



**Summer Programme 2010
Course Booklet**

2010 NZSSN SUMMER PROGRAMME

TABLE OF CONTENTS

ABOUT NZSSN COURSES	1
What is NZSSN?	1
NZSSN Programmes	1
COURSE INFORMATION	2
Programme Structure	2
Prerequisites	2
Class Times	2
Course Texts	2
COURSES OFFERED AT 2010 SUMMER PROGRAMME	3
Disclaimer	3
Refunds/Cancellation Policy	3
COURSE OUTLINES: WEEK ONE	4
Introduction to Statistics	4
Qualitative Research Techniques	5
Introduction to Structural Equation Modelling using Amos™	6
Advanced Analysis of Linked Health Data	7
Case Study Research	8
COURSE OUTLINES: WEEK TWO	9
Data Analysis in SPSS	9
Introduction to NVivo	10
Introduction to Program Evaluation	11
Introduction to Survey Design	12
Research Synthesis for Policy and Practice	13
ABOUT NZSSN INSTRUCTORS	14
ACCOMMODATION AND AIR TRAVEL	16
Accommodation/Venue	16
Air Travel	16
Local Transport	16
Car Parking	16
Special Requirements	16
NZSSN 2010 SHORT COURSES – HOW TO APPLY	17
NZSSN 2010 SHORT COURSES – APPLICATION FORM	18

ABOUT NZSSN COURSES

WHAT IS NZSSN?

The New Zealand Social Statistics Network (NZSSN) was established to assist in the development of advanced social science research in the academic, government and private research sectors. The intent of the network is to provide a focus for both sharing research development resources and improving the accessibility of quantitative research data.

NZSSN's intent and activities are in line with those of ACSPRI – the Australian Consortium for Social and Political Research Incorporated (www.acspri.org.au). Activities of NZSSN include research methods courses, seminar series, workshops and hosting international visitors in association with national and international colleagues. NZSSN has already hosted five summer short course programmes, beginning with the single course *Using Mixed Methods in Research and Program Evaluation* in 2005. In addition NZSSN has held a large number of seminars on advanced quantitative methods and workshops on event history modelling and social simulation (both microsimulation and agent-based). Future events are notified via email to members and via the NZSSN website www.nzssn.org.nz.

The network is administered through the Centre of Methods and Policy Application in the Social Sciences (COMPASS, www.compass.auckland.ac.nz) at The University of Auckland. We have also set up the New Zealand Social Science Data Service (NZSSDS, www.nzssds.org.nz), which provides online access to and analysis of data and metadata from various New Zealand surveys in the social sciences.

For further information on NZSSN, please email courses@nzssn.org.nz.

NZSSN PROGRAMMES

A Summer Programme offering courses in social research methods and research technology is hosted by NZSSN each year. Modelled on the ACSPRI short course programmes, the NZSSN summer programme is designed to cater to fundamental, changing and emerging research strategies, and to serve a wide variety of needs for training and professional development within the academic, public and private sectors. Courses cater not only to researchers in the social and political sciences, but also to those in areas such as the behavioural sciences, medical and health sciences, epidemiology, policy research, education, economics, law, management, marketing, public relations and human resource management.

NZSSN Programmes aim to bring a practical and applied approach to research methods and data analysis, promoting hands-on learning opportunities and using highly skilled and experienced instructors from around New Zealand and overseas.

This Summer Programme will take place in the Railway Building, School of Government, Pipitea Campus, Victoria University of Wellington, in February 2010. This programme offers eight introductory courses, two intermediate level courses and one advanced level course over a two-week period, from 8th to 19th February 2010. Courses will run from Monday to Friday, with the exception of *Research Synthesis for Policy and Practice*, which will run from Monday to Thursday (4 days). This course is also special in that it will be run in Wellington 15th–18th February, and also in Auckland 22nd–25th February. All other courses will be run in Wellington only.

Participants may enrol for only one course per week. Course sizes are limited and applications should be made as early as possible to secure a place. Applications can be made **online** via our website www.nzssn.org.nz – go to the short courses page and choose 'apply online' – or by using the *Application Form* in the back of this booklet (see the section entitled *How to Apply* on page 18).

Full information on NZSSN's cancellation policy with regard to refunds for payment of confirmed/cancelled course places can be found on page 3 of this booklet or on our website www.nzssn.org.nz.

Every effort has been made to ensure that the information in this booklet is correct at the time of printing. Please consult the NZSSN website for updates and amendments. For queries after consulting the website or course booklet, contact courses@nzssn.org.nz.

COURSE INFORMATION

PROGRAMME STRUCTURE

Courses are arranged into three levels: introductory, intermediate and advanced. *Introductory courses* provide a basic grounding in areas such as research design, statistical techniques, qualitative research methods and data analysis. *Intermediate courses* build on a basic knowledge of research methods and data analysis by examining multivariate techniques or special applications in research and data analysis. *Advanced courses* cover more complex, cutting-edge statistical techniques and applications, and examine topics in greater depth.

For this Summer Programme there are seven introductory courses, one intermediate course and one advanced courses on offer.

PREREQUISITES

Introductory courses usually have no prerequisites. *Data Analysis in SPSS*, however, assumes some basic knowledge of descriptive statistics, *Introduction to Statistics*, or equivalent experience. Intermediate-level and Advanced-level courses often have prerequisites. Participants should ensure that they only enrol in courses for which they meet the prerequisite requirements. These are summarised below.

COURSE LEVEL	PREREQUISITES
Introductory	<i>Data Analysis in SPSS</i> : some basic knowledge of descriptive statistics, <i>Introduction to Statistics</i> , or equivalent experience is assumed.
Intermediate	<i>Introduction to Statistics</i> or equivalent and some familiarity with statistical analysis software.
Advanced	Familiarity with multivariate statistical methods, particularly multiple regression and factor analysis, and good computing skills; some familiarity with mathematical notation may be required. See individual course descriptions for additional requirements. The special course being offered in the first week of the programme, <i>Advanced Analysis of Linked Health Data</i> , has its own detailed requirements; see the outline on page 4.

You may enrol in only one course per week of the Summer Programme, and you may only choose courses for which you have the required level of prior knowledge and experience.

All NZSSN courses also assume a reasonable level of English language ability.

CLASS TIMES

Courses run from 9.00am to 4.30pm, Monday to Friday. Catered morning and afternoon teas are included in your course fee. Lunch is not catered; breaks for lunch are scheduled from 12.30pm to 1.30pm. Variations to these times for individual courses may be negotiable. Course content will conclude at lunchtime on Friday; after that, participants will be able to discuss specific questions and examples with the course instructors.

