ethical, inclusive and impactful work. Despite these strengths, they often face barriers to funding, credibility gaps and financial precarity. Many commissioners default to institutional researchers, leaving skilled independents locked out of major opportunities.

Independents are rarely eligible for public funding to support their research (Kara and Baines 2023). Without employment benefits, they also navigate mental health challenges, burnout and uncertainty in their careers.

Independent social research, by its nature, tends to be fragmented. This results in a lack of solidarity among researchers, leaving individuals feeling isolated and disconnected. Rather than attributing the challenges faced to broader structural issues, independent researchers often perceive these difficulties as personal shortcomings.

Our story: building connections in a fragmented field

We met at Helen Kara's Creative Research Methods Conference in Manchester 18 months ago, and connected through our shared experience as directors of small research consultancies. In our discussions, we found that the support we needed was not in delivering project work for our clients, but in running our businesses. We are highly trained and experienced in delivering quality research, but when it comes to business planning, marketing, costing properly and demonstrating our value, we felt less confident and lacked capacity to invest time in these areas. Having a sounding board in each other, providing advice or just a listening ear, was hugely valuable. We wondered if others would benefit from this support, and put out a call for like-minded professionals to connect and create a space for mutual learning. Thus, the Mighty Mini Research Collective was born.

The Mighty Mini Research Collective

Our collective has evolved into a thriving community of 50 members, providing advocacy, peer support and professional development opportunities to empower freelancers and micro-firms.

Our early progress demonstrates the collective's potential, with members forming new collaborations and bridging knowledge gaps in managing successful research businesses. We aim to continue championing the rights of independent researchers and promoting a more equitable research landscape by focusing on:

- advocating for recognition and fair pay in the research ecosystem
- supporting career and business development
- creating a peer network to combat isolation and share opportunities
- championing wellbeing, because sustainable careers require balance, not burnout

Join us

If you're a small social research consultancy, freelancer or just interested in finding out more we invite you to join us. Drop us an email, or get in touch via our Linkedin Group to continue this conversation.

See page 11 where Anna Marcinkiewicz, freelance research and evaluation consultant, describes her experience as a social researcher and freelancer.

What do you think of Research Matters?

Research Matters **is for anyone interested in social research, whether working as a social researcher, using social research or just wanting to learn more about it.**

The editorial team is keen to hear from readers what you think about the magazine. Are there any industry sectors, methods, or disciplines you would like to see included more often? Or other features or series you would like to suggest? Or would you like to write a regular column on an industry hot topic? Please email admin@the-sra.org.uk with any ideas. You do not necessarily need to contribute to any future features but are more than welcome to do so if you would like!

Embracing change and driving discovery

Ed Dunn, SRA chair, writes about his sense of optimism and possibility.

Welcome to this quarter's Research Matters.

As the days grow longer and those first signs of spring emerge, I always feel a sense of optimism and possibility. After the stillness of winter, and in particular the grey gloom of January, spring offers a sense of momentum and an invitation to look ahead with fresh energy. Therefore, I'm delighted that at our recent AGM the membership ratified the appointment of our five new trustees. You can find out who they are and more about them in this edition. I'm really looking forward to working with them over the coming months and years alongside the trustees remaining. The AGM also voted through a few small but significant changes to our articles of association that emerged from a recent review of our charity governance. We have worked hard to strengthen our governance over the last year and to ensure that, as a charity with significant income and a strong financial position, our governance reflects best practice. We also agreed the following revised and expanded aims and objectives:

> The SRA is an educational charity, committed to driving excellence in the conduct, development and application of social research to deliver lasting benefits to the social research profession and the wider public good.
>
> Our expanded objectives are to:
>
> - grow and connect an inclusive and diverse community of social researchers, fostering collaboration and knowledge sharing
> - expand and broaden the pathways into and within the social research profession
> - advance knowledge and professional practice in the field
> - support innovation in social research
> - be outwardly focused, representing and promoting the interests of social research to external stakeholders

I'm pleased to say this latest edition of Research Matters embraces our refined objectives perfectly. As ever, we provide a space where knowledge sharing intersects with thoughtful, personal perspectives, thus ensuring our conversations remain both rigorous and relevant and that we build a sense of community by hearing from the diversity of voices that make up our collective work.

Rowena Hay and Fran Harkness provide us with a vitally important viewpoint from the perspective of the ever-increasing number of independent and freelance social researchers. I hope we will be able to further support and connect that network with the investment we have agreed to make in a new digital community platform – more to come on that in another edition. A former colleague of mine at the Office for National Statistics, Nick Palmer, provides us with a fascinating and inspiring insight into the challenges of a census in Rwanda where the tools and resources many of us take for granted are often not available. Fostering knowledge sharing and collaboration, Rachel Ormston provides us with an overview of a review she and Peter Lynn undertook of the current mixed-mode survey landscape on behalf of the Scottish Government. Anyone who attended the Scottish-focused Survey Futures conference in Edinburgh in December will know what a welcome piece of work it was. Alice Farrell, a government social researcher, gives her perspectives on the opportunities for enhanced cross-collaboration between social researchers and behavioural scientists. I saw, first hand, the benefits of this crossover when I was involved in leading the Government Social Research (GSR) response to the Covid-19 crisis. In my own agency, Verian, we have a firmly established behavioural specialist centre with social researchers and behavioural scientists absolutely working hand-in-hand. So, Alice's call is a very welcome one.

The SRA will always champion, promote and strive for the most equal, diverse and inclusive profession possible. At this time, with certain events on the international stage, it has never been more important. We welcome, therefore, the contributions of Nathan Hudson and Trinh Tu in this edition. Nathan describes an anti-racist and trauma-informed approach to qualitative research while Trinh Tu brings an inspiring personal perspective on diversity and inclusion in social research. I must say, having been to Es Devlin's 'Congregation' exhibition myself, I am both envious of Trinh's involvement but also proud of the links between social research and such a powerful piece of artwork.

Finally, please take note of all the details about our 2025 annual conference on Wednesday 9 July. Our theme is embracing change and driving discovery. It promises to be a wonderful day.

New trustees for the SRA

Welcome to our new trustees, elected to the board at our AGM in February.

Joy Dobbs

Recently retired, I have had a long career in social research and statistics. I worked for more than 30 years at the Office for National Statistics, initially specialising in social survey research and then leading four different divisions, varying from large-scale statistical operations (social surveys, 2001 Census) to in-depth analysis and reporting (social and health analysis; population statistics). In 2008 I was seconded to the National Council for Voluntary Organisations (NCVO) as lead researcher on a project measuring public service outcomes. This led to a second career as an NCVO associate and self-employed consultant working mainly for the charitable sector. Outside social research, I have been a trustee with infrastructure charities in my local area since 2009. I hope to use the combination of my social research and trustee skills and experience to help the SRA to promote the practice and use of social research.

CJ Marshall

CJ has worked in a range of communications, PR and public affairs roles in think tanks and charities across the health and social care sectors.

His academic background is in law and international law, and he is now in the latter stages of completing his doctorate in policing, crime and security. Primarily a qualitative researcher and part of the Met's Research and Evidence-based Policing Group, CJ provides insight to colleagues for innovative projects and collaborations with universities and academic institutes. CJ is also a fellow of the Police Foundation, the UK's only policing think tank and a research affiliate at the University of Leeds ESRC Vulnerability & Policing Futures Research Centre. Having been a special constable within the Metropolitan Special Constabulary for 13 years, CJ is now part of the chief officer group as special assistant chief officer with portfolio responsibility for specialisms and pan-London operations. Previously, CJ ran the office of a crossbench peer and was an independent panel member of the Thames Valley Police and Crime Panel, holding the police and crime commissioner and deputy to account.

