

AMSRS 

Application  
Form  
2019-20

# Qualified Professional Researcher



**QPR**  
QUALIFIED PROFESSIONAL  
RESEARCHER 2019-20

## HOW TO APPLY FOR YOUR QPR ACCREDITATION

1 Select your entry point



2 Complete your QPR Application  
(Online or hard copy)



3 Upload a current resume



**HIT THE BUTTON & APPLY**  
or email to [qpr@amsrs.con.au](mailto:qpr@amsrs.con.au)

[www.amsrs.com.au/qpr](http://www.amsrs.com.au/qpr)



## Qualified Professional Researcher (QPR) Application

Title: .....

Family Name: .....

Given Names: .....

Company Name: .....

Email Address: .....

Contact Phone: .....

Mobile: .....

Full Member of the AMSRS: Yes / No

Membership status: .....

Name of any other associations membership held for:  
 .....  
 .....  
 .....

Years of experience in research, data or insights roles: .....

Years of experience in research, data or insights roles in Australia: .....

University degree(s) (Please list):  
 .....  
 .....  
 .....

**Accreditation as a Qualified Professional Researcher requires applicants to have at least three years full time experience in research, data or insights role and Full Membership of the Society. Experience must include at least two years of experience in Australia.**

### Steps to QPR accreditation are as follows:

**1** Tick **ONE (only)** of the following QPR entry points you wish to follow:

| Immediate Entry points  | Longer Term Entry options   |
|---|---|
| <input type="checkbox"/> Postgraduate qualification in relevant discipline  | <input type="checkbox"/> Completion of AMSRS practical research assignment (responding to a research brief)   |
| <input type="checkbox"/> A completed PhD  | <input type="checkbox"/> Three years of documented continuous professional development  |
| <input type="checkbox"/> Extensive industry experience, support from 2 referees & interview with QPR assessors  | <input type="checkbox"/> Completion of the University of Georgia <i>Principles of Market Research</i> or <i>Principles of Pharmaceutical Research</i> Courses |
| <input type="checkbox"/> Completed University of Georgia <i>Principles of Market Research</i> or <i>Principles of Pharmaceutical Research</i> Courses   | <input type="checkbox"/> Completion of MRS UK Advanced Certificate, or MRS Diploma in Market & Social Research Practice, or MRS Accredited Master's Degree    |
| <input type="checkbox"/> Completed MRS UK Ad-vanced Certificate, or MRS Diploma in Market & Social Research Practice, or MRS Accredited Master's Degree | <input type="checkbox"/> Authored paper in recognised academic journals on research related topics  |
| <input type="checkbox"/> Authored paper in recognised academic journals on research related topics  |   |

**2** **Complete QPR Application** (p3-10) to indicate knowledge, skills and experience in research, data or insights roles.

**3** **Provide a current resume** outlining your employment history including a contact for each employer, covering the entire period you have been working in the research, data or insights industry, or up to 10 years if you have practiced for more than 10 years. Provide evidence of qualifications and course completion.

**Note:** once accredited you are required to maintain your commitment to ongoing professional development activities via the completion of a yearly diary and pay an annual fee.

Applicants for QPR accreditation are advised to consult the document: *Knowledge, Skills and Experience expected of a QPR*. This is available on the AMSRS website.

Signature: .....

Print Name: .....

Date: .....

**CONTACT DETAILS**  
 For further information about the QPR please contact:  
 Julie Regan, QPR Manager.  
 Level 1, 3 Queen Street, Glebe NSW 2037  
 Tel: 02 9566 3100 Email: qpr@amsrs.com.au

## HOW TO FILL OUT THIS FORM

Please go through this form very carefully, circling the answers or writing in your responses. Please make sure you answer every item. We ask you to work through each point, candidly assessing your knowledge, skills and experience across the aspects of research, data or insights practice identified below. Please clearly indicate the ranking that best describes your knowledge and experience by circling the number on the scale provided.