COURSE TEXTS

Recommended course textbooks for the Summer Programme may be available at the following bookshops (use these contacts for enquiries about the availability and price of particular texts):

General inquiries:

Auckland: University Bookshop – ubsbooks@ubsbooks.co.nz,

Tel +64 9 306 2700, Fax +64 9 306 2701.

Wellington: Vicbooks – pipitea@vicbooks.co.nz,

Tel +64 4 463 6160, Fax +64 4 463 6405.

COURSES OFFERED AT 2010 SUMMER PROGRAMME

NZSSN's Summer Programme provides coverage of the most important methodological tools for social research. Courses reflect developments in methodology and research technology, and the variety of ways in which social research is conducted, from qualitative methods through to advanced, multivariate quantitative techniques.

The following courses will be offered at the 2010 Summer Programme.

INTRODUCTORY COURSES	DATES
Introduction to Statistics	Week 1 (8–12 Feb)
Qualitative Research Techniques	
Case Study Research	
Introduction to Survey Design	Week 2 (15–19 Feb)
Data Analysis in <i>SPSS</i>	
Introduction to <i>NVivo</i>	
Introduction to Program Evaluation	
Research Synthesis for Policy and Practice (4 days)	Wellington (15–18 Feb) Auckland (22–25 Feb)
INTERMEDIATE COURSE	
Introduction to Structural Equation Modelling Using <i>Amos</i>	Week 1 (8–12 Feb)
ADVANCED COURSE	
Advanced Analysis of Linked Health Data	Week 1 (8–12 Feb)

DISCLAIMER

Every effort will be made to offer the courses listed above on the dates shown. However, NZSSN reserves the right to cancel courses if there are insufficient numbers, and to otherwise vary arrangements in the event of unforeseen circumstances. Please note that your application does not guarantee you a course place as numbers for all courses are strictly limited. Applicants are advised to check the 2010 Summer Programme website www.nzssn.org.nz regularly for updates on the status of the course/s for which they have applied.

NZSSN accepts no liability for any loss or damage that may arise from unsuccessful applications or the cancellation of courses.

These courses have been developed by NZSSN. Victoria University of Wellington's School of Government is involved only as a provider of the venue and administrative services for NZSSN. These short courses are not Victoria University of Wellington courses and Victoria University of Wellington accepts no responsibility for the content, presentation or assessment of these courses. NZSSN courses cannot be credited to any degree. If you require courses that are creditable towards a degree, please contact your local tertiary education provider.

REFUNDS/CANCELLATION POLICY

Course fees are **not** refundable unless the course is cancelled or your application is withdrawn before the advised closing date of 11th December 2009; the early bird student fee is not refundable on withdrawal. Late enrolments will be accepted depending on course numbers and availability.

A processing fee of \$200 will be retained/charged for applications withdrawn within the period after the advised closing date of 11th December 2009 and prior to 29th January 2010.

The full course fee will be retained/charged for applications withdrawn after 29th January 2010 or seven days prior to the start of the respective enrolled course.

COURSE OUTLINES: WEEK ONE

LEVEL: INTRODUCTORY

Mon 8th Feb – Fri 12th Feb

INTRODUCTION TO STATISTICS

Dr Wiremu Solomon, The University of Auckland

PREREQUISITES

None; and no previous computing experience is necessary. Participants will receive a copy of the course notes on the first day.

COURSE OUTLINE

This is an introductory unit in statistical methods with an emphasis on those applicable to the social sciences. The approach will be largely non-mathematical, concentrating on concepts rather than mathematical theory. The first part of the course will include numerical and graphical displays for univariate and bivariate data, covering topics such as types of variables, frequency tables, histograms and stem and leaf plots, the median, interquartile range and boxplots, the mean and standard deviation, levels of measurement, scatterplots and tabulated data.

The second part of the course deals with the ideas of inferential statistics. Topics covered include a basic discussion of experimental design and sampling procedures, followed by hypothesis testing for means and proportions, nonparametric methods, one-way analysis of variance, statistical and practical significance, simple linear regression, correlation, tables of counts and the chi-square test.

The statistical package *SPSS* will be used where appropriate as a teaching tool and computational aid (previous experience is not assumed).

COURSE TEXT

The instructor's detailed course notes will serve as the course text.

RELATED COURSES

Participants in this course are encouraged to enrol in *Data Analysis in SPSS* either in the second week here or in a future NZSSN short course programme. These courses together provide a comprehensive introduction to statistical methods and the use of a statistical analysis package. Participants familiar with the use of a package but lacking statistical training should also start with this course.

COURSE OUTLINES: WEEK ONE

LEVEL: INTRODUCTORY

Mon 8th Feb – Fri 12th Feb

QUALITATIVE RESEARCH TECHNIQUES

Dr Delwyn Goodrick, Program Evaluation Consultant

COURSE OUTLINE

This five-day introductory course is designed for participants with little or no background or experience with qualitative research. It will suit individuals who are in the design stages of a qualitative research project or who are interested in an overview of the theory and practice of qualitative research. The course will be interactive and participants will be encouraged to share their own research plans and issues in working group sessions. Examples of published research will be reviewed across the five days to illustrate the stages of research design, conduct, analysis and representation. Workshop topics to be covered include:

- Monday** **Introductory session: Designing qualitative research.** Research interests and expectations. Overview of common features of qualitative research. When to use a qualitative approach. The relationship of theoretical positioning of the researcher to selection of qualitative approach. Types of qualitative research. Applications of qualitative research in health, education, and psychology. Paradigm and methods debates, ethical issues in qualitative research. Writing a qualitative research proposal.
- Tuesday** **Major Methods 1: A) Participant Observation and B) Focus Groups.** A) The role of observation and fieldwork in qualitative research. Types of observational study. Selecting an appropriate observational role. Recording observation. B) Characteristics of focus groups. Designing focus group questions. Moderator skills. Analysing and reporting focus group data.
- Wednesday** **Major Methods 2: C) Interviewing and D) Document Analysis.** C) The theory and practice of interviewing, level of interview structure and types of question, designing effective questions, developing rapport with research participants, recording and transcribing interviews, managing and analysing interview data. D) The role of documentation. Analysing documents.
- Thursday** **Data Analysis. Validity/Trustworthiness of Qualitative Research.** Manual and computer-assisted methods of data analysis. Structuring analysis. Types of analysis – content, theory-driven, thematic. Developing a systematic categorising system. Refining analytic skills. Mapping analysis to purpose and theoretical perspective. Description, analysis and interpretation. Types of claims and evidence base. Enhancing the quality of research claims. Quality criteria in qualitative research.
- Friday** **Reporting Qualitative Research.** Formats for reporting qualitative research: the case study, the narrative account, the ethnography. Common rhetorical structures will be reviewed with reference to published qualitative research examples. Representation issues: the role of the researcher, voice and authority in qualitative writing. The ‘new ethnography’ and auto-ethnography. Combining qualitative and quantitative research approaches.

