A Strategic Framework for Capacity Building within the ESRC National Centre for Research Methods (NCRM)

Appendices

Working Version 1.0

Sean Moley & Jane Seale

Appendix 1: NCRM commitments to capacity building

The Hub

The hub has made a commitment through its 2009-14 funding bid to strengthen its overarching contribution to the UK's research methods TCB infrastructure. The TCB subgroup has been formed to support the Centre in the development of its strategic and coordinating role and to engage with other parts of the TCB infrastructure in the UK social science community.

In its 2009-14 funding bid the hub made commitments to;

- developing a space on the NCRM website for providers, with a range of information to assist in the planning, delivery and promotion of TCB activities;
- enhancing the coordination of information from providers about their programmes via the Centre website as a single portal;
- supporting trainers at HEIs through the development of a network of trainers and the sharing of good practice;
- exploring with other providers the potential for more cooperation and coordination in national delivery;
- working with RDI, ESRC and other bodies to enhance the coordination of national and regional delivery, e.g. via the use of ESRC's Regional Training Centres

ADMIN (Institute of Education, University of London)

ADMIN is working on developing and disseminating methodologies for making the best use of administrative data and is reassessing how best to deal with some of the common problems associated with using survey based longitudinal data. These include missing data, measurement error, item non-response and attrition. Researchers at ADMIN address substantive research questions in the areas of education, economics and social policy.

ADMIN builds capacity in using administrative data through training courses, web-based materials, fellowships and studentships as well as by developing an international network of researchers.

In its 2008-11 funding bid ADMIN made commitments to;

- Provide short courses in methods for data linkage and methods for the analysis of linked data, with emphasis on large-scale UK longitudinal linked surveys.
- Build national capacity in the analysis of linked longitudinal data via a visitor and fellowship programme.
- Integrate a short course programme within the NCRM Hub and Nodes, the RDI and other ESRC initiatives.
- Support social science researchers across different regions and countries within the UK by delivering at least 2 courses a year at the ESRC Regional Training Centres in Northern Ireland, Scotland and Wales.

- Commission innovative courses by external instructors, especially from the US Joint Programme in Survey Methodology, to encourage and facilitate networking relating to methodological developments here and abroad.
- Build a national and international network of leading researchers in the field of quantitative research using administrative data for policy research.

BIAS II (Imperial College London)

BIAS II addresses methodological challenges in the modelling of biases and complex structure in observational data, in particular surveys, longitudinal studies and small area data. BIAS II researchers address a range of social science issues covering topics such as crime, voting behaviour, ageing, health and policy evaluation using small area indicators.

The BIAS II training programme includes specialist workshops, mentoring schemes and visiting fellowships, as well as freely available software tools to implement many of their methods.

In its 2008-11 funding bid BIAS II made commitments to;

- Develop web-based training materials
- Continue to develop R packages and WinBUGS functions to accompany the advances made in the research programme.
- Develop a series of worked examples describing how to use the software to guide people through building and fitting models.
- Run three introductory 3-day courses and three specialist training short-courses
- Provide mentoring/intensive coaching on a one-to-one basis for selected course participants (1 or 2 per course)
- Offer 2 x 6-months fellowships to work with BIAS II team.

Lancaster-Warwick-Stirling

Lancaster-Warwick-Stirling node aims to develop and extend statistical methodology and models related to correlated and longitudinal data with substantive applications in criminology, psychology, sociology and education

In its 2008-11 funding bid Lancaster-Warwick-Stirling made commitments to;

- Deliver a short course programme in statistical software and statistical modelling.
- Deliver an advanced programme on longitudinal data analysis and latent class analysis.
- Provide expert workshops and conferences to generate collaboration between the nodes and within the social science community.
- Develop quantitative training materials using the Longitudinal Study of Young People in England (LSYPE)
- Produce node web pages with exemplar materials and downloadable code, to illustrate methods and guide users.
- Produce the “Getting Started” series - a collection of introductory guides to quantitative methods.

LEMMA II (University of Bristol)

LEMMA II focuses on the development of new multilevel modelling methodology to research dependencies among schools and dependencies between schools and neighbourhoods, and the effects these dependencies have on pupils' learning progress.

LEMMA has developed an online learning environment and other learning materials and activities to form a programme to build capacity in quantitative social science and facilitate cutting edge social science research.