## Section A. Background information

*This section provides us with information that will help us to assess your application. Details provided in Section A are not assessable.*

### A1. QUALIFICATIONS - FORMAL SUBJECTS

|  | <i>(Please tick)</i> | No<br>Qualification      | Non<br>Tertiary          | University /<br>Tertiary | Post Grad<br>Tertiary    |
|--|----------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Statistics / Econometrics                  |                      | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Marketing                                  |                      | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Consumer / Buyer Behaviour                 |                      | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Economics                                  |                      | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Business Management / Business Studies     |                      | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Organisational Behaviour                   |                      | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Advertising and/or Communication Studies   |                      | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Computer Science / Information Technology  |                      | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Behavioural Sciences/Psychology            |                      | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Physical sciences                          |                      | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Management Information Systems             |                      | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Strategic Planning                         |                      | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Marketing Research                         |                      | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Social Sciences / Sociology / Anthropology |                      | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Design Thinking                            |                      | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| User/ Customer Experience                  |                      | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

**A2. PROFESSIONAL QUALIFICATIONS**

University degree/diploma/masters etc. e.g. B.Comm (Marketing) UNSW, Dip Ed (Syd.U)

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**A3. MEMBERSHIP OF ANY PROFESSIONAL ORGANISATIONS** *(specify)*

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.....

.....

**A4. EXPERIENCE IN RESEARCH, DATA OR INSIGHTS ROLES**

| <i>Indicate either "no experience" or years of full time experience. (Please tick)</i>          | <b>No experience</b>     | <b>Less than 3 years</b> | <b>3-5 years</b>         | <b>Over 5 years</b>      |
|---|--------------------------|--------------------------|--------------------------|--------------------------|
| Buyer of research / insights  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Management of a research / insights buying department   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Market and/ or social research, data or insights practitioner in a research / insights supplier | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Management in a research / insights supplier  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| User / analyst of data  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Managing / supervising fieldwork  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Respondent / participant recruitment  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Advertising agency  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Management consultant   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Specialist consultant (e.g. Customer experience / UX)   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Providing IT services to the market and social research / data/ insights industry               | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Providing specialist software to the market / social research / data/ insights industry         | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Lecturing on market and social research / data/ insights in a tertiary organisation             | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Insights role   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Data analyst/ data/ statistics  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Evaluation  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Design Thinking/ UX/ CX research  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

## Section B.

# Your knowledge, experience and skills with general market, social, data, design and insights

Please rate your knowledge and skills on each of the following measures.

The end points should be interpreted as follows:

- 0 (zero) = no knowledge and no skills in relation to this item.
- 5 (five) = both a great deal of knowledge and high level of skills /many years of practical experience - a rating of 5 means you are capable of educating and training others on this item.
- If you do not know what an item is then you should circle 0
- Note that if you have formal knowledge but no experience or skills your rating will be somewhere in the middle of the scale
- Likewise if you have gained practical skills but have no theoretical underpinning or training, your rating will be somewhere in the middle of the scale

| B1. ROLE OF RESEARCH   | No knowledge and no skills |   |   |   |   |   | A great deal of knowledge and skills |   |   |   |   |   |
|--|----------------------------|---|---|---|---|---|--------------------------------------|---|---|---|---|---|
|  | 0                          | 1 | 2 | 3 | 4 | 5 | 0                                    | 1 | 2 | 3 | 4 | 5 |
| Understanding of the various purposes of market / social research                      | 0                          | 1 | 2 | 3 | 4 | 5 | 0                                    | 1 | 2 | 3 | 4 | 5 |
| Understanding of the role of research in marketing processes                           | 0                          | 1 | 2 | 3 | 4 | 5 | 0                                    | 1 | 2 | 3 | 4 | 5 |
| The role of research in advertising development and tracking                           | 0                          | 1 | 2 | 3 | 4 | 5 | 0                                    | 1 | 2 | 3 | 4 | 5 |
| The role of research in government policy development                                  | 0                          | 1 | 2 | 3 | 4 | 5 | 0                                    | 1 | 2 | 3 | 4 | 5 |
| The role of research in government policy evaluation                                   | 0                          | 1 | 2 | 3 | 4 | 5 | 0                                    | 1 | 2 | 3 | 4 | 5 |
| Deciding on the need for market and social research / data analysis / insights         | 0                          | 1 | 2 | 3 | 4 | 5 | 0                                    | 1 | 2 | 3 | 4 | 5 |
| Understanding the limitations of market and social research / data analysis / insights | 0                          | 1 | 2 | 3 | 4 | 5 | 0                                    | 1 | 2 | 3 | 4 | 5 |
| Giving advice not to conduct market and social research / data analysis / insights     | 0                          | 1 | 2 | 3 | 4 | 5 | 0                                    | 1 | 2 | 3 | 4 | 5 |
| Assessing the value of research in relation to its cost                                | 0                          | 1 | 2 | 3 | 4 | 5 | 0                                    | 1 | 2 | 3 | 4 | 5 |
| <b>B2 BRIEFING AND PROPOSING RESEARCH</b>  | 0                          | 1 | 2 | 3 | 4 | 5 | 0                                    | 1 | 2 | 3 | 4 | 5 |