REFERENCES

The following texts are not required reading, but provide a useful orientation to qualitative research. A package of handout materials and additional reference material will be provided to participants.

Booth W.C., Colomb, G.G., and Williams, J.M. (2008). *The craft of research* (third ed). Chicago: University of Chicago Press.

Goodall, H.L. jnr. (2008). *Writing qualitative inquiry: Self, stories, and academic life*. Walnut Creek, CA: Left Coast Press.

Kvale, S. (1996). *InterViews: An introduction to qualitative research interviewing*. Thousand oaks, CA: Sage.

Patton, M.Q. (2002). *Qualitative research and evaluation methods* (third ed). Thousand Oaks, CA: Sage.

Woods, P. (1999). *Successful writing for qualitative researchers*. London, UK: Routledge.

COURSE OUTLINES: WEEK ONE

LEVEL: INTERMEDIATE to ADVANCED

Mon 8th Feb – Fri 12th Feb

INTRODUCTION TO STRUCTURAL EQUATION MODELLING USING AMOS™

A/Prof. Everarda Cunningham, Swinburne University of Technology

PREREQUISITES

An understanding of multiple regression is essential and knowledge of exploratory factor analysis is highly desirable. It is also expected that participants have previous experience with a statistical data analysis package such as *SPSS*. However, the course assumes that participants have little or no prior knowledge of structural equation modelling (SEM).

COURSE OUTLINE

The course is designed as an introductory, applied course in the use of SEM using the *Amos18* program. SEM is used widely by researchers to find and test complex relationships amongst observed (measured) variables and latent (unobserved) variables and amongst the latent variables themselves. SEM subsumes other analytical techniques such as regression, path analysis, factor analysis, and canonical correlation.

The course is divided into three parts and follows the historical development of SEM. Part I is concerned with directly observed variables. Topics include regression and path analysis, and model testing of causal models with observed variables. Part II of the course introduces latent (unobserved) variables. Topics include confirmatory factor analysis (CFA), model comparisons, model equivalence and higher-order CFA, formative versus reflective indicators, and invariance testing via multi-group analyses. Part III combines the ideas covered in the first two parts by introducing full SEM models as path models amongst latent variables. Topics include single indicator latent variable models, and mediating, potentially moderating (interaction) and alternate models in SEM. Throughout the course issues related to fitting structural models are addressed. These include model specification, identification and estimation, assessing model fit (goodness-of-fit criteria), and dealing with problem data including missing data, small samples, ordinal and/or dichotomous variables, non-normal data, non-positive definite matrices and inadmissible models.

Course participants will be provided with instruction and practical experience in the use of *Amos* to estimate parameters implied by various types of models. On the final day of the course, participants will be given the opportunity to analyse their own data and receive feedback on their data and/or their models. Participants wishing to bring their own data should bring an *SPSS* (*.sav) file or *Excel* (*.xls) file.

While no pre-reading in SEM is required and all necessary materials will be provided for the course, interested participants may wish to consult the following reference as preliminary reading:

Kline, R. B. (2005). *Principles and Practice of Structural Equation Modeling* (2nd Ed.). NY: The Guilford Press.

COURSE TEXT

Cunningham, E. (2009). *A practical guide to structural equation modelling using Amos™*. Melbourne: Statsline.

This text of the instructor's course notes will be distributed to all course participants.

RELATED COURSES

Participants with a good understanding of this course may progress to further courses (when offered) in SEM using either the *Amos™* or *Mplus™* software packages.

COURSE OUTLINES: WEEK ONE

LEVEL: ADVANCED

Mon 8th Feb – Fri 12th Feb

ADVANCED ANALYSIS OF LINKED HEALTH DATA

Professor D'Arcy Holman, University of Western Australia

PREREQUISITES

The computing component of the unit assumes competence in the preparation of computing syntax for *SPSS*, *SAS* or *Stata*, and familiarity with the management and analysis of linked data files at an introductory to intermediate level. Participants must have self-sufficient access to a notebook or desktop computer each afternoon (lab computers provided with *SPSS* access; participants will need to bring their own laptops to use other packages), running a suitable statistical program (*SPSS*, *SAS* or *Stata*) and capable of reading a CD-ROM. A working knowledge of statistical concepts, including regression models, used in data analysis in the medical and social sciences is assumed.

COURSE OUTLINE

This is an intensive course of five days in duration, designed to instruct participants in the theory and practice of analysis of large sets of linked administrative data, especially in the health area, but with applications throughout the social sciences, at an intermediate to advanced level. Rapid growth in data linkage projects has led to a shortfall in analysts' skills. In health, some researchers understand epidemiological principles, but are unfamiliar with the specialised computing skills needed to analyse linked data files. Others have a strong grasp of computing concepts, but lack an adequate theoretical base to design high quality applications to answer research questions. This short course combines advanced principles of health care and social epidemiology with practical exercises to illustrate and develop the corresponding computing skills.

The modular structure of the unit provides students with a theoretical grounding in the classroom on each topic, followed by a training session on the corresponding computing solutions. Students use fictitious but realistic linked data files on CD-ROM in the hands-on exercises. Professor Holman is available in the computing laboratory session each afternoon.

For information on the course upon which this one is based, see:

<http://www.sph.uwa.edu.au/courses/summer-school/adv-linked-health>.

LEARNING OBJECTIVES

Advanced Analysis of Linked Health Data provides health and social researchers with the opportunity to build on their pre-existing theoretical knowledge and skills in the analysis of linked data by exploring a number of advanced topics. Upon completion the participant will:

- have consolidated their grasp of foundation concepts of health care and social epidemiology and data analysis;
- possess an advanced understanding of methods for conceptualisation and construction of valid measures and effect measures of health and human service utilisation and outcomes based on complex, multi-sourced linked data sets;
- understand complex longitudinal research designs and how to implement them using multi-sourced linked data sets;
- understand case distribution designs and how to implement them using multi-sourced linked data sets;
- have skills in the analysis of linked mortality, institutional, pharmaceutical and primary care health data;
- be able to write computing syntax to prepare complex linked data files for analysis, derive exposure and outcome variables, relate numerators and denominators and produce results from advanced statistical procedures.

COURSE TEXT

The instructor's detailed course notes will serve as the course text.

RELATED COURSES

This course articulates with 'Introductory Analysis of Linked Data', which was offered in New Zealand by Professor Holman early in 2009. However, previous exposure to the introductory course is not essential provided that the participant has equivalent experience in the analysis of linked administrative data sets at least an introductory level.