CJ is a trustee and vice-chair of two other charities, CharityComms and the Association of Special Constabulary Officers.

India Thompson

India has a diverse background spanning frontline support, programme development and social research supporting children, young people and vulnerable adults. In her previous role at the NSPCC, she supported the design and implementation of several community-based programmes, focusing on trauma-informed approaches, youth participation and online safety. Currently, India is a senior research assistant at the Centre for Evidence and Implementation (CEI), where she works across multiple sectors, including children's services, integrated care, mental health and education. She leads stakeholder engagement, participant recruitment, and data collection and analysis, contributing to a range of evaluation and implementation projects aimed at driving evidence-based social change.

Laura Wilson

I am an expert qualitative researcher with over 17 years' industry experience in social research. I joined the Office for National Statistics in 2008, where I began my career in research, and I have remained there ever since. My roles have included designing and developing official government surveys across multiple modes and, more recently, leading good practice for research and data collection in the UK Government Data Quality Hub.

I am passionate about ensuring data are collected accurately at source and for bringing respondent needs to the forefront of survey design. In 2022 I co-authored 'Respondent centred surveys: Stop, listen and then design' which combines social research and user experience design methods to design surveys. I am also a certified user experience expert by Nielsen Norman Group (NN/g).

Privately, alongside my job at the Office for National Statistics, I am a consultant to other organisations on how to design respondent-centred surveys and co-lead a training course on respondent-centred design methodology.

I am committed to the SRA's mission of promoting and supporting high-quality social research and building capability. I believe that the SRA plays a vital role in ensuring that social research is relevant, rigorous and impactful. I am eager to contribute to the SRA's efforts to advance the field of social research.

Victoria Harkness

I have been working in social research for over 20 years, both client and agency side. I am currently senior director at Basis Social, a boutique agency operating at the intersection of engagement, insight and social action. I am a mixed methodologist, working regularly with councils, charities, arm's length bodies, regulators and central government clients. I am passionate about inclusive research design and storytelling through data. Before joining Basis Social, I was the head of research and evaluation at the National Citizen Service Trust, and research director at Ipsos MORI (ultimately as head of its Policy, Services and Regulation Unit) and Thinks. I spent my early career working in policy and research roles in London local government. I am a certified member of the MRS, MRS mentor, and a graduate of the University of Newcastle-upon-Tyne. I've been a long-time supporter, and beneficiary, of the SRA and am delighted to be able to support its work as a trustee.

Kirstie Hewlett

(honorary treasurer re-elected)

I am a research fellow at the Policy Institute, King's College London, where I work across a wide range of social policy areas, with interests in in equalities, social division and equality of opportunity, and the role of values, emotion, trust and identity in policymaking. I typically work on mixed methods studies, bringing specific expertise in survey design, qualitative research methods and deliberative approaches. I am delighted to be working to support the SRA as treasurer and trustee. I bring previous experience as treasurer for the Society for Music Analysis and a commitment to diversifying pathways into social research and improving opportunities for early career researchers.

SRACONFERENCE2025
Embracing change, driving discovery

SRA conference 2025:
Embracing change, driving discovery

WEDNESDAY 9 JULY Royal College of Physicians, London NW1 #SRACONF25

Registration is now open for this in-person event, with exclusive early bird rates available until **5pm on 31 March**.

The SRA annual conference is the only forum in the UK for bringing together social researchers from all sectors and disciplines to share knowledge and ideas, to debate our most pressing professional issues, and, of course, to meet and talk.

Featuring:

- keynote speakers
- presentations from peer researchers sharing their recent research findings
- masterclasses, research software demos and networking opportunities

Delegate rates including early bird prices up to 5pm on 31 March:

SRA members: £72 – £150

Non-members: £184.50 – £205

More information and registration

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Social surveys overseas: expect the unexpected

By Nicholas Palmer, international development statistician, Office for National Statistics

The International Development Team at the Office for National Statistics (ONS) has several capacity-building partnerships with its professional counterparts across Africa. These are funded by UK Official Development Assistance, or the overseas aid budget, administered by the Foreign, Commonwealth and Development Office. One of the partnerships is with the National Institute of Statistics of Rwanda, which monitors 13 million people in a country the size of Wales. Instigated in 2018, the partnership has included a range of developments for which the ONS has provided specialist technical assistance. These have included the design and implementation of a post-enumeration survey (PES) following the Rwandan Census of Population in 2022, its first census collected by enumerators using smartphones. A PES helps to assess the quality of the returned census data and to identify and adjust for any undercount, if needed. A form of PES for the England and Wales Census of 2021 was carried out eight weeks after the census date, called the 'Census Coverage Survey'.

Rwanda's PES revealed some special characteristics of the data which made things a bit more difficult than originally envisaged by the ONS methodologists. There were also some assumptions among the local practitioners which came as a surprise to those of a UK background. Some of these Rwandan idiosyncrasies are outlined in this article.

Initially, there were challenges associated with matching census respondents to the PES sample which the ONS advisers had been expecting, such as:

- addresses do not usually exist in Rwanda, especially in rural areas
- phonetic matching algorithms such as Soundex are designed primarily for Anglo-Saxon names, not Kinyarwanda (the national language of Rwanda)
- the level of any overcount in the census caused by duplicate responses was unknown
- a lack of experience among the PES enumerators

Soundex (a coding system for indexing surnames based on their phonetic spellings) was affected by the 'L' in Kinyarwanda being used interchangeably with 'R', which has the same sound when spoken. Therefore, enumerators could end up writing either an 'R' or an 'L'. For example, the name 'Lucie' could easily be confused with 'Ruth'. Also, there are many combinations of letters, such as 'BW' and 'BG', which sound the same and can also hinder the effectiveness of Soundex.

There were other challenges that had not been anticipated by the ONS team:

- limited access to the data for the ONS and local analysts due to inefficient management of data and IT systems, leading to unexpected delays in the project
- a general belief that electronic data would not contain errors
- errors in people's names and the fact that nearly every Rwandan name is common, making the matching more difficult than what the ONS team was accustomed to
- month and day of birth were generally not well recorded, which could reduce the quality of the estimation which required breakdowns by age groups

The pioneering use of smartphones for the census data collection seemed to have had instilled, at first, a false sense of security regarding data quality. The enumerators' training had espoused the benefits of electronic data capture over paper questionnaire completion, possibly to the point that such digital methods were believed to be infallible. Consequently, the validation of the collected census data may have been subject to a degree of complacency at first. Additional quality assurance was needed before the final census results and the PES.

Another requirement for a successful PES is for addresses to have had a unique property reference number for the census. This relied on writing the number clearly and visibly on the property, and it still being there for the PES enumerator to record. This worked reasonably well in Rwanda, with 87% of PES returns containing the unique property reference number. Previously though, ONS had supported a PES in Ghana that had been less successful in this respect. The Ghanaian listers used chalk for marking the properties and many of the numbers were washed away in the post-census rain. In Zimbabwe there was a sub-optimally long period of four months between the census and the PES, and many of the stickers used for the property numbers were no longer legible at the time of the PES.

