

*Discipline*

*Edinburgh Napier University respondents*

|   | N  | %     |
|---|----|-------|
| Biology and Life Sciences                           | 1  | 7.7   |
| Economics, Finance, Management, Business, Marketing | 1  | 7.7   |
| Law and Criminology                                 | 1  | 7.7   |
| Other   | 1  | 7.7   |
| Politics, Employment Research                       | 1  | 7.7   |
| Statistics  | 5  | 38.5  |
| Transport   | 3  | 23.1  |
| Total responding                                    | 13 | 100.0 |

***General level of expertise in quantitative methods***

***Edinburgh Napier University respondents***

|  | N | %  |
|--|---|----|
| 1. Not given   | 2 | 15 |
| 3. Beginner level in at least one descriptive method                             | 1 | 8  |
| 5. Intermediate level in at least one advanced method (beyond linear regression) | 4 | 31 |
| 6. Advanced level in at least one advanced method (beyond linear regression)     | 6 | 46 |

***How would you describe yourself?  
Edinburgh Napier University respondents***

|   | N  | %     |
|---|----|-------|
|   | 7  | 53.8  |
| Professional statistician               | 1  | 7.7   |
| Regular user of quantitative methods    | 3  | 23.1  |
| Occasional user of quantitative methods | 2  | 15.4  |
| Total responding                        | 13 | 100.0 |

***Note: This question was added later and only some respondents have answered***

***Expertise: Descriptive quantitative analysis***

***Edinburgh Napier University respondents***

|  | Percentage respondents with each level of expertise |              |          |          |           |
|--|---|--------------|----------|----------|-----------|
|  | Advanced  | Intermediate | Beginner | Non user | Not given |
| Frequencies, cross-tabulation, means etc                     | 77  | 15           | .        | .        | 8         |
| Comparing frequencies or means                               | 77  | 15           | .        | .        | 8         |
| Graphical output (eg bar-charts, histograms, pie-charts etc) | 62  | 31           | .        | .        | 8         |
| Transforming data distributions (eg log, quadratic)          | 31  | 15           | 31       | 8        | 15        |
| Indices of inequality (eg GINI index)                        | 8   | 15           | 15       | 46       | 15        |
| Measures of association (eg correlation)                     | 38  | 46           | 8        | .        | 8         |

*Expertise: Regression analysis*

*Edinburgh Napier University respondents*

|                                       | Percentage respondents with each level of expertise |              |          |          |           |
|---------------------------------------|---|--------------|----------|----------|-----------|
|                                       | Advanced  | Intermediate | Beginner | Non user | Not given |
| Simple/multiple linear                | 46  | 23           | 8        | 8        | 15        |
| Log-linear                            | 31  | 15           | 23       | 8        | 23        |
| Logistic/ordinal/multinomial          | 31  | 15           | 15       | 15       | 23        |
| Other (eg poisson, negative binomial) | 23  | 15           | 8        | 31       | 23        |

***Expertise: Longitudinal analysis***  
***Edinburgh Napier University respondents***

|                             | Percentage respondents with each level of expertise |              |          |          |           |
|-----------------------------|---|--------------|----------|----------|-----------|
|                             | Advanced  | Intermediate | Beginner | Non user | Not given |
| Event history analysis      | 15  | 8            | 8        | 38       | 31        |
| Times series analysis       | 8   | 38           | .        | 23       | 31        |
| Trajectory modelling        | .   | 8            | 8        | 54       | 31        |
| Other longitudinal analysis | .   | 8            | 15       | 46       | 31        |

***Expertise: Grouping analysis***  
***Edinburgh Napier University respondents***

|                                      | Percentage respondents with each level of expertise |              |          |          |           |
|--------------------------------------|---|--------------|----------|----------|-----------|
|                                      | Advanced  | Intermediate | Beginner | Non user | Not given |
| Principal components/factor analysis | 31  | 31           | 15       | 8        | 15        |
| Cluster/classification analysis      | 31  | 23           | 15       | 8        | 23        |
| Latent class analysis                | .   | 8            | 23       | 31       | 38        |
| Multi-dimensional scaling            | .   | 15           | 23       | 31       | 31        |