**This covers:** Defining the problem/issue to be investigated; Identifying client (internal/external) needs and constraints; Translating business objectives into research objectives; Writing a research brief to meet defined objectives; Knowing the key elements of a research proposal; Preparing a research proposal in response to a brief; Understanding the essential differences between qualitative and quantitative data; Deciding when to use, and when not to use, qualitative or quantitative data; Selecting research methods appropriate to information needs; Understanding of concept of validity in relation to research design; Evaluating the pros and cons of alternative research methods; Tailoring proposed research to constraints of budget and timing; Costing proposed market, social, data design or insights studies; Evaluating the quality of a research proposal; Selecting appropriate research suppliers

No knowledge and no skills A great deal of knowledge and skills

0      1      2      3      4      5

**B3. USE OF SECONDARY DATA**

**This covers:** Analysing existing data bases and sales or customer records; Conducting desk research; Being aware of the sources of secondary data e.g. ABS; Understanding the uses and limitations of secondary data; Conducting a literature review; 'Big' data and data analytics: meta analysis, data mining

No knowledge and no skills A great deal of knowledge and skills

0      1      2      3      4      5

**B4. PROJECT PLANNING**

**This covers:** Planning the execution of projects; Project management of market and social research studies; Quality control of data collection; Ability to identify potential sources of non-sampling error

No knowledge and no skills A great deal of knowledge and skills

0      1      2      3      4      5

**B5. SAMPLING METHODOLOGY**

**This covers:** Knowing when to use a census or a sample; Being able to correctly define the population of interest for research; Being able to identify suitable sample sources / sample frames; Evaluation of suitability of sample sources for research purposes; Awareness of principles underlying random probability sampling; Ability to select between different sampling approaches, both random and non-random or purposive; Understanding of advantages and limitations of different sampling methods; Identifying sources of error due to sampling; Determining an appropriate sample size, given limitations of budget, timing and sample source; Calculating margin of error, and level of confidence for a random probability sample

No knowledge and no skills A great deal of knowledge and skills

0      1      2      3      4      5

**B6. RESEARCH DELIVERY**

**This covers:** Presentation of results in a report; Report writing; Drawing conclusions from data; Making recommendations from the data; Use of visual and graphical presentation techniques; Oral presentation of results to client; Follow-up and encouraging the use of findings; Post research consulting; Building commitment of stakeholders to implementing research findings

## Section C.

# Your knowledge, experience and skills with qualitative research

No knowledge and no skills A great deal of knowledge and skills

0 1 2 3 4 5

### C1. QUALITATIVE METHODOLOGY

**This covers:** Understanding of the role qualitative data plays in comparison to other research methodologies; Understanding of the range of qualitative data collection methods available; Uses, strengths and weaknesses of qualitative methods of data collection, such as: face to face focus groups, face to face interviews, telephone interviews, online focus groups, online qualitative communities or forums; Advantage and disadvantages of researching people, individually, in pairs, triads or groups; Awareness of uses and weaknesses of non-interactive data collection: observation, immersion / ethnography, diaries, journaling, self-ethnography; Awareness of strengths and weaknesses of collaborative and deliberative methods including workshops, panels and juries; Awareness of uses, strengths and weaknesses of semiotic / cultural analysis ; Awareness of uses, strengths and weaknesses of social media analysis; Use of text analytics as a qualitative research tool