To summarise, perhaps the main message here is that, when designing surveys for social research in different countries or environments, one should expect the unexpected and not take anything for granted. Indeed, the very subjects of the research may have non-typical characteristics which need to be accounted for in the actual survey design or the estimation.

Trade-offs and transitions: mixed mode surveys

By Rachel Ormston, research director, Ipsos

In an era of intense budget scrutiny and declining response rates, traditional face-to-face surveys have come under increasing pressure. Survey researchers have increasingly looked to mixed mode surveys as a potential alternative to help them continue to deliver high-quality, large-scale probability-based surveys.

Ipsos and Professor Peter Lynn were tasked by the Scottish Government with pulling together detailed evidence on the pitfalls, potential mitigations and trade-offs that need to be considered when thinking about changing or mixing modes. The study was commissioned to inform the Scottish Government's long-term survey strategy and had a particular focus on the implications for its three flagship social surveys, the Scottish Household Survey, Scottish Health Survey and Scottish Crime and Justice Survey, all of which have been conducted primarily face-to-face since their inception.

The research combined interviews with Scottish Government stakeholders, methodologists and experts; a literature review; case studies of various UK and international surveys; and a workshop to reflect on the findings. The full report, available on the Scottish Government website, runs to 200+ pages, reflecting the range and complexity of issues that arise when moving a longstanding survey from one mode to another mode or modes.

Summarising a 200-page report is inevitably a tall order. But one key message runs through it: there is no simple formula for deciding whether or how to transition to a mixed mode design – there are always trade-offs, and some are more difficult to mitigate than others. Below are four issues that require particularly careful consideration when weighing future options.

1 Understanding the impact of changing or mixing modes on nonresponse bias

Various options are available to mitigate nonresponse bias, but none are a golden bullet. There are practical and financial limits to tailoring contact strategies or using incentives, while weighting can reduce but cannot eliminate bias. No mode is immune from nonresponse bias, and the specific biases of each mode need to be factored in when weighing alternative designs.

2 Response rates and nonresponse bias

There is some emerging evidence that it is possible to achieve higher response rates with push-to-web surveys with a strong reminder and incentivisation strategy. However, at this point in time, it remains the case that face-to-face tends to have the highest response rate. Response rates have long been used as a shorthand for survey quality and the likelihood of nonresponse bias. However, the association between response rates and nonresponse bias is fairly weak. Yet the problem of what replaces response rates as a measure of quality remains. While alternative options exist, these were viewed as difficult to explain and less accessible to non-technical survey stakeholders.

3 Question (re)design

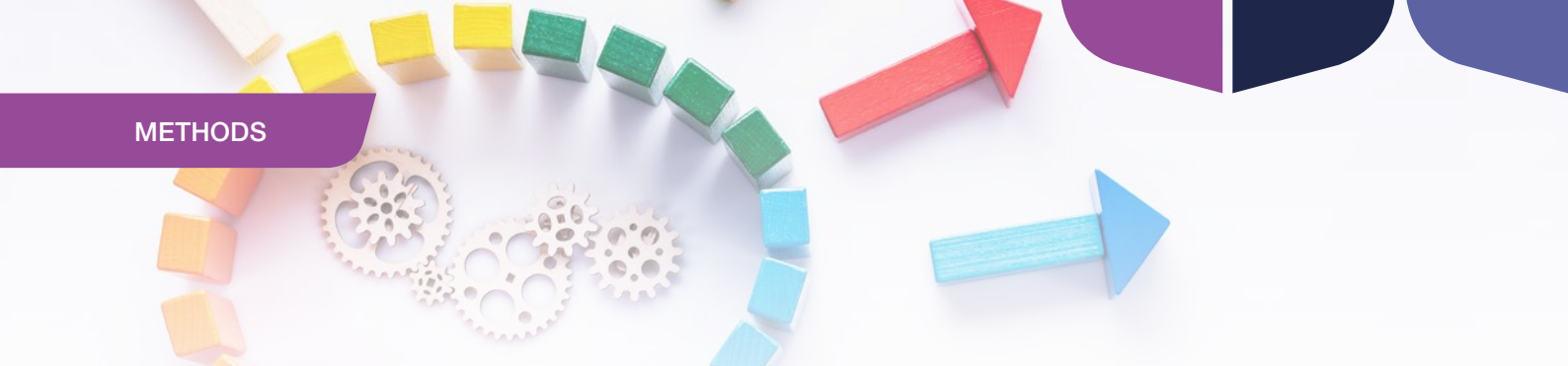
Experts with experience of transitioning surveys strongly emphasised the importance of investing in question design and testing: you cannot assume that what works in one mode will work in the same way in another. As mode effects operate at the question level, not the whole-survey level, this may be a very large undertaking. Moreover, testing can highlight previously unknown issues with existing questions, requiring delicate conversations with stakeholders.

4 Breaking the time series

Perhaps the most significant trade-off of all for longstanding surveys is that changing mode may mean accepting a break in the time series. While parallel runs can help you understand the potential impact of changing mode, if there is a difference, there may be no practical way of avoiding an effective break. Attempts to calibrate estimates between old and new designs were generally viewed as impractically complex and expensive, and as involving some potentially questionable assumptions.

Where to start?

Given the difficult trade-offs involved, you may be wondering how commissioners even make a start on weighing them up. Experts who had been involved in transitioning surveys emphasised the critical importance of engaging stakeholders as much as possible, from as early as possible, as transparently as possible. While the decision may never be an easy one, it can at least be a shared one, taken on as informed a basis as possible.



Behavioural science and social research in government

By Alice Farrell, principal social researcher, social and behavioural energy research, Department of Energy Security and Net Zero

I work as a behavioural scientist within a wider team of social researchers at the Department of Energy Security and Net Zero (DESNZ). Our team's research feeds into big policy questions:

- How can we support the public to make green choices?
- How can we maximise take-up of government grants to decarbonise homes?
- How can we ensure compliance with energy efficiency standards?

Answering these questions requires us to understand the contexts and perspectives of a range of actors using traditional social research methods. But to achieve the DESNZ policy goals, we must go several steps further: what are the psychological mechanisms that affect whether people engage in green behaviours? What moves people from the belief that they should engage in environmentally friendly behaviours to actually doing them?

Behavioural science helps to bridge this gap by bringing a rich theoretical and empirical evidence base which tells us why people behave the way they do in different contexts, and what the barriers and drivers to behaviour change are. Behavioural science can be applied to social research data, first as a theoretical lens to better understand and explain social research data, and then as a resource of empirically tested intervention ideas to generate evidence-informed policy solutions.

Let's take increasing household solar panel take-up as a hypothetical policy challenge. Findings from social research tell us that people are deterred from buying solar panels by their high upfront cost even though they stand to make a net financial gain via longer-term bill savings. This is true even for wealthy people who have the funds available to afford the initial outlay.

> Behavioural science is a valuable tool for social researchers. But it's important to recognise that behavioural scientists benefit hugely from social research methods too

Applying insights from the behavioural sciences helps us to understand why this is: humans are present-biased, so a short-term financial loss (upfront cost of solar panels) feels more pressing than the longer-term financial gain (energy bill savings).[1] Once we have diagnosed present bias as a contributing factor stopping people from buying solar panels, we can apply insights from the behavioural science literature that have previously been shown as effective in overcoming present bias. For example, we could consider spreading the upfront cost over a longer time period so that it doesn't feel as off-putting to consumers, and so that benefits (energy bill savings) can be felt in tandem with payments.