COURSE OUTLINES: WEEK ONE

LEVEL: INTRODUCTORY

Mon 8th Feb – Fri 12th Feb

CASE STUDY RESEARCH

Professor Helen Simons, Education and Evaluation, University of Southampton, UK

PREREQUISITES

There are no prerequisites for this course, apart from a curiosity to learn and to challenge assumptions. Participants are welcome from different disciplines and professional fields.

COURSE OUTLINE

This course explores the theory and practice of case study as a research approach for understanding and evaluating the complexity and dynamics of innovative programmes and organisations. The course is designed to be useful for those who wish to commission or conduct case study research to inform policy decisions or professional practice. The course will be workshop- and seminar-based. Participants will be encouraged to share potential case study designs and field work dilemmas throughout the course. Topics to be covered include:

Monday: Evolution and Concept of Case Study Research. Participants' understandings of case study research and expectations. Reasons for emergence as a major form of research inquiry in education and related professional fields. Justification for the approach – the kind of knowledge it generates compared with other research approaches – and methodologies employed. Different types and purposes – evaluation, theory led/generated, ethnographic. Strengths and limitations.

Tuesday: Planning and Designing Case Study Research. Defining and selecting the case/s, concept and boundaries. Emergent design. Research questions/foreshadowed issues. Methods of data collection – interviewing, observation, document analysis. Sampling choices within methods. Selecting methods in relation to preferred ways of knowing. Use of theory or theoretical framework. Gaining access.

Wednesday: Relationships in the Field. Choice of researcher role – impartial observer, documentarist, teller of stories. Ethics for gaining access to and release of data – confidentiality, anonymity, pre-publication access. Principles and procedures of democratic case study. Ethical dilemmas in the politics of 'real life' cases. Managing field relations. Reflexivity of the researcher.

Thursday: Making Sense. Strategies for analysing and interpreting. Reducing or transforming data. Formal analysis – coding/categorising, progressive focusing, concept mapping, grounded theory. Artistic interpretations – narrative/poetic forms. Validity (internal/external), credibility, authenticity. Strategies for enhancing validity: triangulation, respondent validation, metaphors of crystal/prism. Generalising – crosscase, process, concept, naturalistic, situated, and in-depth particularisation.

Friday: Reporting and Communicating Case Study Research. Forms of reporting – formal, portrayal, conclusion-led, artistic. Appropriateness for purpose. Utility in policymaking. Inspirations for improving writing – literary, biographic, documentary journalism. Re-presenting or fictionalising. Beyond the written form.

REFERENCES

The following texts, while not required preliminary reading, offer an introduction to the issues and content to be covered. Further materials and readings will be provided in the course itself.

Simons, H. (2009) *Case Study Research in Practice*. London: Sage.

Simons, H. (1996) The Paradox of Case Study, *Cambridge Journal of Education*, 26(2):225–40.

COURSE OUTLINES: WEEK TWO

LEVEL: INTRODUCTORY

Mon 15th Feb – Fri 19th Feb

DATA ANALYSIS IN SPSS

A/Prof. Brian Phillips, Swinburne University of Technology

PREREQUISITES

Some basic knowledge of descriptive statistics, *Introduction to Statistics*, or equivalent experience presumed. The course is designed for people with little or no experience in the use of *SPSS*, though basic keyboard skills and/or experience with Microsoft Windows are expected. It is also useful for people with some *SPSS* experience to enhance their knowledge of the package. This course provides the beginner in quantitative data analysis with the basic requirements for analysis in an *SPSS* computing environment.

COURSE OUTLINE

This course will provide participants with sufficient knowledge of *SPSS* to enable them to create and run *SPSS* jobs for analysing data obtained from surveys, experiments and other sources. It will also provide a structure to help them develop a data analysis plan. Instruction and practical work will be integrated in all sessions of the course. Each participant will have the sole use of a computer, and individual assistance will be available. The course will be based on a recent PC version of *SPSS*, but it is also suitable for users of earlier versions of *SPSS* and users of *SPSS* on the Mac or other platforms.

The course provides grounding in the use of the *SPSS* package for data analysis. It will use descriptive statistical techniques to demonstrate the package's features, although it is not planned as a comprehensive course in statistics.

Topics to be covered include: the Windows environment as applicable to *SPSS*; key elements of an *SPSS* 'job' – defining, entering data and running jobs, preparing data for analysis; raw data files, using both windows and syntax, *SPSS* files and data from other packages; selecting and modifying data, creating new variables; graphing data; developing a data analysis plan – deciding on the measures, tables and graphs appropriate for the study being undertaken; output files – formats, data analysis procedures, univariate and bivariate analyses, presentation of results in reports and tables, and the analysis of multiple response questions. It will also involve some of the file handling features of *SPSS*, including merging of both cases and variables.

COURSE TEXT

There is no set text, and full notes and data files will be supplied. It would be useful, though it is not essential, for participants to bring a recent *SPSS* Base System User's Guide to the course.

REFERENCES

SPSS Manuals and any recent text written on the use of *SPSS*.

RELATED COURSES

Students needing to convert from another package to *SPSS* will find that this course provides a bridge to understanding the *SPSS* language and the operation of the basic procedures, although more advanced procedures will not be covered. Participants who complete this course may wish to progress to intermediate level NZSSN courses in subsequent programmes.

COURSE OUTLINES: WEEK TWO

LEVEL: INTRODUCTORY

Mon 15th Feb – Fri 19th Feb

INTRODUCTION TO NVIVO

Dr Leonie Daws, Kihī Consultancies

COURSE OUTLINE

This is an introductory course designed for those familiar with qualitative research approaches, who are interested in using *NVivo* to assist with the tasks of qualitative data analysis. The focus is on learning the *NVivo* data analysis toolkit through hands on experience. Sample data will be provided but participants are encouraged to bring their own data sets. The first day will provide an overview of the software and will offer participants the opportunity to consider applications of the software to their own research projects. During the remainder of the course, participants will be taken systematically through applying the software to the tasks of developing a research project from planning for the collection of data through preparation of the data for analysis and undertaking the tasks of analysis, to conceptualising, validating and presenting findings.

Monday: Overview of the *NVivo* toolkit. Project planning and initial project setup. Working with digital data sources including text, audio, video and image files. Handling non-text material. *NVivo* as an aid to reviewing research literature.

Tuesday: Introduction to first level data analysis tools: basic coding tools, autocoding and searching text. Coding media files and documenting relationships. Building coding structures.

Wednesday: Additional first level data analysis tools: using memoing and linking to document conversations and threads, and maintain audit trails. Working with cases and demographic characteristics. Tools for reviewing progress and monitoring analysis.

Thursday: Tools for theory building, conceptualisation and visualisation – using queries, models and charts to explore relationships and interactions, test hypotheses, refine analysis and verify accounts.

Friday: Building an account – tools for representing and reporting findings, generating text reports and mapping concepts. Using audit trails to give an account of analysis procedures and authenticate accounts. Tools for working with a team.