***Expertise: Other complex analysis methods***

***Edinburgh Napier University respondents***

|   | Percentage respondents with each level of expertise |              |          |          |           |
|---|---|--------------|----------|----------|-----------|
|   | Advanced  | Intermediate | Beginner | Non user | Not given |
| Probability, set theory, matrix algebra | 8   | 23           | 15       | 31       | 23        |
| Multi-level modelling                   | .   | 23           | .        | 46       | 31        |
| Structural equation modelling           | .   | 23           | 15       | 38       | 23        |
| Spatial analysis/modelling              | .   | 15           | 15       | 46       | 23        |
| Geographically weighted regression      | .   | 15           | .        | 62       | 23        |
| Econometric techniques                  | 15  | 15           | 8        | 38       | 23        |
| Simulation and risk analysis            | 8   | 8            | 8        | 54       | 23        |
| Missing value analysis/imputation       | .   | 15           | 23       | 38       | 23        |
| Content analysis (eg NVivo)             | 8   | .            | 31       | 46       | 15        |

***Expertise: Software packages***  
***Edinburgh Napier University respondents***

|                             | Percentage respondents with each level of expertise |              |          |          |           |
|-----------------------------|---|--------------|----------|----------|-----------|
|                             | Advanced  | Intermediate | Beginner | Non user | Not given |
| SPSS                        | 38  | 54           | .        | .        | 8         |
| Stata                       | .   | 8            | 23       | 46       | 23        |
| SAS                         | 8   | 23           | 8        | 31       | 31        |
| R/S/SPplus                  | .   | .            | 23       | 38       | 38        |
| Minitab                     | 23  | 8            | 23       | 23       | 23        |
| GAUSS                       | .   | .            | .        | 62       | 38        |
| Amos                        | .   | 8            | 8        | 54       | 31        |
| Lisrel                      | .   | .            | 8        | 54       | 38        |
| MPlus                       | .   | .            | .        | 62       | 38        |
| LatentGold                  | .   | .            | .        | 62       | 38        |
| MLWin                       | .   | 8            | .        | 54       | 38        |
| ARC/gis                     | .   | .            | .        | 54       | 46        |
| BUGS (OpenBUGS WinBUGS etc) | .   | .            | 8        | 54       | 38        |

***Expertise: Which of the following datasets to you use, and how often?***

***Edinburgh Napier University respondents***

|  | Percentage of respondents |                           |            |           |
|--|---------------------------|---------------------------|------------|-----------|
|  | Use regularly             | Used once or occasionally | Do not use | Not given |
| Growing Up in Scotland (GUS)                       | .                         | 8                         | 62         | 31        |
| Scottish School Leavers Survey                     | .                         | 23                        | 54         | 23        |
| Scottish Crime Survey                              | .                         | 8                         | 54         | 38        |
| Scottish Social Attitudes Survey                   | .                         | 38                        | 46         | 15        |
| Scottish Health Survey                             | 8                         | 15                        | 54         | 23        |
| Scottish Household Survey                          | 15                        | 31                        | 38         | 15        |
| Scottish components of national datasets (eg BHPS) | 8                         | 15                        | 46         | 31        |
| Other Scottish datasets                            | 31                        | 8                         | 31         | 31        |
| Other UK datasets                                  | 23                        | 8                         | 31         | 38        |
| Other datasets                                     | .                         | 8                         | 31         | 62        |

***Training requirements: Descriptive quantitative analysis***

***Edinburgh Napier University respondents***

|  | Number requiring training | Percentage of respondents at each level (of those requiring training) |          |          |           |
|--|---------------------------|---|----------|----------|-----------|
|  |                           | Intermediate  | Beginner | Non user | Not given |
| Frequencies, cross-tabulation, means etc                     | 2                         | 50  | .        | .        | 50        |
| Comparing frequencies or means                               | 2                         | 50  | .        | .        | 50        |
| Graphical output (eg bar-charts, histograms, pie-charts etc) | 2                         | 50  | .        | .        | 50        |
| Transforming data distributions (eg log, quadratic)          | 4                         | .   | 25       | 25       | 50        |
| Indices of inequality (eg GINI index)                        | 5                         | 20  | .        | 40       | 40        |
| Measures of association (eg correlation)                     | 3                         | 33  | 33       | .        | 33        |

