



## **MRS Accredited Interviewer Training Programme**

### Information & Application for Accredited Status

**Name of Employer:** \_\_\_\_\_

**Address of Employer:** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Name of person dealing with application:** \_\_\_\_\_

**Position of person dealing with application:** \_\_\_\_\_

**Tel Number:** \_\_\_\_\_

**Email Address:** \_\_\_\_\_

With members in more than 60 countries, MRS is the world's leading authority on research and business intelligence.

MRS Accredited Interviewer Training Provider Application Form  
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## About MRS Accredited Interviewer Training

MRS has developed a competency framework for research interviewing that has been designed to recognise the range of knowledge, skills and behaviours required by research interviewers to conduct effective interviews with participants in market and/or social research projects.

The MRS Accredited Interviewer Training approach is flexible, recognising a wide range of provision, for example face to face, webinars, online; across a wide range of different employers whether large or small, and whatever their specialism. Developed in conjunction with employers, MRS Accredited Interviewer Training is an essential business and staff development tool.

## MRS Accredited Training Provider

### Benefits of being an MRS Accredited Interviewer Training Provider

- Recognition of quality of training provided by an organisation by MRS
- demonstrates organisations professional development commitment to clients and interviewers
- assists in the structuring and benchmarking of organisations interviewing training programmes
- improves interviewer recruitment and retention
- improves staff motivation and morale
- gives recognition to world class organisations

### How to become accredited

Complete the Application Form (Pages 7 – 17). The completed *Application Form for Accredited Interviewer Training Provider Status* enables the MRS to determine whether an organisation's training programme is suitable for accreditation.

Information supplied in the completed form will help the MRS to determine:

- whether an organisation's programme covers an adequate proportion of the Interviewer Competency Framework
- the MRS Member(s) associated with the programme
- whether there are adequate teaching and learning resources to support the programme
- whether essential MRS requirements are adequately covered e.g. MRS Code of Conduct, Data Protection Act 1998 etc

The completed *Application Form for Accredited Interviewer Training Provider Status* should be sent to MRS with supporting documentation.

On receipt of the completed application form MRS will review against the Competency Framework. The accreditation fee is £1,200 + VAT (2014/15 fee) for a 5 year period, which includes:

- use of MRS Accredited Training Provider Logo on promotional materials e.g. website, marketing materials, recruitment literature, etc
- listing of company and company logo, confirming accreditation status on the MRS Website – Accredited Training Provider Section

## Administration

Please make a copy of this application for your own files and return this completed form to:

Samantha Driscoll  
Qualifications & Membership Manager  
The Market Research Society  
The Old Trading House  
15 Northburgh Street  
London  
EC1V 0JR

Tel: + 44 (0)20 7566 1881

Email: [samantha.driscoll@mrs.org.uk](mailto:samantha.driscoll@mrs.org.uk)

Please ensure that all necessary documentation is enclosed with this submission. These include the organisations:

- current or planned training programme, with supporting documentation including mapping against the Competency Framework and Learning Outcomes
- a staff resource/outline form for each individual involved in delivering the programme
- policy for monitoring participant progress
- policies for monitoring the quality of the training programme

Receipt of your application will be acknowledged receive a response detailing the next stage of the accreditation process.

## Application Form

### General Details

1. Title of training programme:

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2. Number of training programmes which you propose to offer annually:

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3. Proposed start and end dates of the first training programme leading to the MRS Accreditation:

Start (month/year): \_\_\_\_\_ End (month/year): \_\_\_\_\_

4. Proposed number of participants engaged in the training programme (annually):  
*Please give minimum and maximum group sizes.*

Min: \_\_\_\_\_ Max: \_\_\_\_\_

5. Name of MRS member associated with the delivery of the employer training programme:

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6. Role of MRS member(s) with the programme:

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7. If there is no MRS member attached to the training team, please give the name of the individual who will become an MRS member as part of the accreditation process:

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8. Please give details of how you promote/intend to promote to participants the benefits of MRS membership and its services (e.g. MRS Code of Conduct).

A large, empty rectangular box with a thin black border, intended for the applicant to provide details on how they promote or intend to promote the benefits of MRS membership and its services to participants.