REFERENCES

- QSR International (2008). *NVivo 8 Fundamentals: starting to work with your materials*.
QSR International. (2008). *Moving on in NVivo 8: exploring, visualizing and sharing your material*.
Bazeley, P. (2007). *Qualitative Data Analysis with NVivo*. London: Sage.
Richards, L. (2009). *Handling Qualitative Data: A Practical Guide (Second Edition)*. London: Sage.

COURSE OUTLINES: WEEK TWO

LEVEL: INTRODUCTORY

Mon 15th Feb – Fri 19th Feb

INTRODUCTION TO PROGRAM EVALUATION

Dr Delwyn Goodrick, Program Evaluation Consultant

PREREQUISITES

This course assumes a basic understanding of methods of data collection, including surveys, focus groups and other group methods, interviews, document analysis, and data retrieval for secondary data.

COURSE OUTLINE

This five day course is designed for public sector workers and academics who are interested in commissioning, managing or conducting evaluations of public policy or programs. The course is introductory and will be most suitable for those who are commissioning, conducting or teaching program evaluation.

The course is structured to progress participants through the stages of an evaluation. Participants are exposed to key theories and approaches to evaluation and then apply these to real examples of evaluations, from negotiation and planning through to data collection and final reporting and dissemination of findings. Examples from published studies and the facilitator's applied practice in evaluation will be drawn upon to illustrate and reinforce key concepts.

This five day short course is interactive and participatory. Participants are encouraged to bring their own examples and work through issues throughout the week. A set of handout notes will be provided to participants and case exemplars reviewed in class sessions.

Day 1: Program Evaluation: What is it? How does it differ from social research? The role of valuing in evaluation. Key evaluation types and approaches. The roles of internal & external evaluation. Key evaluation design considerations. Fostering the use and influence of evaluations. Using evaluation models to inform practice – social programming, valuing, knowledge construction, use and influence, and practice.

Day 2: Planning Evaluation: Working with Key Stakeholders. The role of program logic and program theory in evaluation: What is program logic? When is program logic helpful? How to facilitate a program logic mapping session. Program theory for complicated and complex social programs. From initiation to final brief (or plan).

Day 3: Designing an evaluation plan: Key components of an evaluation plan. The importance of identifying key audience information needs, and evaluation scope. Budgeting for an evaluation. Defining a limited set of key evaluation questions (KEQs). Managing an evaluation: some principles and tips for practice. Designs relevant for evaluation of emergent and/or multifaceted public sector programs (complex and complicated programs). Types of Evaluation: Process and Outcome evaluation approaches. The roles of experimental, quasi experimental, non-experimental and qualitative designs.

Day 4: Data collection and analysis: Major methods of data collection. Topics to be reviewed will include interviews, Most Significant Change technique (MSC), photographs and other visual methods, focus groups, nominal group technique and Delphi technique, Q sort, surveys, and goal attainment scaling. The role of mixed methods in evaluation – How to integrate qual and quant methods.

Analysis principles and approaches will be emphasised in Day 4 and in Day 5 in relation to method.

Day 5: Reporting an evaluation and supporting use and influence. The 1, 5, 25 rule. Considerations in generating valid claims. Issues of rigour and relevance. The role of program evaluation standards and core competencies in evaluation. Disseminating evaluation findings and influencing the use of evaluation.

Practical tips to enhance the value of evaluation. Building a culture of evaluative thinking into public sector agencies – the role of monitoring and evaluation frameworks.

REFERENCES

Patton, M.Q. (2008). *Utilization-focused evaluation* (4th ed). Thousand Oaks, CA: Sage.

Torres, R.T., Preskil, H., and Piontek, M.E. (2005). *Evaluation strategies for communicating and reporting: Enhancing learning in organization* (2nd ed). Thousand Oaks, CA: Sage.

COURSE OUTLINES: WEEK TWO

LEVEL: INTRODUCTORY

Mon 15th Feb – Fri 19th Feb

INTRODUCTION TO SURVEY DESIGN

Dr Gordon Emmerson, Victoria University of Technology

COURSE OUTLINE

Collecting survey data can be expensive and time-consuming; therefore it is appropriate to ensure that usable and reliable data are collected. This course is designed to prepare participants to build and conduct research surveys to meet a variety of needs. Topics that are covered include uses of surveys, constructing survey questions that are clear and unbiased, improving survey reliability, types of samples and sampling, and combining objective and open-ended questioning in order to enhance the usability of results. Types of data that can be collected in surveys will be covered, as well common mistakes made with surveys. Survey data analysis will also be illustrated in order for participants to gain exposure to a range of analysis possibilities.

Monday:

- how surveys can be used
- research language relating to surveys
- writing good survey questions
- types of surveys including types of data collection
- important aspects of design and layout
- avoiding common mistakes

Tuesday:

- sampling theory and the importance of the matching the sample to the needs
- insuring the survey achieves the research objectives
- the importance of reliability and validity of surveys
- methods to determine the reliability and validity of the survey
- research design and the types of surveys that meet various designs
- data collection methodologies

Wednesday:

- pilot testing
- methods to improve response rate
- merging survey data with qualitative research
- cover letter, ethical guidelines, and ethics committees
- the importance of response rate
- telephone and online surveying
- ethical issues and survey research

Thursday:

- handling survey data when it comes in
- statistical procedures for survey data
- coding survey data and preparing it for Excel or SPSS
- how to explore survey data in order to get the most out of it

Friday:

- reporting survey results
- what claims can be made and what claims cannot be made
- review of the elements necessary for reliable surveys to meet the needs of the research
- individual consultations

REFERENCES

- Arsham, H. Questionnaire design and *surveys* sampling. University of Baltimore Website. Retrieved September 3, 2009 from: <http://home.ubalt.edu/ntsbarsh/stat-data/Surveys.htm>.
- Lavrakas, P. J., Shuttles, C. D., Steeh, C., & Fienberg, H. (2007). The state of surveying cell phone numbers in the United States. *Public Opinion Quarterly*, 71 (5), 840–854.
- Porter, S. R. & Whitcomb, M. E. (2007, Win). Mixed-mode contacts in web *surveys*. *Public Opinion Quarterly*, 71 (4), 635–648.
- Rea, Louis M. & Parker, Richard A. (2005). *Designing and Conducting Survey Research: A Comprehensive Guide*: John Wiley & Sons, San Francisco.