Behavioural science is a valuable tool for social researchers. But it's important to recognise that behavioural scientists benefit hugely from social research methods too. While it's possible to develop a behavioural science solution to a new problem using existing theories and evidence, it is vital that behavioural scientists evaluate whether and how their intervention has worked in its new context, as effects are likely to vary across settings and populations in complex and unexpected ways. A recent analysis of challenges facing behavioural science and how to address them highlighted the importance of using sophisticated social research methods when evaluating behavioural interventions.[2] Primary social research can also be helpful as an input to developing a behavioural science solution so that our understanding is as relevant as possible.

In my time at DESNZ, I have observed the benefits of collaboration between behavioural scientists and social researchers. Over the years, the line has begun to blur in exciting and generative ways: we have collaborated to apply behavioural science frameworks and ideas to previous social research findings, generating new insights on key policy challenges. Looking to the future, I'm sure such collaboration will continue to provide new insights and synergies.

[1] Shane, F., Loewenstein, G. and O'Donoghue, T. (2002). 'Time discounting and time preference: A critical review'. *Journal of Economic Literature*, 40(2): 351-401.

[2] Hallsworth, M. (2023) 'A manifesto for applying behavioural science'. *Nature Human Behaviour*, 7(3), 310-322.

Anti-racist practice in qualitative research

By Nathan Hudson, head of social equity, National Centre for Social Research (NatCen)

Racism is deeply ingrained in British society, influencing the access, participation and outcomes for racially minoritised groups across all areas of social policy. The social research sector, therefore, has a fundamental responsibility to investigate and understand the nature and impacts of racism. This includes not only fostering meaningful participation and engagement among racially minoritised communities, but also actively addressing the systemic inequalities and power imbalances that exist within social research itself.

Anti-racist approaches to social research

An anti-racist approach to social research goes beyond merely acknowledging racism. It actively challenges racism at every stage of the research process, ensuring participants are engaged in ways that empower them while centring their voices and experiences.

There is no universal approach to applying anti-racist principles in practice. Rather, effective anti-racist research requires continuous reflection, shaped by the unique circumstances of the study, its research questions, researchers and participants. This article spotlights the application of anti-racist principles in one study, showcasing both its opportunities and impact.

Ethnic disparities in apprenticeships

Existing research highlights several barriers that young people face in accessing and completing apprenticeships. Much of this research is, however, limited, often homogenising the experiences of marginalised and minoritised groups, particularly those from racially minoritised backgrounds. To address this gap, Youth Futures Foundation commissioned NatCen to explore ethnic disparities in apprenticeship participation. This involved qualitative research with Black, Pakistani and Bangladeshi young people who had recently undertaken apprenticeships, along with employers and training providers, focusing on sectors and regions where data highlight significant disparities.

Applying anti-racist principles in practice

A fundamental aspect of applying anti-racist principles in research is trauma-informed practice. Trauma-informed practice ensures that participants feel safe and respected, by acknowledging past experiences of harm and minimising risk of re-traumatisation. This approach was especially critical as our fieldwork coincided with the far-right, anti-immigration riots of summer 2024, which saw racially motivated and Islamophobic attacks in our research regions.

Key features of our anti-racist, trauma-informed approach included:

- Grounding informed consent in a recruitment approach that explicitly acknowledged that participation would likely include exploration of racism. This included prefacing recruitment and encounters with employers and training providers with sector- and region-specific evidence of ethnic disparities in apprenticeships. By doing so, we aimed to pre-empt and mitigate the common tendency to attribute ethnic disparities to deficits within marginalised communities or individuals, rather than systemic discrimination.
- Providing flexibility so participants could engage in ways that felt most comfortable – whether through focus groups, paired discussions or one-on-one interviews.
- Matched moderation based on ethnicity, to help foster trust and encourage open dialogue. Applying this approach, however, depends on diverse research teams and supportive environments that prevent undue burden or a sense of obligation on racially minoritised colleagues.
- Inclusive recruitment strategies, leveraging multiple trusted gatekeepers and diverse channels. This included general population and specialist recruitment agencies, as well as community-based approaches through voluntary sector organisations and participant snowballing.
- An approach to moderation and analysis that identified both shared and unique experiences across different minority ethnic groups, to ensure nuanced experiences of racism were not oversimplified or erased.

More work to do

The practice signposted in this article demonstrates only a limited application on an anti-racist research design within the constraints of a small-scale, qualitative study. Future research would benefit from participatory methods, involving racially minoritised peer researchers in co-designing and co-delivering the study. A larger-scale approach should also incorporate a stronger focus on intersectionality, examining how factors such as gender, social class and religion intersect with racism to shape apprenticeship experiences. Our commitment to an anti-racist approach will also extend to dissemination, as we work to ensure that our findings and recommendations not only reach those in positions of power, but also foster ongoing, action-oriented dialogue with communities themselves.

Diversity and inclusion in social research: a personal perspective

By Trinh Tu, Ipsos (managing director, public affairs) and UK for UNHCR (vice-chair of trustees)

Every story has a beginning, and mine starts in Vietnam. I share these personal experiences to help shed light on why I place such importance on diversity and inclusion in social research.

As a child, I fled rising tensions in Vietnam with my family. Our journey was fraught with dangers: we travelled in cramped boats, survived a shipwreck on a remote island, and spent time in a refugee camp. Arriving in the UK presented new challenges: learning to speak English, adapting to new cultures and customs, fitting in at school as the only child who looked like me, and navigating occasional racism and stereotypes.

Yet, in the face of these challenges, I am proud of the resilience we showed and cherish the kindness we encountered – from the islanders who helped rebuild our boat when we were stranded, to the teacher who patiently taught us English, and the local family who supported our integration.

These experiences have profoundly shaped my perspective and fuelled my passion for social research.

In my role as managing director of public affairs at Ipsos and vice chair of trustees for UK for UNHCR, the UN Refugee Agency's national charity partner in the UK, I see firsthand how research can empower marginalised communities. Our profession enables us to understand societal complexities, challenge misinformation and provide evidence-based insights. This role is particularly important today, amidst a global displacement crisis and a heightened, often polarised focus on refugees. Recent research conducted by Ipsos in partnership with UNHCR reveals a tension: while around three in four British people support the Refugee Convention's principle of offering refuge to those fleeing conflict, negative attitudes towards refugees are rising in some parts of society. This underscores the need for research that is balanced, capturing the full spectrum of public opinion.

How we conduct research among refugees is important though. It's vital we use accessible and respectful language to build trust and encourage participation. Building a safe space for those who may fear persecution, and effectively reaching out to diverse groups through sensitive and tailor-made strategies, are equally critical.

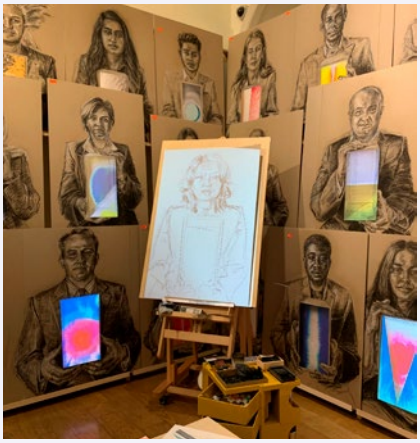
I was privileged to co-author Es Devlin's 'Congregation', a powerful project featuring 50 refugees living in London. This experience underscored the immense value of incorporating lived experience directly into research, giving voice to those often unheard.