No knowledge and no skills A great deal of knowledge and skills

0 1 2 3 4 5

### C2. QUALITATIVE RESEARCH DESIGN

**This covers:** Design of qualitative research to meet research objectives; Understanding of Code of Professional Behaviour and Privacy Act as applied to: recruitment of respondents, paying incentives, observation of participants, use of recordings of groups and interviews, issues relating to children; Industry best practice in regards to respondent recruitment; Selection of suitable incentives for participation; Design of an interview or topic guide

No knowledge and no skills A great deal of knowledge and skills

0 1 2 3 4 5

### C3. CONDUCTING QUALITATIVE RESEARCH

**This covers:** The various roles the moderator/interviewer can play; Understanding of group dynamics; Understanding of role and impact of a focus group moderator/moderator; Understanding of "directive" versus "non-directive" moderating techniques; In-depth interviewing techniques and skills; Moderating skills – warming up, handling silence, dealing with "difficult" respondents, sensitive issues; Effect of viewing by outside observers on focus groups; Recognising and managing respondents' limited ability / desire to respond to some direct questions; Uses, strengths and limitations of indirect questions; Use of probing techniques; Uses, strengths and limitations of projective techniques; When and when not to record a discussion or interview; Know when it is permissible to withhold the name of the research sponsor or end client; Experience with: groups with children and / or teenagers, observation studies, ethnography, usability testing, semiotics

No knowledge and no skills A great deal of knowledge and skills

0 1 2 3 4 5

### C4. ANALYSING QUALITATIVE DATA

**This covers:** Developing an analysis plan or framework for a project; The uses, strengths and limitations of note taking, recording and transcribing; Techniques for rigorous analysis; Arguments for and against content analysis versus holistic analysis; Deductive, inductive and iterative approaches to analysis; Applying behavioural science theories, e.g. attitude / behavior relationships, attribution theory, psychology of persuasion; Taking into account in analysis non-verbal behaviour; Claimed behaviours versus actual behaviour; Validation of qualitative data – e.g. triangulation; The uses, strengths and limitations of computer-assisted analysis of qualitative data

## Section D.

# Your knowledge, experience and skills with quantitative research

|  | No knowledge and no skills |   |   |   | A great deal of knowledge and skills |   |
|--|----------------------------|---|---|---|--------------------------------------|---|
|  | 0                          | 1 | 2 | 3 | 4                                    | 5 |

### D1. DESIGN

**This covers:** Strengths and weaknesses of quantitative research; Limitations of quantitative research; Developing specific hypotheses to guide questionnaire design; Advantages and disadvantages of alternative methods of data collection: face-to-face interview, telephone, online, mail, email or other hard copy self-completion, observation and/or mystery shopping; Influence of data collection method on question design; Designing a questionnaire for: face to face interviewing, intercept interviewing, point of purchase / exit survey, telephone interview, online survey, mail, email or other hard copy self-completion surveys; Designing a protocol for an observation or mystery shopping survey; Quality control procedures available to minimise errors; Errors associated with inaccuracy of responses; Interviewer bias and errors; Allowing for non-response in survey design and sampling; Sampling error and confidence intervals; Allowing for issues in questionnaire construction: memory issues, social desirability bias, sensitive topics/embarrassment; Strengths and weaknesses of the various types of questions; When to use unstructured questions; When to use nominal, ordinal, interval or ratio scales; Types of attitude rating scales (e.g. Likert, semantic differential); Appropriateness of application of various attitude scales; Limitations of attitude measurements; Avoiding pitfalls in question wording in surveys; Optimising question sequence, skips and layout; Minimising question order bias or response alternative bias; AMSRS recommendations on interview lengths; Methods of pre-testing questions (e.g. expert review, forms) appraisal, cognitive testing); Understanding of pilot testing procedures; Techniques for maximising response rates: face to face interview, telephone, online, mail, email or other hard copy self-completion surveys; Understanding the concepts of: validity, reliability; Fundamentals of causal research (experimental design); Nature of evidence required to establish causation; Meaning and application of randomisation procedures; Threats to internal and external validity; Likely effects of "before" measures; Use of matched groups or control group designs; Use of matched groups or control group designs