COURSE OUTLINES: WEEK TWO

LEVEL: INTRODUCTORY

Mon 15th Feb – Thu 18th Feb (Wellington)

Mon 22nd Feb – Thu 25th Feb (Auckland)

RESEARCH SYNTHESIS FOR POLICY AND PRACTICE

Professor David Gough, EPPI-Centre, University of London

PREREQUISITES

There are no formal prerequisites for this course. However, it is recommended that attendees have some prior experience of social science research methods as would be found in undergraduate social science courses. The course is designed for those either producing or using research to inform decision making. The course is likely to be of interest to two main groups. Firstly, those in a role with a policy agency, NGO or other organisation where the preparation and interpretation of position papers or similar documents based on extant literature is, or is likely to be, an important part of their work. Secondly, policy and academic researchers wishing to learn more about broad based quantitative, qualitative or mixed methods systematic reviews.

COURSE AIMS

The objective is to develop awareness and capacity in broad based user driven research synthesis in the research community and also to ensure that a representative group of individuals in policy agencies and NGOs can gain expertise in the use of systematic reviews and other research scanning and synthesising techniques for policy and practice.

COURSE OUTLINE

This course will be of interest to those wishing to:

- familiarise themselves with the principles of systematic reviewing of research;
- read and critique systematic reviews;
- learn how to conduct a quantitative, qualitative and mixed method systematic reviews.

The course covers a range of approaches to research synthesis. It examines how systematic reviews can address a broad range of research questions, can include many different types of primary research and can be both integrative and interpretive using both a-priori and iterative methods, and how research reviews, like all research projects, need to be fit for purpose and appraised for their strengths and weaknesses.

The module aims to develop an understanding of:

- the history, theory and purpose of systematic reviews;
- the range of quantitative and qualitative approaches to synthesis;
- the stages of systematic maps and synthesis;
- involving users of research in the research process;
- enabling evidence to be relevant for policy and practice.

WEBLINKS

David Gough works in the EPPI-Centre, University of London: eppi.ioe.ac.uk/cms/.

There is a university masters programme in this sort of analysis: eppi.ioe.ac.uk/cms/?tabid=692.

ABOUT NZSSN INSTRUCTORS

Dr Wiremu Solomon is a lecturer in the Mathematics and Statistics Departments at The University of Auckland. He completed his PhD in Mathematics at the University of Wisconsin-Madison in 1986 and has since been employed at The University of Auckland with brief stints at Southern Cross University, Lismore, NSW and the University of Queensland, Brisbane. His research interests include stochastic processes, stochastic calculus, financial mathematics and geometric algebra. A long interest in Māori education has involved him in many Māori and Pasifika educational, mentoring and teacher initiatives.

Dr Delwyn Goodrick is a psychologist who specialises in Program Evaluation and social research. She has over fifteen years of experience designing and teaching undergraduate and postgraduate research programmes.

Delwyn has conducted a number of training workshops on research topics such as validity, survey design, program evaluation, and qualitative methods for universities and public sector organisations in Australia and New Zealand. Three times per year she offers five day workshop programs for ACSPRI (Australia), and she conducts research training programs each year in the UK. In 2010 she will be presenting a series of workshops in Singapore.

Delwyn has provided a tailored facilitation role for a range of public sector and community agencies in evaluation. In the past twelve months she has provided evaluation consultancy services to, Queensland Health, Legal Aid Queensland, Department of Education and Training, Department of Human Services, Department of Justice, Department of Victorian Communities, Country Fire Authority, Department of Primary Industries, Department of Education and Early Childhood Development, the Victorian Curriculum Assessment Authority, the City of Port Philip, Southern Health, the Victorian Mental Illness Awareness Council, and the City of Whittlesea.

She has also worked with a number of universities including Victoria University, Curtin University, Murdoch University, The Australian National University, and University of Sydney in the past year, providing training in research methods. Delwyn worked for the Department of Human Services (Victoria, Australia) for two and a half years and while there established an evaluation support unit to coordinate and support evaluation undertaken for the Department.

She currently maintains her own evaluation consultancy practice and has a commitment to the promotion of the role and function of practical approaches to evaluation and research to inform decision making.

Professor D'Arcy Holman was appointed in 1994 to the Foundation Chair in Public Health at The University of Western Australia and was the inaugural Head of the School of Population Health. His achievements at UWA include the WA Data Linkage Project, an Aboriginal Health Research Award Scheme and the industry-responsive BHLthSc and BHLthSc/BCom programs. Professor Holman, his research coworkers and students have published extensively in health services research, health promotion program evaluation, and the epidemiology, prevention and treatment of chronic and communicable diseases. Present research interests focus on intervention research and the utilisation and outcomes of health care.

Professor Holman's published works number around 400 and competitive grant earnings exceed \$AUS40 million, including several NHMRC program and enabling grants and an extended five-year project grant ranked in category 7, the highest grading of scientific merit assigned by NHMRC ranking procedures. He has made significant contributions to population health research training in Australia, teaching courses by invitation in locations around the nation and having supervised over 35 graduate research students and post-doctoral fellows. He has served on both the policy and research arms of NHMRC as well as on numerous reviews for NHMRC, the Australian Department of Health and Ageing, and the Australian Institute of Health and Welfare. He was appointed to the international panel for review of the Canadian Institutes for Health Research and was awarded Permanent Guest Professor status at the School of Medicine at Zhejiang University in the People's Republic of China. Professor Holman is a director of HBF Health Inc. and board chairman of Healthguard Inc. (both large not-for-profit health insurers) and a Graduate of the Australian Institute of Company Directors. Professor Holman was awarded Fellowship of the Australian Institute of Management in recognition of his contributions to the leadership of health organisations and the development of leadership skills in health practitioners. He is also completing a law degree at Murdoch University. His record of community service is extensive. He is, for example, immediate past-president of the Cancer Council of WA, chair of the WA Review of the Mental Health Act, chair of the Expert Medical Advisory Panel to Health + Medicine and chair-elect of the WA Road Safety Council. Professor Holman has received the Centenary Medal of Australia for his voluntary services to the health system and the Sydney Sax Public Health Medal for his contributions to the promotion and protection of the community's health.

Associate Professor Brian Phillips works in the Statistics discipline at Swinburne University of Technology, Melbourne, specialising in Social Statistics. Brian was trained as a secondary teacher and taught in Australia and overseas before joining Swinburne. His main work has involved teaching statistics and *SPSS* to students with limited mathematical backgrounds. He has been President of the Victoria Branch of the Statistics Society of Australia, is a Past President of the International Association for Statistical Education and has been the principal organiser and editor for a number of International Conferences on Teaching Statistics. He has taught in ACSPRI courses for many years.

Mr Mike Forster is a Senior Tutor in the Department of Statistics, The University of Auckland. He currently teaches 2nd year Data Analysis and 3rd year Applied Time Series. His main interests are in statistical education, econometrics and time series. Mike was previously a Senior Tutor in Economics, before moving to Statistics in 1999. He has a BA in Political Studies, a BCom (Hons) in Economics and an MSc in Statistics.