However, our role as social researchers extends beyond the research we conduct: it encompasses our actions as businesses. As a sector, it's important we take action to ensure our workforce reflects the society we represent. Providing employment opportunities allows refugees to bring valuable skills and perspectives to our work, while also helping them to integrate, contribute and rebuild their lives.

I am proud to be part of an organisation like Ipsos, which, following our previous success in recruiting over 100 refugees globally in collaboration with the Tent Partnership for Refugees, has made a commitment to recruit another 100 refugees by 2026.

In the UK, our longstanding partnership with the charity Breaking Barriers has enabled us to provide employment and work experience placements to refugees. We use skills-based hiring to level the playing field, allowing refugees to showcase their talents. This, in turn, paves the way for a more diverse workforce with much to contribute.

Ultimately, inclusivity extends beyond the refugee experience: it includes all minority groups. By embracing a variety of perspectives, using inclusive methodologies, and promoting representation within the research sector, we use our skills to amplify voices that are often unheard and to drive positive change. The world needs researchers who not only analyse data but who also advocate for the rights of and respect for all individuals.



Career journeys

Andrew Phelps, commissioning editor for Research Matters, interviews Anna Marcinkiewicz, freelance research and evaluation consultant, about her experience as a social researcher and her thoughts on freelancing.

Q. Can you tell us a bit about what you do? When did you start in research and what kind of research do you do now?

I'm a research and evaluation consultant with more than a decade of experience in applied social policy research. Since going freelance two years ago, I've worked with my clients on projects covering a wide range of topics, from safeguarding children to the impacts of the cost-of-living crisis to evaluating large-scale decarbonisation transport projects.

I'm flexible about the kinds of projects I take on thanks to the many years I spent at the National Centre for Social Research (NatCen), which allowed me to develop expertise across a spectrum of research methods. I first joined as a graduate trainee and, over time, worked my way up to become a research director. Among the highlights of my time at NatCen, I worked alongside Sir John Curtice on the Scottish Social Attitudes survey and later helped develop NatCen's first online deliberative poll during the Covid-19 pandemic, bringing together over 200 participants to discuss the future of the UK after the EU referendum.

Q. Why did you decide to move into freelancing?

Like so many other new parents, my pregnancy made me rethink how to balance my career while also raising a family. Though it didn't happen immediately after my daughter was born, it became clear that becoming a freelancer would create more flexibility to balance work and family priorities.

My partner has been self-employed his entire career and he also encouraged me to take the leap. His confidence and success in working independently gave me the confidence to go for it myself.

Q. What have been some of the benefits?

One of the clearest advantages is the control and freedom freelance work provides. I decide when to take on a new project (and the projects I'm most interested in), take a break or work from a different location.

I've also had the opportunity to continue working with researchers with whom I've built relationships over the years while also forming rewarding new connections. As each organisation I've worked with has its own way of operating, experiencing different approaches to research and evaluation has been invaluable.

A surprising result, however, has been that I've rediscovered my love for research. While I enjoyed the managerial aspects of my previous role, it's unexpectedly refreshing to spend most of my time now directly engaged in hands-on research work that I absolutely love doing. I've been able to refresh and refine skills developed over the past decade and expand my expertise in areas I was less exposed to before, such as trauma-informed approaches and various methods of conducting theory-based evaluation.

Q. What have been some of the challenges?

Well, there is a flipside. While the flexibility is fantastic, it takes time to learn how to set boundaries and not feel the pressure to always be available for work. Managing multiple projects can also be demanding, especially when timelines shift unexpectedly.

Another challenge is the added pressure of maintaining consistently high-quality work. Unlike in an organisational setting, where repeat business is often built into client relationships, as a freelancer, if a project doesn't go well, you may not get contacted again. Delivering consistent high standards every time is crucial.

Q. What practical advice would you give to someone looking to move into freelancing from another part of the social research world?

Plan ahead. Consider the types of freelance services you'd like to offer. Identify your existing network and regularly refresh a list of the new clients you'd like to approach.

Talk to others who've made the move. Hearing about their experiences was incredibly helpful, not just for managing workload but also for handling practical matters. For example, I didn't have previous experience with finances (especially taxes), insurance and pricing.

Finally, one of the best bits of advice I received from a colleague was: 'be patient'. It can take time to hear back from potential clients or find the right opportunities. But persistence pays off.

Social research degree apprenticeship: an apprentice's perspective

By Sara Kasmi, social research degree apprentice, The Health Foundation

Apprentices in social research are highly motivated individuals with an ambition to pursue an unconventional route to a career in the research field. The social research degree apprenticeship (SRDA) offers individuals a unique pathway into a sector which is typically dominated by highly experienced and academically qualified professionals. The SRDA bridges the gap between academic learning and practical research skills by offering me unique opportunities including engaging with experienced social researchers and external stakeholders, and working on several diverse research projects at multiple stages. While university provides a strong theoretical foundation, this apprenticeship will help me to build a professional research portfolio, meanwhile also establishing valuable industry connections.

I would give this advice to managers taking on social research apprentices.

1 Give apprentices an effective introduction to the team and organisation

I found that having introductory calls with members of my team helped tremendously with settling into the organisation. I gained a firm understanding of the team's workflow, goals and culture through these. Having regular catchups with my manager during my first few weeks helped with clearly outlining key practices and processes within the team, an insight into ongoing projects and developing my short- and long-term goals. I would recommend that research apprentices have sufficient background knowledge of their organisation's key aims and mission. For example, on joining the Health Foundation, I attended a 'health and care explained' session which covered the basics of health and social care and additional topics including public health funding. I was able to grasp how my organisation's work/focus coincides with broader current health priorities.

2 Provide opportunities for practical experience and professional development

The SRDA is helping me to develop skills including teamwork and enhanced communication. A major aspect of the apprenticeship is to apply academic knowledge to work-based tasks and projects. For example, I have been given numerous opportunities for practical experience including quality assurance checks, scoping for research projects and an invitation to my first national conference in June 2025, which will expose me to multiple players in the field of social research. There are many additional opportunities for professional growth for apprentices which could involve attending workshops, training sessions related to social research or shadowing. For project management, I've learned how to manage deadlines and prioritise tasks: crucial skills when balancing multiple aspects of a research project in the future. The team-based nature of social research means collaboration is crucial. This apprenticeship has already given me ample opportunity to refine how I work with others and to develop relationships with members of my team. These experiences broaden my knowledge and help me understand how my role fits into the wider research landscape.

3 Supply apprentices with regular mentorship and feedback

In the first few weeks of the apprenticeship, having regular feedback sessions enabled me to address any concerns I may have had, preventing minor issues from turning into bigger challenges. As a new starter, I found myself uncertain about many research terminologies and concepts. Consequently, mentorship offered me a supportive environment in which I could seek clarification and ask questions without fear of judgement. I would recommend that managers adopt a similar approach as regular positive reinforcement has greatly boosted my confidence and motivation to take on new challenges. Frequent mentorship also coincides with personal development as I'm made aware of where my strengths lie and where to focus efforts to develop new skills. Constructive feedback encourages me to reflect on my work, think critically about my approach and develop better problem-solving strategies for future tasks. It is enhancing my long-term learning and professional growth in the research sector.