In its 2008-11 funding bid LEMMA II made commitments to;

- Run one 3-day workshop per year
- Continue a programme of road shows at UK conferences.
- Extend the Moodle-based VLE established under LEMMA I by developing new high-quality modules and materials.
- Run “training the trainer” events to demonstrate the VLE and offer suggestions on how materials might be used and adapted with the help of authoring tools to be developed by LEMMA II.
- Provide intensive support to five trainers as they design their own course and write supporting materials.
- Invite international experts to collaborate on the design of learning materials for multilevel modelling.

QUIC (University of Surrey and Royal Holloway, University of London)

QUIC is concerned with the integration and analysis of multiple data sources using CAQDAS software and the dissemination of such techniques through a capacity building programme

In its 2008-11 funding bid QUIC made commitments to;

- Continue to offer the existing text-oriented qualitative software training programme (separate from Node funding).
- Maintain the CAQDAS Networking Project (CNP) website, e-mail and telephone helpline.
- Developing multi-level support for researchers at different stages of software use.
- Run an outreach seminar series showcasing exemplar projects and learning materials.
- Develop interactive flowcharts for choosing, planning and using CAQDAS packages, one on qualitative software generally or package comparison and another on tool use in specific research scenarios.
- Run new two-day workshops where learners analyse their own data.
- Develop online teaching materials including tutorial guides to project archives as well as example datasets for teaching.
- Deliver an Awareness Raising Advanced Seminar Series, including some through the Access Grid.
- Continue to provide comparative software planning seminars
- Promote exchange visits and attachments for staff across NCRM.

Realities (University of Manchester)

Realities specialises in researching and analysing 'relationalities' - personal relationships and connections between people, with a particular emphasis on developing methods that can capture the combination of vital, tangible and intangible dynamics in the way that personal relationships are lived.

In its 2008-11 funding bid Realities made commitments to;

- Run nine one-day, face-to-face training courses, tailored to different audiences at intermediate and advanced levels.
- Develop worksheets, materials and online resources to support the face-to-face training.
- Run new workshops around the UK on the methodological developments resulting from the node's research work.
- Continue a rolling programme of methods workshops.
- Create web resources based the node's current research projects and training activities, including training materials, methods 'toolkits', downloadable summaries of expert presentations, podcasts or videocasts and working papers.
- Offer post-doctoral fellowships and researcher exchanges.

SIMIAN (University of Surrey and the University of Leicester)

SIMIAN develops the methodology and the applicability of simulation in the social sciences, combining the advantages of statistics (testing models against real data) and qualitative research (recognising the importance of individual interaction for social regularity).

In its 2008-11 funding bid SIMIAN made commitments to;

- Run day-long taster courses, "hands-on" build-a-model courses to train researchers in social simulation.
- Deliver specialised courses on topics such as teaching simulation, designing simulation research and grant writing for simulation research.
- Offer five-day residential workshops aimed at developing a significant simulation in the researcher's area of interest.
- Deliver presentations at departmental seminars, graduate schools, government departments
- Present at disciplinary conferences (BSA/ASA, RES, BERA, APS)
- Offer user fellowships for users from government and industry to visit the nodes for collaborative work
- Promote International exchange visits and group meetings to share good practice.

Appendix 2: Matching needs with learning outcomes

The cognitive domain of the Taxonomy of Educational Objectives (Bloom, 1956) is a popular framework that can be used to match objectives with needs, as shown in Table 2 below. The taxonomy sets out classes of objectives ranging from the most basic (correct recall of factual knowledge) to the most advanced (the evaluation of new applications of knowledge).

The simple recall of factual knowledge on a particular research method will fully meet the needs of some NCRM users: those who are curious and simply need to know what the method entails. Others will need and want to fully comprehend the workings of the method, so as to decide for instance whether they would like to consider using it in their own work in future. Many (perhaps most) of NCRM's customers will have their needs fully met at these first two levels within the taxonomy. Activities to meet this need might include a combination of awareness raising activity, such as conference presentations, lunchtime/evening talks, website information, downloadable basic guides or FAQs, blended learning or e-learning or in some cases basic face-to-face training.

Face-to-face training is an option at all levels within the taxonomy outlined in Table 2 below. It is however an expensive option in terms of cost per learner and hub and nodes are asked to consider adopting the philosophy of supporting self-teaching as much as possible. Ask users to do as much as they can themselves, support them as needed and then bring them to the next level with face-to-face training.

The strategy encourages nodes to in effect hold face-to-face training in reserve for those NCRM users who already have a good understanding of the method, have worked through the background reading and the tutorial material provided online and have had a go at applying the method themselves, perhaps posting some questions to an e-mail list or online forum, to clarify some points of confusion.