***Training requirements: Regression analysis***

***Edinburgh Napier University respondents***

|                                       | Number requiring training | Percentage of respondents at each level (of those requiring training) |              |          |          |           |
|---------------------------------------|---------------------------|---|--------------|----------|----------|-----------|
|                                       |                           | Advanced  | Intermediate | Beginner | Non user | Not given |
| Simple/multiple linear                | 4                         | .   | 25           | 25       | .        | 50        |
| Log-linear                            | 6                         | 17  | .            | 33       | .        | 50        |
| Logistic/ordinal/multinomial          | 8                         | 13  | 25           | 13       | 13       | 38        |
| Other (eg poisson, negative binomial) | 8                         | 13  | 13           | 13       | 25       | 38        |

***Training requirements: Longitudinal analysis***

***Edinburgh Napier University respondents***

|                             | Number requiring training | Percentage of respondents at each level (of those requiring training) |          |          |           |
|-----------------------------|---------------------------|---|----------|----------|-----------|
|                             |                           | Intermediate  | Beginner | Non user | Not given |
| Event history analysis      | 9                         | 11  | 11       | 33       | 44        |
| Times series analysis       | 8                         | 38  | .        | 13       | 50        |
| Trajectory modelling        | 8                         | 13  | .        | 38       | 50        |
| Other longitudinal analysis | 10                        | 10  | 10       | 40       | 40        |

***Training requirements: Grouping analysis***

***Edinburgh Napier University respondents***

|                                      | Number requiring training | Percentage of respondents at each level (of those requiring training) |              |          |          |           |
|--------------------------------------|---------------------------|---|--------------|----------|----------|-----------|
|                                      |                           | Advanced  | Intermediate | Beginner | Non user | Not given |
| Principal components/factor analysis | 7                         | 14  | 29           | 14       | 14       | 29        |
| Cluster/classification analysis      | 9                         | 11  | 22           | 22       | 11       | 33        |
| Latent class analysis                | 8                         | .   | 13           | 25       | 13       | 50        |
| Multi-dimensional scaling            | 9                         | .   | 22           | 22       | 22       | 33        |

***Training requirements: Other complex analysis methods***

***Edinburgh Napier University respondents***

|   | Number requiring training | Percentage of respondents at each level (of those requiring training) |          |          |           |
|---|---------------------------|---|----------|----------|-----------|
|   |                           | Intermediate  | Beginner | Non user | Not given |
| Probability, set theory, matrix algebra | 6                         | 17  | 17       | 17       | 50        |
| Multi-level modelling                   | 8                         | 25  | .        | 25       | 50        |
| Structural equation modelling           | 10                        | 20  | 20       | 30       | 30        |
| Spatial analysis/modelling              | 9                         | 11  | 22       | 33       | 33        |
| Geographically weighted regression      | 7                         | .   | .        | 57       | 43        |
| Simulation and risk analysis            | 7                         | .   | 14       | 43       | 43        |
| Missing value analysis/imputation       | 8                         | 13  | 25       | 25       | 38        |
| Content analysis (eg NVivo)             | 7                         | .   | 29       | 43       | 29        |

**Training requirements: Software packages****Edinburgh Napier University respondents**

|                             | Number requiring training | Percentage of respondents at each level (of those requiring training) |              |          |          |           |
|-----------------------------|---------------------------|---|--------------|----------|----------|-----------|
|                             |                           | Advanced  | Intermediate | Beginner | Non user | Not given |
| SPSS                        | 4                         | 25  | 50           | .        | .        | 25        |
| Stata                       | 4                         | .   | 25           | 50       | 25       | .         |
| SAS                         | 2                         | .   | 100          | .        | .        | .         |
| R/S/SPplus                  | 2                         | .   | .            | 100      | .        | .         |
| Amos                        | 1                         | .   | 100          | .        | .        | .         |
| Lisrel                      | 1                         | .   | .            | 100      | .        | .         |
| MPlus                       | 1                         | .   | .            | .        | 100      | .         |
| ARC/gis                     | 1                         | .   | .            | .        | 100      | .         |
| BUGS (OpenBUGS WinBUGS etc) | 1                         | .   | .            | 100      | .        | .         |