Funding for research for and with young people: an overview

By Tina Haux, chief executive, SRA

Young people face new challenges, particularly 'education to work, digital lives and mental health'. According to the Nuffield Foundation, researchers and policymakers need to improve understanding of and support for these challenges. Therefore, young people will be the focus of its cross-cutting work.

This prompted me to find out about other funding streams available for research about and with young people. I asked on LinkedIn and got many responses – many thanks to everyone who contributed. Before noting main funders, some general points:

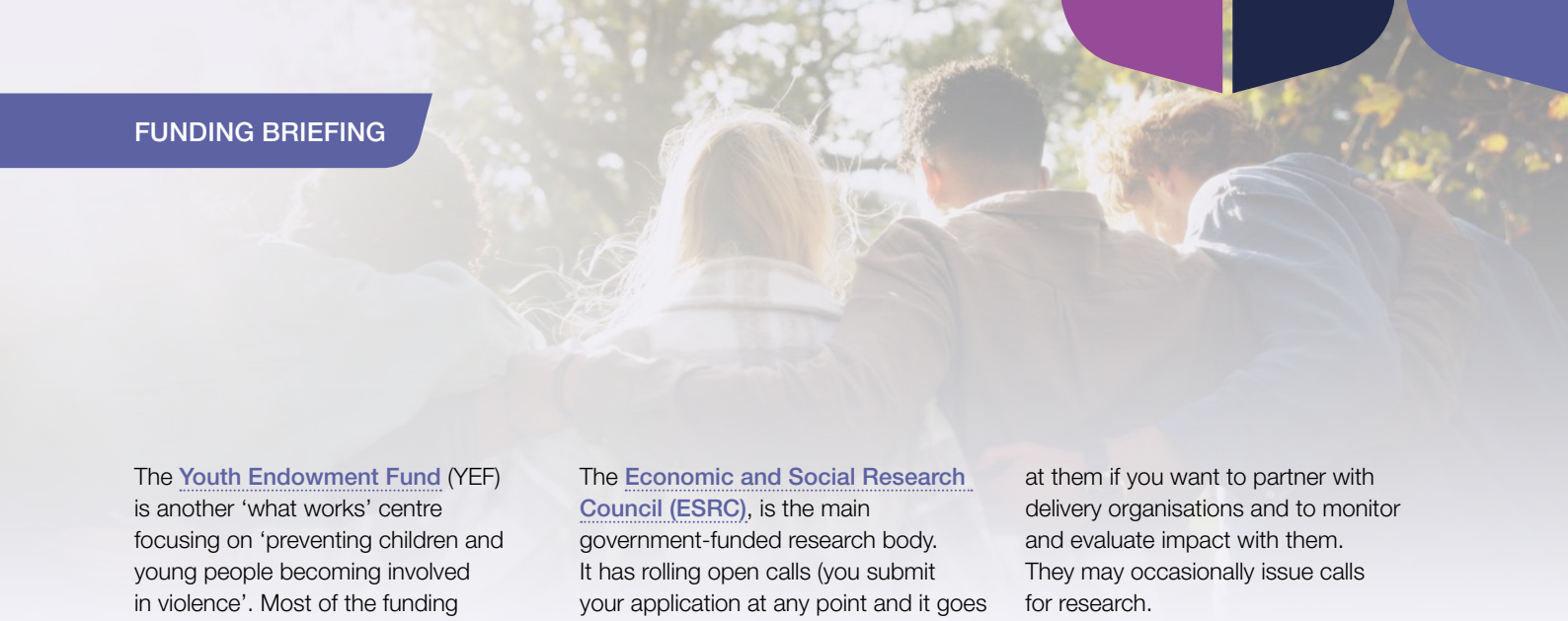
- Many funders fund research about/with young people if it is relevant to their portfolio. For example, British Academy and the ESRC have open calls. If you are considering a project about/with young people, there may be many potential funders, depending on the topic.
- A good way of finding out what an organisation will fund is to look at the projects it's already funded. So, I include links to this data below.
- Most research about young people needs to involve young people in some form. There is excellent guidance on how to do that. Consider partnering with organisations experienced in working with young people and that, perhaps, have their own young people's panel.
- If you think your topic fits with the aims and programme of a particular funder, send them an outline of your project (maximum two pages).
- Check what each funder means by 'young people' and ensure your definition fits, or that you explain any variation.
- Many funders are keen on influencing policy through dissemination and impact of research. So include how your research links to current policy debates and how you plan to ensure that individuals and organisations working in the field are aware of your findings.
- Sign up to newsletters of relevant organisations so you don't miss calls for proposals.
- Given current interest in young people, now is a good time to conduct systematic reviews, including of international literature.
- If your research is relevant to the work of a funder, send them your findings. It will enhance their knowledge and place you on their radar.

Research grant funding focused on young people

The Nuffield Foundation has the aforementioned cross-cutting programme 'Grown up? Journeys into adulthood'. This is based on concerns about young people who were the first to grow up using smartphones, saw their education disrupted by Covid-19 and who have a growing number of mental health issues. Traditional markers of adulthood such as finishing school or university, getting a job and leaving home are different for this generation.

This initiative builds on research with and about young people that has been conducted in three main funding streams for research: education, welfare and justice as part of the Research Development and Analysis Fund. This receives submissions twice a year. It is a two-stage process: outline stage then, if successful, full proposal stage. The next deadline is 1 April. The fund awards grants of up to £750,000 though most are less than £300,000.

The Youth Futures Foundation (YFF) is one of the 'what works' centres sponsored by the government. It focuses on young people (at risk of becoming) Not in Employment, Education or Training (NEET). Its mission is to 'narrow the employment gap by identifying what works and why, investing in evidence generation and innovation, and igniting a movement for change'. Its flagship programme, Connected Futures, funds local partnerships. Various grants are available depending on the stage of partnership development. The evaluation approach will differ according to the development stage and the partnership itself. A key element of the earlier stages is to support partners to be ready for full impact evaluation. Also key is involving young people in the research. The foundation also commissions evidence reviews.



The Youth Endowment Fund (YEF) is another 'what works' centre focusing on 'preventing children and young people becoming involved in violence'. Most of the funding goes on interventions. However, all interventions are evaluated. YEF also has a secondary data analysis call, currently focusing on the policies, practices, interventions and drivers that can reduce the involvement of children and young people in violence.

The charity Impetus aims to 'transform the lives of young people from disadvantaged backgrounds by ensuring they get the right support to succeed in school, in work and in life'. As well as providing unrestricted funding to other organisations working with young people, Impetus regularly commissions evidence reviews to support its policy work.

TASO (Transforming Access and Student Outcomes in Higher Education) is a 'hub for education professionals to access research, toolkits and evaluation guidance to eliminate equality gaps'. TASO issues regular invitations to tender for projects evaluating particular interventions or developing theories of change.

'All purpose' grant makers

Barrow Cadbury Trust has been 'focusing on social justice and equality issues for more than 100 years'. It welcomes funding applications under its three core themes: criminal justice, economic justice and migration. The funding includes service delivery and research. Existing projects are on its website.