With this sort of preparation beforehand one-to-one training sessions might conceivably begin with users presenting their solutions to a preparatory task which was made available online and which the group have been discussing online for some weeks previously. It might be possible that online discussion activity is such that the lecturers delivering the face-to-face training are already familiar with the users, know their names and the issues they have been discussing and have answered some of their queries.

The final level of Table 2 below equates to a level of activity that should yield publishable research. This could feasibly be supported through post-training contact and support. Help lines, online discussion forums and bulletin boards can all help, as can face-to-face support.

Bloom's Taxonomy (Cognitive Domain)	Users will be able to…	Delivered through (for example)…
Level 1 Knowledge	Correctly recall the key features of the method, its applications and some key findings stemming from its use.	Conference presentations, lunchtime/evening talks, website information, downloadable basic guides or FAQs, blended or e-learning.
Level 2 Comprehension	Understand the workings of the method to their own satisfaction and to that of others who may question them on it.	Basic face-to-face training, self-teaching through distance learning / blended / e-learning, online discussion forums and bulletin boards.
Level 3 Application	Effectively apply the method to specific examples in ways that answer specific research questions.	
Level 4 Analysis	Analyse a range of examples illustrating the method's use in answering a range of specific research questions, drawing conclusions as to the method's strengths and weaknesses when applied in a variety of contexts.	Advanced face-to-face training sessions lasting 1-2 days or advanced e-learning.
Level 5 Synthesis	Produce new applications of the method by drawing on elements of previously studied examples and combining these with new knowledge generated from first principles.	
Level 6 Evaluation	Determine the value of new applications of the method, resulting both from ones own efforts and those of one's peers.	Post-training contact and support, either face-to-face of through online discussion forums and bulletin boards. Telephone and e-mail help lines.

Table 1: A suggested mapping of objectives to service delivery, based on Bloom's Taxonomy of Educational Objectives

Appendix 3: Proposed Tagging of Capacity Building activates

Visitors to NCRM's website might find it easier to identify provision that meets their needs if all capacity building activities were tagged to indicate the target, audience, level of prerequisite knowledge or skill required and the depth of coverage planned. Providers would be asked to tag their provision using the guide below.

Target audience	**(please tick □)**
Researcher	
Senior Researcher	
Project / Grant Manager	
Evidence-based policy user	

Level of prerequisite knowledge / skill	**(please tick □)**
None	
Basic	
Working knowledge	
Advanced	

Depth of coverage	**(please tick □)**
Awareness raising	
Conceptual Understanding	
Applied use	
Publication Focused	

Appendix 4: Linking Capacity Building with Communication

NCRM's Communications strategy works to promote NCRM is ways that are consistent with this Capacity Building strategy, in that it:

- promotes the National Centre for Research Methods as the focal point for developing and promoting expertise and research in social science research methods,
- defines the audience of NCRM activity primarily with the UK social science community, but also with other research communities and internationally. *This includes: researchers and people who commission social sciences research from within the academic sector, public sector, third sector and commercial sector. It also includes the wider public.*
- defines a range of stakeholders who we interact with (see Table 3 below)
- expresses the centre's desire to develop and maintain partnerships with stakeholders that have strategic importance to the achievement of the Centre's key objectives.
- focuses on communicating information on
  - research outputs,
  - training and events and
  - e-resources such as publications and training materials.
- emphasises the cohesiveness of the Centre with Hub and the Nodes continually pointing out that they are parts of NCRM.
- encourages the nodes and Hub to take a proactive approach and cooperate to arrange the Centre's representation and visibility in key events.

SECTOR	ACTIVE CONTACT	CONTACT EXISTS, BUT NEEDS DEVELOPING	CONTACTS TO PURSUE
Academic	Research centres: NCeSS	Research centres: ISER	Learned societies: Royal Economic Society, British Society of Criminology, British Psychological Society, Academy of Learned Societies for the Social Sciences, Royal Geographical Society
	ESRC investments: RDI, RMP, CASS, ESDS Learned societies: BSA	ESRC investments: UPTAP, SCARR, Identities Programme	
		Learned Societies: Royal Academy, Royal Statistical Society	