Dr Leonie Daws is currently Principal Consultant with Kihī Consultancies, a qualitative research consulting service, providing training and consultation in the use of QSR software including *NVivo*. She has previously held appointments as Director of the Centre for Policy and Leadership Studies and Chair of the Faculty Research Committee in the Faculty of Education, Queensland University of Technology. Her recent research interests include investigating the uptake of information and communication technologies in rural communities, focusing on the role these technologies can play in community development and on their application in the provision of government services to rural communities. Working within an interdisciplinary team, Dr Daws's specific professional interest has been in the education and training aspects of this program of research. She has also engaged in a range of research mapping and critiquing government policy across state and federal jurisdictions including in the areas of curriculum and social justice policies in education.

Dr Gordon Emmerson is a specialist in quantitative research. He has taught undergraduate and postgraduate statistics programmes at Victoria University, Australia, within the Psychology Department for twenty years. Gordon was employed as a statistical/methods advisor to university staff in the United States at Kansas State University in the late 1980s. He is an experienced group facilitator and regularly conducts workshops across a range of topic areas. He is an experienced user of data management and statistical packages including *SPSS* and *Microsoft Excel*. He has also undertaken a number of consultancies in quantitative research in the health and education sectors.

Professor David Gough is Professor of Evidence Informed Policy and Practice and the Director of the Social Science Research Unit and its Evidence for Policy and Practice Information and Co-ordinating Centre (EPPI-Centre), which is a specialist centre for the development of methods of research synthesis. He came to the unit in 1998, having previously worked at the University of Glasgow and Japan Women's University. David has written extensively on child protection and abuse, but now spends most time on research synthesis and its relevance for policy and practice.

He teaches Doctoral courses at the Institute and is course leader of the MSc in Evidence for Public Policy and Practice. He and his colleagues also design and deliver numerous short courses for researchers and other professionals on systematic reviews in the UK and internationally including a specialist course for UK government social researchers. For several years he was the editor of the journal *Child Abuse Review* and is now Managing Editor of the journal *Evidence and Policy*. David was previously Secretary of the international child abuse professional society (ISPCAN) and on the National Executive Committee of the British BASPCAN and founding member of the Japanese JaSPCAN.

Professor Helen Simons is Professor of Education and Evaluation at the University of Southampton, UK, and an independent evaluation consultant. For over twenty-five years she has specialised in the practice of case study in evaluation and research contexts for a wide variety of government and non-government agencies. She has conducted numerous case study evaluations, taught case study research in many universities and organisations in over 20 countries and written widely about the theory and practice of case study research, qualitative methodology, and the ethics of the process. Her teaching and research embody humanistic and democratic principles that aim to make a difference to how we understand workplaces, innovations and change. She has also played a major role in promoting research ethics nationally and internationally. Helen is an immediate past-president of the United Kingdom Evaluation Society (UKES), a Fellow of the Royal Society of Arts and an Academician of the Academy of Learned Societies in the Social Sciences, UK.

ACCOMMODATION AND AIR TRAVEL

ACCOMMODATION/VENUE

The Summer Programme will take place in the Railway Building, School of Government, Pipitea Campus, Victoria University of Wellington. The building is situated at the Railway Station and the Lambton Bus exchange, only a 5–10 minute walk from anywhere in the CBD. For more information, and maps, see www.vuw.ac.nz/home/about_victoria/campus_pipitea.html.

Accommodation is not covered by NZSSN course fees, and is the responsibility of the participant. There are various generic websites for accommodation, such as www.wellingtonnz.com/accommodation.

AIR TRAVEL

Participants will be responsible for their own travel arrangements and costs. There are several Travel Agents that can be contacted nationwide.

LOCAL TRANSPORT

There are many ways of getting to and from Victoria University of Wellington, School of Government: by car, bus and taxi. There is a regular bus service between the university and various city areas.

CAR PARKING

There are public car parks in the area with casual parking available from around \$10 per day. The number of visitor parking spaces available at Victoria University of Wellington's School of Government is very limited and these spaces are normally reserved for short time visitors. NZSSN accepts no responsibility for parking fines incurred by Summer Programme participants.

SPECIAL REQUIREMENTS

If you have special requirements for participation in the Summer Programme (e.g. wheelchair access to lecture rooms or computer labs, dietary restrictions), please complete the 'special requirements' section/field within the application form advising of your requirements. NZSSN may, prior to applying for a course place, contact you to discuss your requirements.

NZSSN 2010 SHORT COURSES – HOW TO APPLY

1. Complete the application form online at www.nzssn.org.nz, or fax the application form here to +64 9 373 7986. Applicants are advised to make appropriate arrangements in advance to obtain necessary authorisations.
2. Include payment **in full** for the course(s) you wish to attend, or advise how payment is to be made, e.g. Tax Invoice is requested. **Cheques** should be made payable to **The University of Auckland**.
3. Mail the application form and full payment (cheque) to:
New Zealand Social Statistics Network
c/- Centre of Methods and Policy Application in the Social Sciences
The University of Auckland
Private Bag 92019
Auckland Mail Centre
Auckland 1142

All Enquiries – please email courses@nzssn.org.nz

CLOSING DATE

Applications for Summer Programme 2010 are to be received by **11th December 2009**. Places are limited and will be allocated on a first-come, first-served basis. Late applications **may** be accepted, subject to the availability of places.

EARLY-BIRD DISCOUNT

An early-bird discount (shown in fee schedule below) will be granted to course applications received and paid in full on or before 27th November 2009.

EARLY-BIRD DISCOUNT: FULL-TIME POSTGRADUATE STUDENTS

Full-time postgraduate students may be eligible for a further substantial discount for applications received and paid in full by 27th November 2009. To be eligible for this special discount, you must:

- be studying full-time and not be engaged in ongoing, full-time paid employment;
- complete the application in full, have your Head of Department, Supervisor or other authorised person sign it, and enclose a photocopy of your current Record of Enrolment;
- send payment by cheque in full with your application by the closing date.

<p>Early-bird discounts will only be granted to applications received and paid in full by: 27th November 2009</p>

FEE SCHEDULE

All fees are GST inclusive. Postgraduate students receive a generous discount on course fees. Fees for *Research Synthesis for Policy and Practice* are proportionately lower as this is only four days in length. *Advanced Analysis of Linked Health Data* is another special case; fees for this course are only \$500, across the board. See the table on page 20 for details on fees for all of our courses.

REFUNDS/CANCELLATION POLICY

Course fees are not refundable unless the course is cancelled or your application is withdrawn before the advised closing date of 11th December 2009; the early-bird student fee is not refundable on withdrawal.

A processing fee of \$200 will be retained/charged for applications withdrawn within the period after the advised closing date 11th December 2009 and prior to 29th January 2010.