The purpose of the British Academy 'is to deepen understanding of people, societies and cultures, enabling everyone to learn, progress and prosper'. It funds fellowships and research across humanities and social sciences as well as knowledge exchange, and innovation.

The Economic and Social Research Council (ESRC), is the main government-funded research body. It has rolling open calls (you submit your application at any point and it goes to the grant awarding panel meeting) for large grants and specific calls, for example, connecting with policymakers and future leader fellowships. One rolling call is focused on secondary data analysis (quant or qual) – worth looking at if you want time to analyse existing data. The ESRC publishes examples of past grants. Having an academic partner is usually necessary.

The National Lottery Community Fund raises money for good causes. It funds grants (accompanied by evaluations) such as people and places, strengthening communities, climate action and 'Forces in Mind', and dedicated streams for the regions and nations.

The Joseph Rowntree Foundation (JRF) aims to 'support and speed up the transition to a more equitable and just future, free from poverty, where people and planet can flourish'. JRF is focusing its funding on three themes: directional change, systemic change and infrastructure for change. JRF has traditionally funded work around housing and communities, and poverty. A current funding priority is insight infrastructure which 'aims to democratise access to high-quality data and evidence through open collaboration and innovation'. JRF has regular calls for funding and also commissions research directly. It is worth approaching it with an outline proposal if you think your research links with its priorities.

Funding for programmes/ charities working with young people

The following funders do not specifically fund research. They fund programmes and organisations supporting young people and others. It is worth looking at them if you want to partner with delivery organisations and to monitor and evaluate impact with them. They may occasionally issue calls for research.

BBC Children in Need 'believes that every child should have the chance to thrive and be the best they can be'. Together with partners, it funds over 1,500 charities for children and young people. Its grant-making strategy sets out the programmes it will fund and its current focus: mental health and wellbeing of children and young people, and young people and social action. It regularly commissions evaluations of its programmes.

NCS (National Citizen Service), whose mission is to 'inspire generations of citizens through shared experiences that develop character and bridge social divides', provides grants for organisations that offer experiences for young people (in person and online) that meet the above mission. See the 2023-2025 funding plans for more details.

The Oak Foundation aims to 'contribute a safer, fairer, and more sustainable world'. It funds organisations worldwide (see database) and, mostly, by invitation. However, there is the option of submitting a concept note (outline). The foundation also issues occasional calls for proposals. So, do check the website.

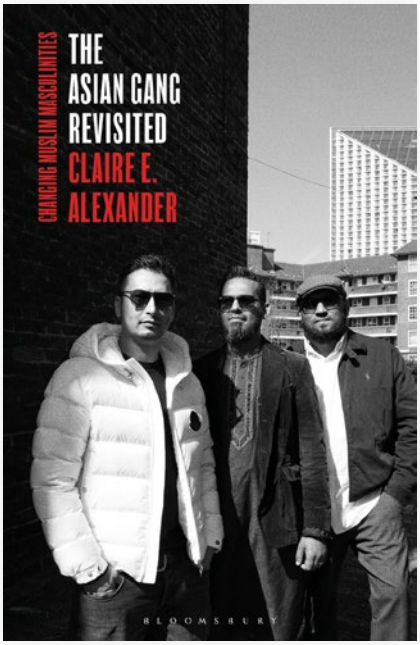
The Paul Hamlyn Foundation Youth Fund is open to organisations that work with young people. The Blagrave Trust, the Esmée Fairbairn Foundation, Lloyds Bank Foundation (in England and Wales) and the Bank of Scotland Foundation and Corra (in Scotland) fund organisations working with young people.

The Asian gang revisited

Claire E Alexander

BLOOMSBURY, 2024

Reviewed by Tina Haux, chief executive, SRA



Claire Alexander will be one of the keynote speakers at our annual conference this year, speaking about her book 'The Asian gang revisited: changing Muslim masculinities'. So, I thought I would get reading.

In 2000 Claire Alexander published a groundbreaking book 'The Asian Gang'[1] on 'the idea of "the gang", friendships, and the role of "brothers" in the formation, performance and negotiation of ethnic, religious and gendered identities'. The research was based on five years of ethnographic fieldwork with young South Asian men in south London exploring the creation of Asian Muslim identities within the wider context of moral panic about gangs.

She stayed in touch with many of the participants, attending their weddings and other important life events. At one such wedding, the idea came up to re-interview the original participants, which she did in 2012. The findings of those interviews are contained in this follow-up book. It also includes reflections on religion; the previous interviews; changes in the lives of participants and her own; the methodological approach and her role within it; and broader, contextual changes.

In this updated publication, we meet the participants in their early 40s. Not all the original participants are included. Some are in prison and some have lost contact. The chapter headings – 'leaving school', 'work', 'friends', 'love and marriage', 'religion' – indicate the breadth covered. Alexander explores transition points: making choices about college and work; moving out of or back into the parental home or the area; choice of partners. All this is interwoven with tradition, religion and place in the sibling order, and the contexts of inequality and ideology.

This revised edition stands out for various reasons. The original participants are at a different stage of life – as partners and parents. Interviews and reflections span nearly 30 years. These include reflections on how south London has changed through, for example, the 'War on Terror', grooming gangs, knife crime and the 2024 riots. There is also the richness that comes from the original participants, having grown up together, reflecting on their own and their (sometimes former) friends' lives.

Alexander herself reflects on the roles of ethnography, the ethnographer and the narrator in deciding which stories and people to include and which to leave out. However, because time has passed and lives have changed (hers and participants'), she is looking back through a different lens. These reflections are interspersed throughout rather than contained in a methodology chapter. I thought this worked well.

Alexander describes her approach as 'salvage' ethnography, referring to 'uneven, uncertain and, occasionally, haphazard reconstruction of events and accounts "after the fact"'. The events and accounts are discussed within the context of disadvantage and ever-present, usually negative, narratives about Asian Muslim youth and men. In her own words, 'the accounts presented are at once both inconsequential and important: they tell of domestic dramas, and moment and choices that are not so much hidden as overlooked or ignored. Yet, individually and collectively they paint a portrait of a period of transition and transformation for individuals, families and communities and for British society at large'.

This quote encapsulates the book as well as ethnography more broadly.

I look forward to hearing more about it at the conference!

[1] Alexander, C. (2000). *The Asian gang: Ethnicity, identity, masculinity*. Berg Publishers.

Doing qualitative research online

Janet E. Salmons

SAGE PUBLICATIONS, 2022 (2ND EDITION)

Reviewed by Jessica Breese, PhD student, University of Sheffield

This is an insightful book for those interested in different approaches to qualitative research online. It's also a comprehensive guide for those undertaking online qualitative research.

It discusses the research process, from planning to implementing online qualitative studies. It's coherently structured, including sections on becoming an ethical online researcher; designing, preparing and collecting qualitative data online; working with data; and reporting findings. Attention to detail is evident and, as each chapter progresses, there's careful consideration of a range of approaches.

Within each section, the reader is guided through the process of online qualitative inquiry, highlighting the considerations for communication within the data-intensive world. Recognition is given to the complexities and interdisciplinary nature of social research. The author acknowledges the further complexities of the pandemic and the impact this has on methods of communication. The book alludes to many methodological and practical adaptations with the shift to online. Drawing upon the Qualitative e-Research Framework, the author highlights the inter-related and intersubjective nature of research.