SECTOR	ACTIVE CONTACT	CONTACT EXISTS, BUT NEEDS DEVELOPING	CONTACTS TO PURSUE
Public	Research organisations: Office for National Statistics (ONS), Government Social Research Unit (GSRU)	Research organisations: Local Government Analysis and Research (LGAR), Northern Ireland Statistics and Research Agency	Professional societies: LARIA
	Coordinating organisations: Joint Information Systems Committee (JISC)		Coordinating organisations: Welsh Assembly, Scottish Executive, LARCI
	Funding organisation: ESRC		
Third	Professional societies: Social Research Association (SRA)	Research organisations: NatCen	Research organisations: National Institute of Economic and Social Research (NIESR)
		Funding organisation: Joseph Rowntree Foundation, Nuffield Foundation, Leverhulme Trust	Think tanks: IPPR
		Auditing organisation: the Healthcare Commission	
Commercial	Professional societies: SRA	Market research organisations: Taylor Nelson Sofres plc., British Market Research Bureau, GfK NOP Social Research	Professional societies: Market Research Society (MRS)

Table 2: NCRM's activity with key stakeholder sectors

A key focus of NCRM's Communications strategy is to establish and maintain contacts with a variety of organisations and sectors. The table above details current contacts as well as plans for future contacts.

The publicising and branding of all branding of all NCRM capacity building activities should adhere to NCRM's guidelines See Appendix 5 and Appendix 6).

Appendix 5: Publicising NCRM Training and Events

ESRC National Centre for Research Methods

E·S·R·C ECONOMIC & SOCIAL RESEARCH COUNCIL

Publicising NCRM Training and Events

The aim of the Centre's communications activities is to build awareness of NCRM, to promote the use of resources and to engage in dialogue about research methods. The Centre's external communication activities, that include materials promoting the Training and Events programme, should be realized in a consistent visual and verbal style. All materials produced for the purpose of promoting the Centre activities should have the Centre logo, ESRC logo and optionally also the Node logo visible. The Centre logo and other visual communication tools should be used in a consistent manner outlined in the Centre's identity guidelines.

Current known publicising of NCRM Training & Events programme

Method of publicising	Whose responsibility	When
Details put into NCRM Training & Events database	Event organiser	ASAP
Short copy text and details of forthcoming T&E sent to the External Relations and Resources Officer (Hub) for the monthly e-bulletin	Event organiser	when requested by the External Relations and Resources Officer, at the beginning of each month
Monthly Research Methods e-bulletin	External Relations and Resources Officer (Hub)	first week of each month
T&E poster produced	External Relations and Resources Officer & T&E Administrator (Hub)	3-4 times per year
Poster sent to all UK Heads of Schools (social sciences)	T&E Administrator (Hub)	3-4 times per year
Poster distributed to T&E participants	T&E Administrator (Hub)	ongoing, Hub lead events
Poster distributed at conferences (please see the NCRM conference participation list on BSCW)	External Relations and Resources Officer (Hub)	ongoing
Poster sent by email to administrators at the UK schools of social sciences, NCRM Associate Members and stakeholder organisations outside academia	External Relations and Resources Officer (Hub)	3-4 times per year

Targeted advertising by the event organiser

Often the event organiser will be in best position to publicise the upcoming event because of their networks and knowledge of the field. Although the Hub publicises all NCRM training and events as

outlined above, sometimes it may be necessary and often it is most useful to take a more targeted approach to advertising already at the early stages of advertising the upcoming event.
Mailing lists: It may be useful to collate a mailing list of all people who have attended any events you have organised or otherwise expressed an interest in your activities. Please note that if you intend to collate a mailing list, you will have to get the individual's permission to add their email address on the mailing list. Also, remember to make use of other relevant organisations' and initiatives' mailing lists.
Printed materials: Consider producing a leaflet if you have a big event coming up or even if you just wish to promote the range of your upcoming training and events. Often not-for-profit organisations are happy to distribute relevant publicity materials in their own conferences and events. If you intend to produce printed materials, please take note of the Centre's identity guidelines.