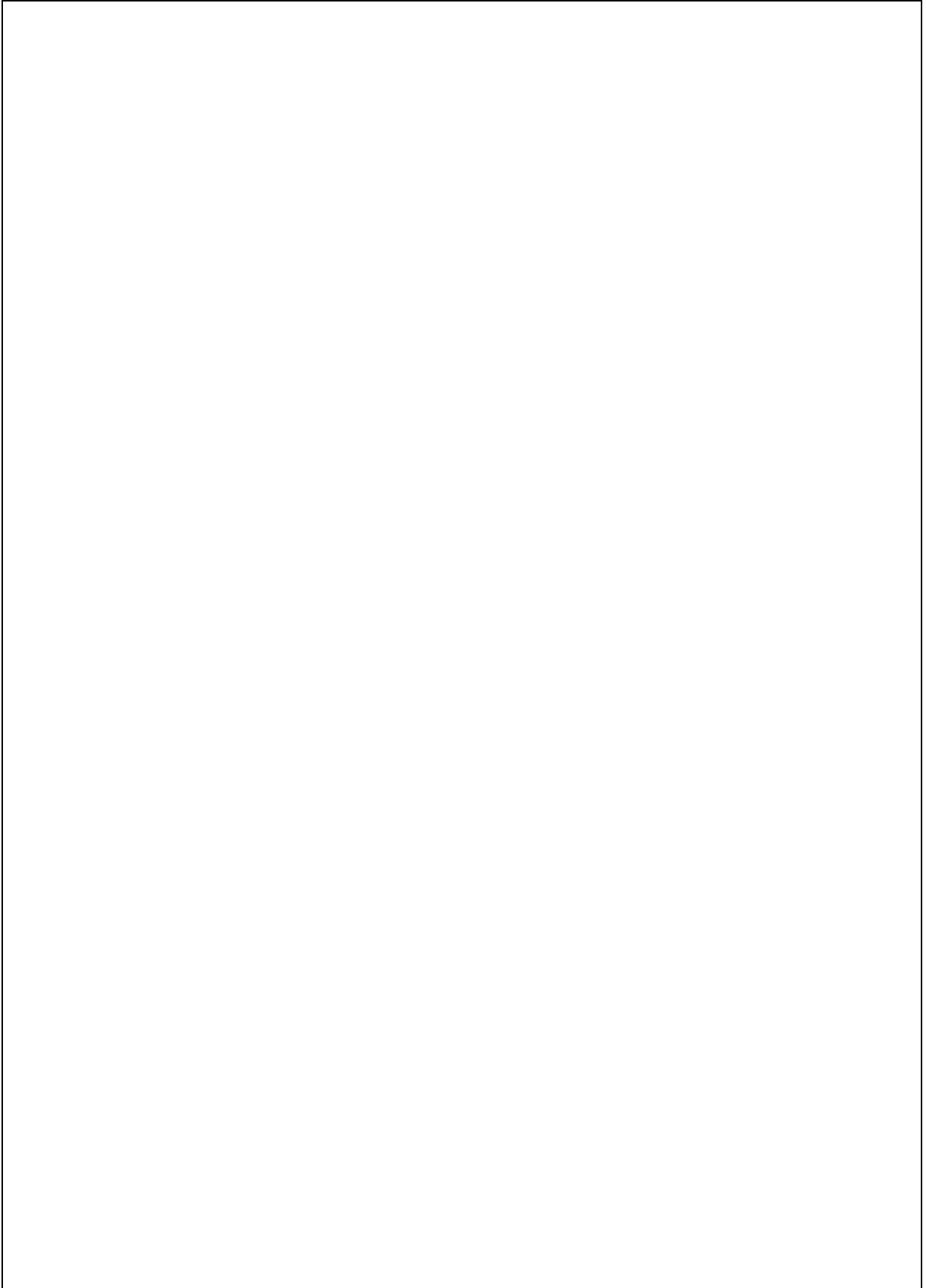
## Programme Details

9. Please provide details of the programme to which this application refers, timetable, duration, content, trainers etc (NB – Please include a Course plan, Session length, Session titles, Session content, Learning outcomes, Mapping etc – please supply as much information as possible as this will speed up the process).

*The information can be provided in a separate document to this application form.*

10. Does the training programme have a mechanism for assessing participants learning, progress and engagement? For example, do participants have to complete any tasks/tests at the end of a session? Is there on-going monitoring or appraisals, etc? If so please provide outline details of the assessment mechanism.

11. Does the training programme include mentoring for participants as part of their continuing professional development? If so please provide outline details of the mentoring programme.



## Trainers

12. Please enclose details of all individuals who are involved in delivery of the training programme.

*NB There should be at least one MRS member within the team of trainers. This is to ensure that ethical issues contained in the MRS Code of Conduct receive adequate coverage during the accredited training programme.*

A Staff/Resource Outline\* form should be completed for each member of the training team.

Please ensure the details include the following:

- i) Full name and qualifications (academic and professional).
- ii) Membership of professional bodies.
- iii) Experience: Training/subject specialisms, Industry/commercial knowledge and/or experience.

\*A Staff/Resource Outline form is included in Appendix 1.

13. Please give details of trainer allocation within the programme. Provide a brief description of the role(s) for each member of the training team delivering the training programme.

## Learning Resources

14. Please describe the learning resources available to support participants (e.g. training materials, webinars, books etc.)