Various definitions of key concepts are provided, as well as discussion of their application within the online context. Crucial questions prompt the reader to engage critically with their own research project. This creates opportunities for the reader to evaluate online qualitative research and make their own decisions about research design.

Each chapter details its main objectives, and offers discussion questions and exercises. Prompting questions and spot checks create opportunities for reflection.

This is a resourceful publication with useful guidance and is useful for readers at all stages of their research careers.

Titles for review

We are always looking for reviewers (SRA members only) to write a short review for us. 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 eBooks only. Book reviews need to be submitted within 10 weeks of you receiving the book. Here are a few of the titles on offer:

A 101 action research guide for beginners: demystifying research terminology using a concrete STEM action research project

Saba Ahmed

Peter Lang, 2024

Doing visual ethnography – fourth edition

Sarah Pink

SAGE Publications Ltd, 2021

Dyadic interviews in qualitative research: your practical guide

Joanna Szulc and Nigel King

SAGE Publications Ltd, January 2025

Ethics, integrity, and policymaking: the value of the case study, Research Ethics Forum Series: Volume 9

(ed. with Dónal O'Mathúna, Ron Iphofen)

Springer, 2022

Ethical evidence and policymaking: interdisciplinary and international research

(ed. with Dónal O'Mathúna and Ron Iphofen)

Policy Press, 2022

Social research methods: qualitative, quantitative and mixed methods approaches – second edition

Sigmund Grønmo

SAGE Publications Ltd, 2023

SRA training

Unless otherwise stated, all courses are run online using Zoom. In-person courses are held in London or Edinburgh. Online courses run over one day or two half days, and extended courses over two full days or three part-days.

New dates and courses are being added all the time (and only courses with space are shown below), so for latest info please visit www.the-sra.org.uk/training or contact Patricia: training@the-sra.org.uk

Costs: **online**: SRA members: half day: £90; one day or two part-days: £180; two days or three part-days: £360. Non-members: half day: £117.50; one day or two part-days: £235; two days or three part-days: £470; **in-person**: SRA members: £220; non-members: £290.

If you have any queries, please contact Patricia: training@the-sra.org.uk

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

Evaluation

20 March: Effective learning partnerships, with Miranda Lewis

2 April: Research and evaluation project management, with Sally Cupitt

2 & 3 April (2 mornings): Building and using a theory of change, with Professor David Parsons

27 May: Impact evaluation (advanced), with Professor David Parsons

Qualitative

17 March: Depth interviewing skills, with Dr Sarah Jasim

25 March: Writing effective research reports, with Dr Karen Lumsden

25 March: Inclusive social research practice, with Dr Nena Foster and Hannah Marcus

27 & 28 March (2 afternoons): Creative methods in qualitative data collection, with Dr Nicole Brown

1 April: Conducting online focus groups, with Dr Karen Lumsden

2 April: Digital qualitative interviews, with Dr Karen Lumsden

9 April: Introduction to focus groups, with Dr Karen Lumsden

24 April: Reporting qualitative data, with NatCen trainers

29 April: Interpreting and writing your qualitative findings (in person, in London), with Professor Karen O'Reilly

30 April: Introduction to ethnographic methods (in person, in London), with Professor Karen O'Reilly

1 May: Interviewing (qualitative data collection) (in person, in London), with Professor Karen O'Reilly

1 & 2 May (2 afternoons): Positionality and reflexivity in qualitative research, with Dr Nicole Brown

6 May: Introduction to participatory action research, with Dr Karen Lumsden

7 May: Introduction to qualitative interviewing, with Dr Karen Lumsden

13 & 14 May (2 afternoons): Creative data analysis, with Dr Nicole Brown

27 May: Narratives and storytelling in qualitative research, with Dr Karen Lumsden

28 May: Narrative analysis, with Dr Karen Lumsden

Quantitative

20 March: Data visualisation and infographic design (in person, in London), with Nigel Hawtin

25 March: Inclusive social research practice, with Dr Nena Foster and Hannah Marcus

1 & 2 April (2 afternoons): The 3 stages of weighting probability surveys, with Dr Pamela Campanelli

6, 7 & 8 May (3 afternoons): Correlation, linear and logistic regression with R, with Dr Pamela Campanelli

Other research skills

18 March: Graphic design know-how for social researchers (in person, in London), with Lulu Pinney

20 March: Effective learning partnerships, with Miranda Lewis

24 March: Consultancy skills for social researchers, with Professor Simon Haslam

25 March: Writing effective research reports, with Professor Simon Haslam

29 & 30 April (2 mornings): Research with children and young people, with Berni Graham

30 April & 1 May (2 mornings): How to design trauma-informed and inclusive research, with Dr Holly Taylor-Dunn and Skye Curtis

15 May: An introduction to behavioural science, with Dr Bev Bishop

Spotlight on SRA activity

Training
www.the-sra.org.uk/training

Many qual, quant and evaluation courses are online.

Events
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www.the-sra.org.uk/blog

Topical posts on researching.

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www.the-sra.org.uk/journal

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

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www.the-sra.org.uk/resources

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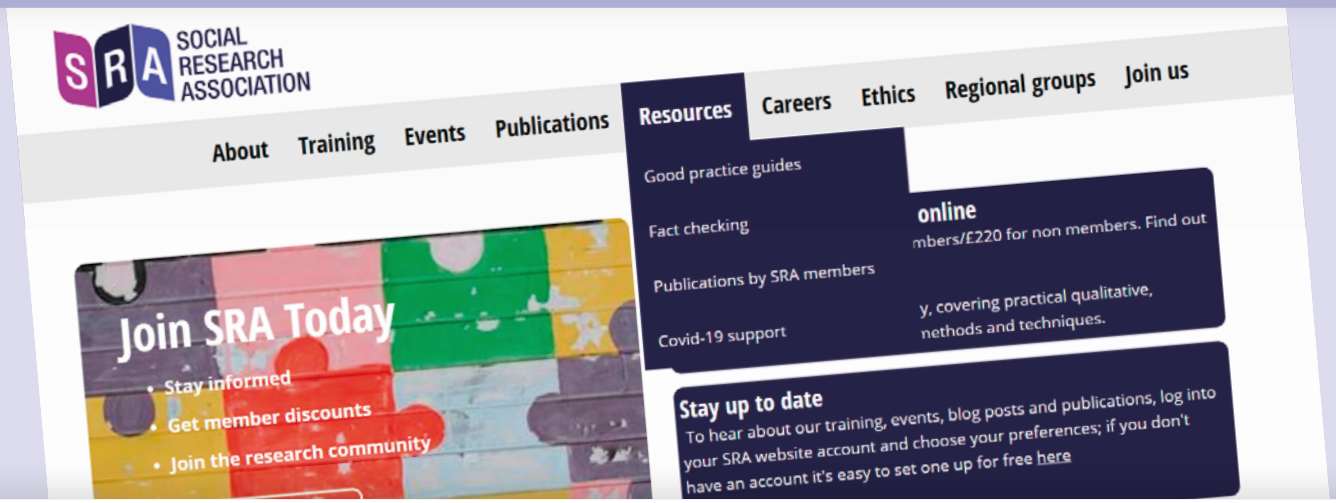
Ethics
www.the-sra.org.uk/ethics

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.

Edited by Shirley Henderson www.shirleyhenderson.co.uk Designed by www.graphics.coop



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

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