Proposed Timetable 2009/10

Date	**Action**	**Responsibility**
March – May 09	Hub and Nodes to identify topics for training and capacity building events for 09/10 in time for discussion at the Planning for Training Meeting.	Hub & Nodes
June – August 09	Hub and Nodes to book training and capacity building events for the academic year October 09 – September 10.	Hub & Nodes
28th August 09	Nodes to provide details of **ALL** training and capacity building events to the Hub for the period October 09 to January 10. To include: date, title, speaker(s) and venue. This is to enable the Hub to produce various publicity materials.	Nodes Hub
28th August 09	Nodes to ensure all training and capacity building events are added to the NCRM training and events database on the NCRM website.	Nodes
December 09	Nodes to provide details of **ALL** training and capacity building events to the Hub for the period February 10 to May 10. To include: date, title, speaker(s) and venue. This is to enable the Hub to produce various publicity materials. All events should be added to the NCRM training database.	Nodes Hub
May 10	Nodes to provide details of **ALL** training and capacity building events to the Hub for the period June 10 to September 10. To include: date, title, speaker(s) and venue. This is to enable the Hub to produce various publicity materials. All events should be added to the NCRM training database.	Nodes Hub

Appendix 6: NCRM's Identity Guidelines

ESRC National Centre for Research Methods

E·S·R·C ECONOMIC & SOCIAL RESEARCH COUNCIL

ESRC National Centre for Research Methods

Identity Guidelines

January 2008

Contents

Principles

The Centre's external communication activities, including promotional materials, will be realized in a consistent visual and verbal style. The Hub will take lead in producing the Centre's promotional materials.

All promotional materials produced by the Hub and the Nodes should point out that they are parts of NCRM, such as

> 'Realities carries out research into new research methods that aim to grasp the multidimensionality of real lives. Realities is a part of the ESRC National Centre for Research Methods (NCRM).'

Same principle applies to presentations and other verbal promotional activities.

Style and tone

All publicity materials, including the Centre website, should be in plain English.

As a general rule:

- Avoid using impersonal or bureaucratic language in your publicity materials
- Explain key terms and acronyms that could be unfamiliar to your audience
- Use active voice e.g. We will provide training to aid your career (active) vs. Training will be provided to aid your career (passive)
- Place the most important points first
- Keep to the point

Typography

Centre website:	Arial
Centre posters:	Arial (primary) Gill Sans MT (secondary)
Brochures and leaflets:	Arial (primary) Gill Sans MT (secondary)
MethodsNews newsletter:	Tahoma 9.5

Use of logo 1/2

All materials produced for the purpose of promoting the Centre activities will have the Centre logo, ESRC logo and optionally also the Node logo visible. Make sure not to group the logos too close to each other. The width of the widest logo is a minimum distance when placing the logos next to each other.

The NCRM identity has specific logos for use in

Printed materials

Centre website

All official versions of the Centre logo are available in BSCW http://www.ncrm.ac.uk/pub .

The ESRC logo will be used in a consistent manner outlined in the ESRC identity guidelines. The guidelines and logos are available in BSCW and on the ESRC website in http://www.esrcsocietytoday.ac.uk/logos .

Use of logo 2/2

If you are sponsoring an event, please remember to endorse the use of NCRM logo and ESRC logo in any promotional materials such as posters, brochures and presentation slides.

If you are producing promotional material for a joint event but do not have your partner organisation's logo, please contact the organisation and ask them to send you the logo.

As a general rule, do not:

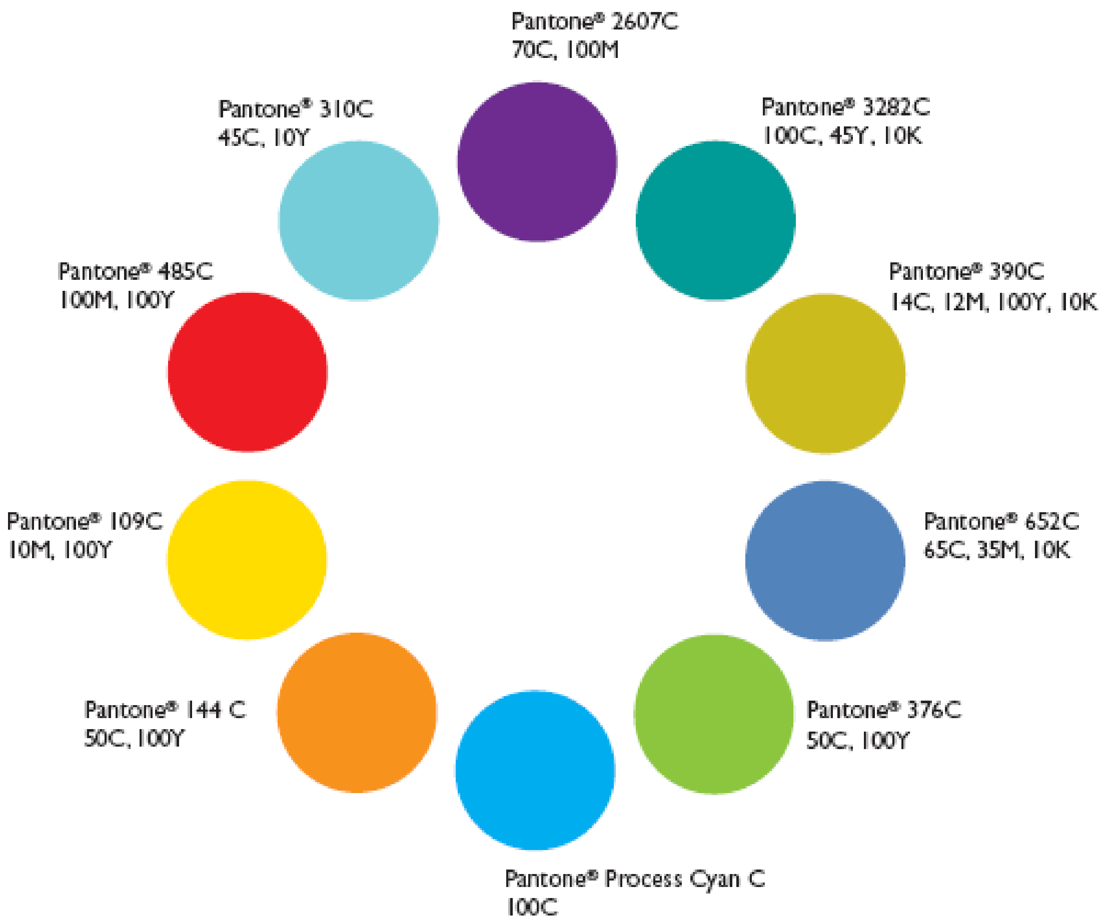
- Use an image of a logo copied from a website
- Alter or distort logos in any way

Colours

Core colours for the Centre's publicity materials are

Dark blue	Grey	White
Pantone® 2955c c100, m45, y0, b37 r0, g61, b110 hex #003D63	Pantone® 5517c c8, m0, y5, b17 r199, g204, b196 hex #C7CCC4	Pantone® N/A c0, m0, y0, b0 r255, g255, b255 hex #FFFFFF

Supporting colours for the Centre's promotional materials will complement the ESRC colour palette.



Use of images

Images should be used to sharpen the message and to draw attention. Consider possible connotations when choosing an image to accompany your text. For example:

Training (growth, new beginnings etc.)

Research (multiple routes, multiple vehicles etc.)

If you have any questions, please contact the External Relations and Resources Officer Kaisa Puustinen

Appendix 7: NCRM's Charging Policy

ESRC National Centre for Research Methods

E·S·R·C ECONOMIC & SOCIAL RESEARCH COUNCIL

NCRM charging policy for face to face training events 2009/10

The charging policy for NCRM training events during the 2009/10 academic year is as follows:

- £30 per day for postgraduate students registered at UK academic institutions.
- £60 per day for staff at UK academic institutions, ESRC-funded researchers and researchers from charity organisations.
- £220 per day for all other participants.

These charges include the costs for course materials, lunch, and morning and afternoon tea. They do not include travel and overnight accommodation costs, and participants are expected to meet these additional costs themselves. (They may, however, be eligible to apply to the NCRM bursary scheme to meet these additional costs).

There may be some occasions where there is a good reason (e.g. for outreach) for a node or the hub to charge less than the above fee levels and on these occasions fee levels of less than (but not more than) those in the charging policy may be applied as an exception to the general rule.

These charges do not apply to other kinds of NCRM events, such as research workshops or seminars. In addition, a distinction should be made between courses which the node or hub has committed to delivering in their funding applications and any additional courses that go beyond what was originally proposed (for example courses which are repeated because of high demand). Where additional courses are offered a certain number of places (to be set by the provider) should be made available at the NCRM charging level, with the remainder being charged at a level set by the provider.

Appendix 8: Guidelines on Monitoring and Evaluating Events

ESRC National Centre for Research Methods

E·S·R·C ECONOMIC & SOCIAL RESEARCH COUNCIL

Monitoring and Evaluation of Events

Registration data
In order to conduct assessments of impact, to evaluate key performance indicators and to provide information for the annual report, it is vital that comprehensive and consistent information is collected across the Nodes and Hub on all people registering for NCRM training and events (see attached form 1). This information needs to be collated so it is easily accessible for the purposes of i) annual report ii) assessments and evaluations of e.g., NCRM's TCB programme. This task is undertaken by the Node administrator. Node administrators were informed of this at the Administrators meeting in November 2008.