**Training requirements: List of top three training priorities (all responses in alphabetical order)**

**Edinburgh Napier University respondents**

| <b>Priority</b>  |
|--|
| ADVANCED REGRESSION TECHNIQUES                                   |
| BAYSEIN METHODS  |
| CAUSAL ANALYSIS IN STATA   |
| DEALING WITH NON-PARAMETRIC DATA                                 |
| DISCRETE/MONTECARLO SIMULATION                                   |
| E.G. LOGISTIC REGRESSIONS  |
| GOOD BRIEF REFRESHER OVERVIEWS OF STD TECHNIQUES                 |
| HANDS ON TRAINING FOR SPECIFIC TESTS                             |
| INFERENTIAL STATISTICS   |
| INTERMEDIATE LEVEL STATISTICS                                    |
| KNOWLEDGE OF LATEST STATISTICAL PACKAGES                         |
| LATENT CLASS ANALYSIS  |
| LONGITUDINAL/PANEL DATA  |
| NVIVO  |
| PATH MODELS  |
| RESEARCH DESIGN METHODS  |
| SPSS   |
| STATA  |
| STRUCTURAL EQUATION MODELLING                                    |
| STRUCTURED EQUATION MODELLING                                    |
| TIME SERIES/PANEL DATA ANALYSIS (I.E. FIXED- AND RANDOM-EFFECTS) |
| UPDATING SKILLS RE REGRESSION ANALYSIS                           |
| USE OF STATA FOR ECONOMETRIC MODELLING                           |

***Training requirements: How likely to participate in different types of training***

***Edinburgh Napier University respondents***

|  | Very likely | Quite likely | Not likely | Total replies |
|--|-------------|--------------|------------|---------------|
| Taught courses with hands-on training              | 8           | 5            | .          | 13            |
| Presentations by experts, but no hands-on training | 3           | 4            | 6          | 13            |
| On-line training                                   | 5           | 7            | 1          | 13            |
| Training by video link                             | 1           | 3            | 9          | 13            |
| Step by step examples on the website               | 6           | 6            | 1          | 13            |

***Training requirements: How likely would you be to attend face-to-face training events in ...?***

***Edinburgh Napier University respondents***

|                              | Very likely | Quite likely | Not likely | Total replies |
|------------------------------|-------------|--------------|------------|---------------|
| <b>Aberdeen</b>              | 1           | 3            | 7          | 11            |
| <b>Dundee</b>                | 2           | 4            | 5          | 11            |
| <b>Edinburgh</b>             | 13          | .            | .          | 13            |
| <b>Glasgow</b>               | 6           | 7            | .          | 13            |
| <b>St Andrews</b>            | 2           | 7            | 2          | 11            |
| <b>Stirling</b>              | 5           | 4            | 1          | 10            |
| <b>Elsewhere in Scotland</b> | 1           | 3            | 2          | 6             |

***Training requirements: Preferred duration for face to face training***

***Edinburgh Napier University respondents***

|                  | N  | %   |
|------------------|----|-----|
| Half day         | 3  | 23  |
| 1 day            | 6  | 46  |
| 2 days           | 3  | 23  |
| 3 days           | 1  | 8   |
| Total responding | 13 | 100 |

***Training requirements: Are there any datasets on which you would like specific training?***

***Edinburgh Napier University respondents***

|                  | N | %   |
|------------------|---|-----|
| No               | 6 | 67  |
| Yes              | 3 | 33  |
| Total responding | 9 | 100 |