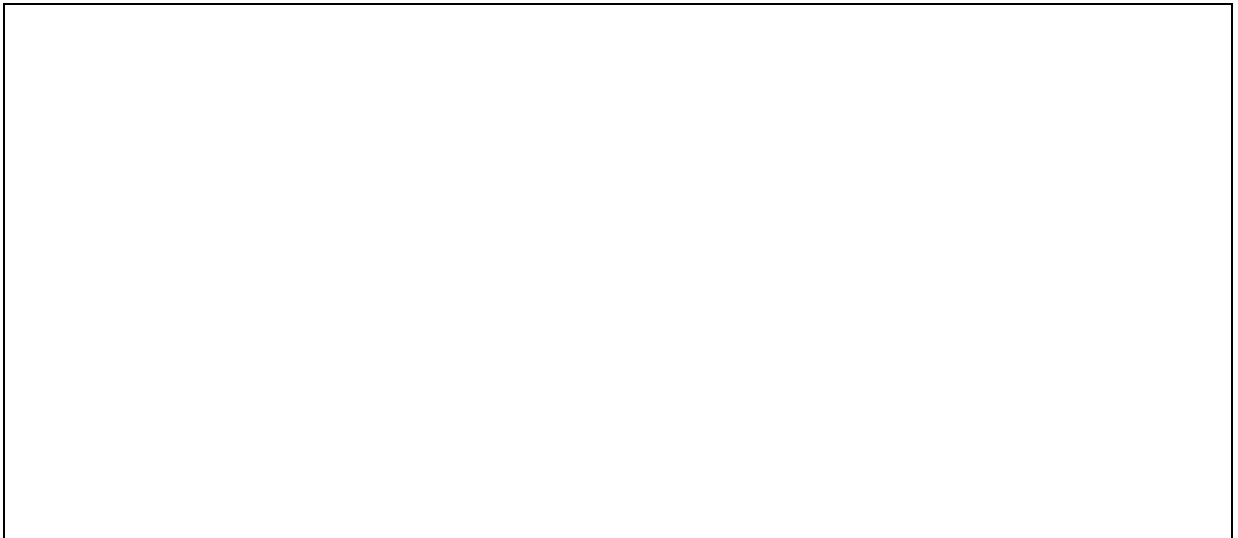
## Quality Control of Training Provision and Trainer Standards

15. Please provide the name of the individual who is the single point of accountability for the quality assurance and management of the training programme:

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16. Please outline the procedures used for monitoring the quality of teaching on the training programme. Enclose your policy statements (if available).

17. How are participants' comments/feedback gathered, reviewed and acted upon?  
Enclose a copy of feedback questionnaire (if available).



## Submission Declaration

This application has been completed by:

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**Name**

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**Job Title**

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**Signature**

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**Date**



**Appendix 1: Staff/Resource Outline:**

Please submit one form per member of the training team.

Name: \_\_\_\_\_

Position: \_\_\_\_\_

Role on programme: \_\_\_\_\_

Academic & Professional Qualifications: Please give name of awarding institution and date of award:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Membership of Professional Bodies: Please give name of body and level of membership:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Summary of teaching experience/subject specialism(s):

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Summary of industrial/commercial knowledge and/or experience (if applicable):

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## Appendix 2: Interviewer Competency Framework

The Framework is split into 3 elements, Knowledge, Skills and Behaviours. The Training Programme should equip interviewers with a practical grounding in the techniques and behaviours that underpin effective interviewing, enabling interviewers to:

- develop an appropriate level of knowledge of key ethical issues and requirements which relate to market and social research interviewing;
- understand and apply a range of basic interviewing approaches and techniques;
- follow and complete administrative requirements relating to market and social research interviewing;
- demonstrate an appropriate range of skills relating to market and social research interviewing;
- demonstrate appropriate professional attitudes to and within the work of market and social research interviewing.

### Elements that the Training Programme must cover:

Element 1: Knowledge Areas	
1. Industry requirements	5. Legislation
2. Sampling/quotas	6. Interviewing techniques
3. Questionnaire admin	7. Quality control procedures
4. Company-specific admin	

Element 2: Skills Areas	
1. Presentation skills	4. Observation skills
2. Interpersonal skills	5. Listening skills
3. Personal administration skills	6. Literacy skills

Element 3: Behaviours	
1. Professional	
2. Persistent	5. Objective/unbiased
3. Tactful	6. Courteous/polite
4. Able to manage their time and meet deadlines	7. Reassuring/calm
	8. Well-organised