The key information needed in relation to attendees at each event is:

- Name, title, email address
- Gender
- Current position
- Sector of employment
- Highest qualification (for students, degree for which they are registered)
- Disciplinary area

Evaluation data
In order to evaluate NCRM events we expect attendees at all Hub and Node events to be given evaluation forms for completion. The current evaluation form was revised in 2008 (see Form 2) and should be used across the Centre. Information from this form is used in the annual report. It could potentially also be used in the future to evaluate specific courses or events. Evaluation data are maintained by each Node. Node administrators were informed of this at the Administrators meeting in November 2008.

Training Needs questionnaires

Part of the Hub's remit is to identify training needs across the social science community and various assessments and reports exploring training needs have been completed (see Durrant & Laing, 2004; Wiles et al, 2005; Wiles, Bardsley & Powell, 2008). Nodes are asked to distribute NCRMs training needs questionnaire (see Form 3) at all events and to return completed questionnaires to Jacqui Thorp, Hub Training Administrator for inputting. Node administrators were informed of this at the Administrators meeting in November 2008.

Form 1: Registration Data for Participants of NCRM Events

1. Personal Information	Title, First Name, Surname, email address	
2. Current Position	Head of Unit, Director or Researcher Senior Researcher or Academic (e.g., SL/Reader, Senior Research Fellow) Junior Researcher or Academic (e.g., Research assistant/Fellow, lecturer) Student Other (please state) …………………………………………… Unemployed	☐ ☐ ☐ ☐ ☐ ☐
3. Sector of Employer	Private Sector Public Sector - Higher or Further Education - Government and other public sector Other (including Voluntary Sector)	☐ ☐ ☐ ☐
4. For current students: Please indicate the degree on which you are registered	First degree Masters degree Doctoral degree	☐ ☐ ☐
5. Disciplinary Area of Expertise	01 Area Studies (AS) 02 Demography (DEM) 03 Economic and Social History (ESH) 04 Economics (ECON) 05 Education (EDUC) 06 Environmental Planning (PLAN) 07 Human Geography (GEOG) 08 Linguistics (LING) 09 Management and Business Studies (MBS) 10 Political Science and International Studies (POL) 11 Psychology (PSY) 12 Social Anthropology (ANTH) 13 Social Policy (SOP) 14 Social Work (SW) 15 Socio-Legal Studies (SLS) 16 Sociology (SOC) 17 Science and Technology Studies (STS) 18 Statistics, Methods and Computing (SMC) **Disciplines outside the Social Sciences** 19 Arts and Humanities 20 Biological Sciences 21 Engineering and Physical Sciences (includes Astronomy and Particle Physics) 22 Environmental Science 23 Medical Sciences	☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐
6. Highest Qualification	Bachelors degree Masters degree Doctoral degree None of these	☐ ☐ ☐ ☐
7. Gender	Male Female	☐ ☐

Form 2: NCRM Course Evaluation

Course Name: --

Course Date: --

	NCRM website	NCRM e-bulletin	Poster / Flier	Other (please specify)
How did you learn about this course?				

Course organisation	yes	no
Was the information provided beforehand adequate?		
Were the rooms used for the event adequate?		
Were the refreshments/meals provided acceptable?		
Were there other aspects of organisation which could be improved?		
Further Comments: please tell us how the organisation could have been improved		

Training Event Content and Presentation 1
Please tell us how much you agree or disagree with the statement below by ticking one box for each:

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
The content was interesting					
The event was well-structured					
The course material was useful					
Further Comments					

Content and Presentation 2
Please rate the event by circling one response for each item

Quality of Speaker					
Speaker's knowledge	very good	good	reasonable	poor	very poor
Clarity of explanations	very clear	clear	fairly clear	unclear	very unclear
Other					
Difficulty of the course	too easy	a bit too easy	about right	a bit too difficult	too difficult
Prior knowledge assumed	too little	a bit too little	about right	a bit too much	too much
Speed of presentation	too slow	a bit too slow	about right	a bit too fast	too fast
Time for questions	too little	a bit too little	about right	a bit too much	too much

Further Comments

Please indicate any subjects which you (or other researchers you know) would like to see covered in future raining events

Form 3: NCRM Questionnaire

Assessment of Training Provision and Future Needs

This questionnaire seeks your views on the types and format of research methods training for social scientists that you would like to see provided. It is to be used by NCRM as part of an on-going assessment of training needs. The questionnaire will take only a few minutes to complete.