***Training requirements: Other methods where respondents want training***  
***Note only a small number of respondents answered this question***

***Edinburgh Napier University respondents***

| <b>Method</b>                         | <b>Level of expertise</b> |
|---------------------------------------|---------------------------|
| Discrete Event Simulation             | .                         |
| Fixed-effect                          | Intermediate              |
| Monte Carlo Simulation                | .                         |
| Probit                                | Intermediate              |
| Random-effect                         | Intermediate              |
| SPSS Answer Tree                      | Intermediate              |
| STATED PREFERENCE (CONJOINT ANALYSIS) | Intermediate              |
| Tobit                                 | Intermediate              |

***What in your view should be the main priorities for AQMeN?***

***Edinburgh Napier University respondents***

|   | <b>Average ranking</b> |
|---|------------------------|
| <b>Provide support/advice on using quantitative methods</b>                               | 1.4                    |
| <b>Provide support/advice on using software packages</b>                                  | 3.2                    |
| <b>Provide a forum for like-minded people to have dialogue about quantitative methods</b> | 4.2                    |
| <b>Enable people to make contact with potential collaborators</b>                         | 5.7                    |
| <b>Develop modules for teaching quantitative methods at postgraduate level</b>            | 6.7                    |
| <b>Run training or CPD courses on intermediate/advanced level statistics</b>              | 4.5                    |
| <b>Run training or CPD courses on basic level statistics</b>                              | 6.7                    |
| <b>Run training or CPD courses on using software packages</b>                             | 6.0                    |
| <b>Provide information on other training/CPD opportunities</b>                            | 7.0                    |
| <b>Provide information on relevant seminars and/or conferences</b>                        | 6.8                    |

***Respondents ranked priorities 1-10 (1 = top priority, 10 = bottom priority)***

***Which of the following things would you use the AQMeN website to do? Discover and Inform  
Edinburgh Napier University respondents***

|   | Average ranking |
|---|-----------------|
| Search for information about quantitative methods                 | 1.8             |
| Find resources for teaching quantitative methods                  | 4.5             |
| Use online training resources for statistical software packages   | 2.8             |
| Discover related organisations and projects in the UK             | 5.5             |
| Identify upcoming training or other network events via a calendar | 4.3             |
| Find contact details of network members                           | 5.2             |
| Find out about activities of network members                      | 5.3             |
| Discover who in the network has expertise on a given subject      | 4.3             |

***Respondents asked to provide top 5 rankings (1=high, 5=low), unranked items given a low rank of 6***

***Which of the following things would you use the AQMeN website to do? Participate and Network***

***Edinburgh Napier University respondents***

|   | Average ranking |
|---|-----------------|
| Link to my staff home page & provide a link to AQMeN on my home page        | 4.5             |
| Write descriptions about my activities & expertise for the website          | 6.0             |
| Link to my social network sites (Facebook, LinkedIn, Twitter, Wordpress...) | 6.0             |
| Write content about topics of interest to myself and the network            | 3.8             |
| Add links to websites of interest to the network                            | 3.4             |
| Upload teaching materials or datasets directly for use by network           | 4.7             |
| Start a discussion about a problem or topic on an online forum              | 3.0             |
| Respond to a thread on an online discussion forum by a member               | 4.3             |

***Respondents asked to provide top 5 rankings (1=high, 5=low), unranked items given a low rank of 6***

***Would you be prepared to contribute to AQMeN in any of the following ways?***

***Edinburgh Napier University respondents***

|  | <b>Yes</b> | <b>No</b> | <b>Total replies</b> |
|--|------------|-----------|----------------------|
| <b>Organising or hosting a seminar</b>   | 8          | 4         | 12                   |
| <b>Presenting a paper at a seminar</b>   | 7          | 5         | 12                   |
| <b>Offering support to other network members on methods or software issues (where appropriate)</b> | 9          | 2         | 11                   |
| <b>Be involved in the development of training or CPD activities</b>                                | 8          | 3         | 11                   |
| <b>Be involved in developing teaching modules on advanced methods</b>                              | 6          | 5         | 11                   |