The full course fee will be retained/charged for applications withdrawn after 29th January 2010, or seven days prior to the start of the respective enrolled course.

NZSSN 2010 SHORT COURSES – APPLICATION FORM

Please ensure all sections of the form (Parts A to C) are completed. Incomplete applications will not be accepted.
All Enquiries – Please email courses@nzssn.org.nz

PART A: APPLICANT DETAILS

NAME _____
[TITLE; FIRST NAME; FAMILY NAME]

OCCUPATION _____

POSTAL ADDRESS _____

CITY _____ POSTCODE _____

TELEPHONE WORK _____ HOME _____
MOBILE _____ FAX _____

EMAIL _____

EMAIL (personal) _____

NAME TO BE SHOWN ON NAME TAG _____

AFFILIATION TO BE SHOWN ON NAME TAG _____

SPECIAL REQUIREMENTS _____

Additional Information – Please tick the box(es) that apply below

I would like to receive information on future courses.

PART B: AUTHORISATION

If your course fee is being paid by your employer/on invoice, or if you wish to apply for the full-time student fee, this section **must be signed by your Head of Department, Supervisor or other authorised person.**

NAME OF AUTHORISING OFFICER _____

INSTITUTION/ORGANISATION _____

DEPT/SECTION _____

TELEPHONE _____ FAX _____

EMAIL _____

DECLARATION (Please tick appropriate box if relevant):

- I declare that the institution/organisation named above will be responsible for the payment of course fees of the person named in Part A.
- I declare that the person named in Part A is a full-time postgraduate student and not otherwise engaged in ongoing, full-time paid employment. I have advised them that these courses are not creditable towards any degree.

SIGNATURE _____ DATE _____

PART C: COURSE FEES

Please tick the box(es) indicating the appropriate fee for the course(s) you want to attend.
 You may enrol in only one course per week.

Note: All Courses are five-day courses except for *Research Synthesis for Policy and Practice*, which is **four days**.

Dates	Course	Early-Bird Full Fee	Early-Bird NGO/Educational Fee	Early-Bird PG Student Fee	Full Fee	NGO/Educational Fee	PG Student Fee
Week One (8–12 Feb)	<i>Advanced Analysis of Linked Health Data</i>	<input type="checkbox"/> \$500	<input type="checkbox"/> \$500	<input type="checkbox"/> \$500	<input type="checkbox"/> \$500	<input type="checkbox"/> \$500	<input type="checkbox"/> \$500
	<i>Introduction to Statistics</i>	<input type="checkbox"/> \$2000	<input type="checkbox"/> \$1600	<input type="checkbox"/> \$1000	<input type="checkbox"/> \$2200	<input type="checkbox"/> \$1800	<input type="checkbox"/> \$1800
	<i>Introduction to Structural Equation Modelling using Amos</i>	<input type="checkbox"/> \$2000	<input type="checkbox"/> \$1600	<input type="checkbox"/> \$1000	<input type="checkbox"/> \$2200	<input type="checkbox"/> \$1800	<input type="checkbox"/> \$1800
	<i>Qualitative Research Techniques</i>	<input type="checkbox"/> \$2000	<input type="checkbox"/> \$1600	<input type="checkbox"/> \$1000	<input type="checkbox"/> \$2200	<input type="checkbox"/> \$1800	<input type="checkbox"/> \$1800
	<i>Case Study Research</i>	<input type="checkbox"/> \$2000	<input type="checkbox"/> \$1600	<input type="checkbox"/> \$1000	<input type="checkbox"/> \$2200	<input type="checkbox"/> \$1800	<input type="checkbox"/> \$1800
Week Two (15–19 Feb)	<i>Data Analysis in SPSS</i>	<input type="checkbox"/> \$2000	<input type="checkbox"/> \$1600	<input type="checkbox"/> \$1000	<input type="checkbox"/> \$2200	<input type="checkbox"/> \$1800	<input type="checkbox"/> \$1800
	<i>Introduction to NVivo</i>	<input type="checkbox"/> \$2000	<input type="checkbox"/> \$1600	<input type="checkbox"/> \$1000	<input type="checkbox"/> \$2200	<input type="checkbox"/> \$1800	<input type="checkbox"/> \$1800
	<i>Introduction to Program Evaluation</i>	<input type="checkbox"/> \$2000	<input type="checkbox"/> \$1600	<input type="checkbox"/> \$1000	<input type="checkbox"/> \$2200	<input type="checkbox"/> \$1800	<input type="checkbox"/> \$1800
	<i>Introduction to Survey Design</i>	<input type="checkbox"/> \$2000	<input type="checkbox"/> \$1600	<input type="checkbox"/> \$1000	<input type="checkbox"/> \$2200	<input type="checkbox"/> \$1800	<input type="checkbox"/> \$1800
<input type="checkbox"/> Wellington <input type="checkbox"/> Auckland	<i>Research Synthesis for Policy and Practice (4 DAYS)</i>	<input type="checkbox"/> \$1600	<input type="checkbox"/> \$1280	<input type="checkbox"/> \$800	<input type="checkbox"/> \$1760	<input type="checkbox"/> \$1440	<input type="checkbox"/> \$1440

TOTAL PAYABLE \$ _____ (GST inclusive)

Payment may be made by cheque, credit card, or upon issue of a Tax Invoice – please tick that which applies.

Cheque enclosed – payment in full – made out to *The University of Auckland*.

Tax invoice – Employer/organisation.

Credit Card – please complete details below (Credit card payments will only be accepted from within New Zealand):

Name of Credit Card holder: _____ Card type: _____

Credit Card number: _____ Expiry date: _____

Signature: _____

Full-time students

I have applied for the short course at the discounted rate for full-time postgraduate students. I declare that I am a full-time postgraduate student and that I am not otherwise engaged in ongoing, full-time paid employment. I am aware that these courses cannot be credited to any degree. A copy of my current Record of Enrolment is attached.

The declaration in Part B has been signed by an authorised person.

Signature: _____ Date: _____

Please return completed application form to:

**New Zealand Social Statistics Network
 The University of Auckland
 Private Bag 92019, Auckland**

**Fax: +64 9 373 7986
 Email: courses@nzssn.org.nz**

Early Bird discount date: Friday 27th Nov 2009; Closing date for applications: Friday 11th Dec 2009.

REFUNDS/CANCELLATION POLICY

Course fees are not refundable unless the course is cancelled or your application is withdrawn before the advised closing date of 11th December 2009; the early-bird student fee is not refundable on withdrawal.

A processing fee of \$200 will be retained/charged for applications withdrawn within the period after the advised closing date, 11th December 2009, and prior to 29th January 2010.

The full course fee will be retained/charged for applications withdrawn after 29th January 2010 or seven days prior to the start of the respective enrolled course.