If you have filled in this NCRM questionnaire over the last 6 months please tick ☐.

Event:
Date:

Research Methods Training

1. Which of the following types of training would be most useful to you: (select as many as apply)
   - ☐ online training
   - ☐ 1 day (or less)
   - ☐ residential up to one-week
   - ☐ residential longer than one-week (e.g. summer school)
   - ☐ seminars
   - ☐ master classes
   - ☐ placements

2. In which areas of research methods and practice would it be most useful for you for training to be provided? Please specify the topic(s) and level of training required (i.e. basic, intermediate or advanced).

   ____

   ____

   ____

3. How do you find out about forthcoming training courses that you might be interested in?
   - ☐ Websites that provide general information on training, e.g.
     - ☐ Intute
     - ☐ National Centre for Research Methods
     - ☐ Social Research Association
     - ☐ Other websites. Please specify______________________________
   - ☐ Newsletters
   - ☐ E-mail lists. Please specify____
   - ☐ Other. Please specify
     ____

4. Are you aware of research methods being developed elsewhere (e.g. in other disciplines; in other countries) on which you would like to see more training available?

   ○ Yes. If yes, what are they?

   ____

   ____

   ○ No.

5. Have there been occasions when you have identified a methods related training need, but have not been able to access training?

   ○ Yes. If yes, was this because of (select as many as apply):
      ☐ lack of time
      ☐ lack of funds
      ☐ unable to travel to attend training course
      ☐ suitable training isn't available
      ☐ other reasons.______________________________

   ○ No.

6. How important to you is the availability of training courses within your own region? (Please select one option)

   ○ Very important
   ○ Important
   ○ Not important
   ○ Don't know

7. What do you consider to be your region? (Please select one option)

   ○ London
   ○ South-East
   ○ South-West
   ○ East of England
   ○ Midlands
   ○ North-West
   ○ North-East
   ○ Wales
   ○ Scotland
   ○ Northern Ireland

Background

8. What year were you born? _______________ (e.g. 1974)

9. Are you:
   - ○ Male
   - ○ Female

10. In what type of organization do you currently work (or study)? (Please select one option)
    - ○ University/College
    - ○ Research Institute, e.g. NatCen, NFER
    - ○ Government/ other public-sector organization
    - ○ Private-sector organization
    - ○ Voluntary-sector organization
    - ○ Other (including freelance)

11. What is your current position (i.e. job title)?
    - ○ Student
    - ○ Junior Researcher (e.g. Research Officer, Research Fellow, Lecturer etc)
    - ○ Senior Researcher (e.g. Senior Research Officer, Senior Lecturer etc)
    - ○ Professor/ Reader/ Head of Unit/ Director
    - ○ Other (please specify)

      ____

12. Are you currently studying for a PhD (or equivalent) or a Masters?
    - ○ Yes. If yes, is this full-time or part-time? ○ Full-time ○ Part-time
    - ○ No

13. Are you involved in supervision or training of social scientists?
    - ○ Yes
    - ○ No

14. According to the ESRC classification of disciplines with which discipline do you feel the greatest affiliation? (Please select one option).
    - ○ Area Studies (AS)
    - ○ Demography (DEM)
    - ○ Economic and Social History (ESH)
    - ○ Economics (ECON)
    - ○ Education (EDUC)
    - ○ Environmental Planning (PLAN)

- ○ Human Geography (GEOG)
- ○ Linguistics (LING)
- ○ Management and Business Studies (MBS)
- ○ Political Science and International Studies (POL)
- ○ Psychology (PSY)
- ○ Social Anthropology (ANTH)
- ○ Social Policy (SOP)
- ○ Social Work (SW)
- ○ Socio-Legal Studies (SLS)
- ○ Sociology (SOC)
- ○ Science and Technology Studies (STS)
- ○ Statistics, Methods and Computing (SMC)

Disciplines outside the Social Sciences

- ○ Arts and Humanities
- ○ Biological Sciences
- ○ Engineering and Physical Sciences (includes Astronomy and Particle Physics)
- ○ Environmental Science
- ○ Medical Sciences

Thank you for completing this questionnaire.
Please return the questionnaire to the event facilitator or post to:

National Centre for Research Methods,
School of Social Sciences,
University of Southampton,
Southampton. SO17 1BJ