## Learning Outcomes

Element 1: Knowledge Areas	
Topic	Learning Outcomes
	<i>Successful interviewers can</i>
1. Industry requirements	<ul style="list-style-type: none"> <li>a) understand in broad terms the role of the interviewer within the research process</li> <li>b) understand and use terminology appropriate to the interview process and the interviewer's role</li> <li>c) understand the role of the MRS <i>Code of Conduct</i> within the market and social research profession and apply that knowledge within the interview process</li> </ul>
2. Sampling/quotas	<ul style="list-style-type: none"> <li>a) understand in broad terms the role and principles of sampling and quotas within market and social research, as they relate to the interview process</li> <li>b) apply that knowledge appropriately within the interview process</li> </ul>
3. Questionnaire administration	<ul style="list-style-type: none"> <li>a) understand and follow given procedures for the administration of questionnaires</li> <li>b) complete all questionnaire administration to the level required by the accrediting organisation</li> </ul>
4. Company-specific administration	<ul style="list-style-type: none"> <li>a) understand and follow administrative procedures set by the accrediting organisation</li> <li>b) complete all administration to the level required by the accrediting organisation</li> </ul>
5. Legislation	<ul style="list-style-type: none"> <li>a) understand the role of legislation in relation to the interview process, in particular data protection and privacy requirements</li> <li>b) apply appropriate procedures for ensuring compliance with relevant legislation</li> </ul>
6. Interviewing techniques	<ul style="list-style-type: none"> <li>a) demonstrate familiarity with a range of basic interviewing techniques relevant to the interview process</li> <li>b) understand the rationale for the use of those techniques</li> </ul>
7. Quality control procedures	<ul style="list-style-type: none"> <li>a) understand the range of quality assurance procedures relevant to the interviewing context within which they are working and follow those procedures appropriately</li> </ul>

<b>Element 2: Skills Areas</b>	
<b>Topic</b>	<b>Learning Outcomes</b>
	<i>Successful interviewers can</i>
1. Presentation skills	<ul style="list-style-type: none"> <li>a) understand the role of the interviewer in representing the market and social research profession to the general public</li> <li>b) conduct themselves in a manner appropriate to this role of representative</li> </ul>
2. Interpersonal skills	<ul style="list-style-type: none"> <li>a) understand the importance of effective interpersonal skills to effective interviewing</li> <li>b) demonstrate effective interpersonal skills in the initiation, continuation and completion of interviews</li> </ul>
3. Personal administration and organisation skills	<ul style="list-style-type: none"> <li>a) understand the importance of administration and organisation skills to the data collection process</li> <li>b) follow administrative procedures to ensure the appropriate completion of the data collection task</li> <li>c) complete all administrative requirements to an appropriate level and within a given timeframe</li> </ul>
4. Observation skills	<ul style="list-style-type: none"> <li>a) understand the role of observation skills in the effective conduct of interviews</li> <li>b) demonstrate effective observation skills in the initiation, continuation and completion of interviews</li> </ul>
5. Listening skills	<ul style="list-style-type: none"> <li>a) understand the role of listening skills in the effective conduct of interviews</li> <li>b) demonstrate effective listening skills in the initiation, continuation and completion of interviews</li> </ul>
6. Literacy skills	<ul style="list-style-type: none"> <li>a) use reading strategies which enable them to understand and deliver the questionnaire effectively</li> <li>b) record data accurately and appropriately within the context of the interview</li> <li>c) complete all written administrative requirements accurately</li> </ul>

<b>Element 3: Attitudes</b>	
<b>Topic</b>	<b>Learning outcomes</b>
	<i>Successful interviewers can</i>
1. Being professional	<ul style="list-style-type: none"> <li>a) display attitudes appropriate to an industry and profession representative at all times during the interview process</li> <li>b) maintain a professional attitude to work requirements, including administrative requirements</li> </ul>
2. Being persistent	<ul style="list-style-type: none"> <li>a) identify points at which the respondent may be becoming less willing to contribute to an interview</li> <li>b) use effective and appropriate strategies to encourage participants to complete an interview</li> </ul>
3. Being tactful	<ul style="list-style-type: none"> <li>a) identify points at which the respondent appears to become embarrassed or less comfortable when faced with a question</li> <li>b) respond effectively to put participants at their ease</li> </ul>
4. Being objective/unbiased	<ul style="list-style-type: none"> <li>a) monitor his or her conduct of the interview to reduce the risk of interviewer bias</li> </ul>
5. Being courteous/polite	<ul style="list-style-type: none"> <li>a) conduct all interviews in a polite and courteous manner</li> <li>b) maintain a courteous and polite manner when challenged by participants or potential participants, or if a participants becomes aggressive or upset</li> </ul>
6. Being reassuring/calm	<ul style="list-style-type: none"> <li>a) conduct all interviews in a manner which reassures participants of their safety and rights and the security of their data</li> <li>b) maintain a calm approach if participants becomes aggressive or upset</li> </ul>







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