### D2 SURVEY CONDUCT

**This covers:** Quality control of data collection; Minimising non-sampling errors; Preparing interviewer briefing notes; Briefing interviewers; Supervising interviewers; Quantitative survey interviewing – face-to-face / in person; Quantitative survey interviewing – telephone; Probing with open ended questions; Validation of completed questionnaires; Field management of CATI surveys; Preparation of a fieldwork call report; Calculating a non-response rate

### D3 DATA ANALYSIS

**This covers:** Check editing; Strategies for handling missing responses; Developing a code frame for open-ended questions; Being aware of the advantages and disadvantages of weighting the data to allow for disproportionate demographic representation; Being aware of the implications of weighting to allow for varying response levels; Being aware of the implications of adjusting response to allow for over- or under-claiming; Designing specifications for cross tabulation; Using data analysis packages (e.g. SPSS/ Q); Reading and interpreting cross tabulated data; Identifying important findings to report on; Testing hypotheses

### D4 STATISTICAL ANALYSIS

**This covers:** Calculating a frequency distribution; Choosing between the various measures of central tendency (mean, median, mode); Calculating mean, median and mode; Calculating moving averages; Calculating percentiles; Developing bi-variate cross tabulations; Knowing when to use no parametric statistics (e.g. chi square); Running chi square and t tests; Calculating the statistical significance between two sample means; Calculating the statistical significance between sample proportions; Understanding statistical concepts of degrees of freedom and p values; Knowing the difference between association and causation; Knowing how to measure association of variables; Hypothesis testing and the null hypothesis; Type I and Type II statistical error; Preparing a scatter diagram; Calculating a correlation co-efficient; Standardisation of scales; When and what multivariate statistical procedures to use when measuring interdependence: factor analysis, multi-dimensional scaling and correspondence analysis, cluster analysis



No knowledge and no skills A great deal of knowledge and skills

0 1 2 3 4 5

**D5 AMOUNT OF KNOWLEDGE AND SKILLS**

**This covers:** When and what multivariate statistical procedures to use when measuring dependence: conjoint analysis (trade-off), multiple regression, discriminant analysis, AID/CHAID/CART, logistic regression, neural networks, choice modelling, structural equation modelling

**Section E:**

No knowledge and no skills A great deal of knowledge and skills

0 1 2 3 4 5

**CURRENT PROFESSIONAL AND METHODOLOGICAL ISSUES**

**This covers:** Awareness and knowledge of: declining response rates; difficulties in achieving representative samples; uses, strengths and limitations of using social media for data collection; legal and ethical implications of using web-based media for data collection ; challenges of researching minority groups (e.g. indigenous people, minority migrant communities); sensitivities in researching minority groups; potential biases in relying on customer-based research; insights into behaviour available from social psychology and behavioural economics

**Section F:**

No knowledge and no skills A great deal of knowledge and skills

0 1 2 3 4 5

**YOUR AWARENESS AND UNDERSTANDING OF CONTINUOUS RESEARCH METHODS AND APPLICATIONS**

**This covers:** Please rate your awareness and understanding of: The differences between ad-hoc and continuous research; Differences between continuous tracking surveys and continuous panel research; Key differences between consumer panels, media measurement panels and retail panels with respect to: purposes, sampling, analysis, applications; Characteristics of short-term access panels compared to continuous methods; Issues of reporting continuous data when compared to ad hoc survey data; Issues of aligning continuous data with other time related data sets; Uses and value of continuous data in deep dive modelling and analytics

**Section G:**

No knowledge and no skills A great deal of knowledge and skills

0 1 2 3 4 5

**YOUR AWARENESS AND UNDERSTANDING OF MULTI-COUNTRY AND MULTI-CULTURAL RESEARCH**

**This covers:** The main reasons and motivations for conducting multicountry research; Key project management issues arising in relation to multi-country research; Issues arising in relation to: selecting an appropriate data collection method for each country or cultural group, translating questionnaires between cultures, different cultural responses to closed questions, different cultural responses to open questions, response to standard scales, cultural, linguistic or spatial constraints on respondents' ability to answer surveys; Differing approaches and behaviour patterns among interviewers in different cultures; Differences between single country research and multi-country studies in reporting requirements

## Section H:

No knowledge and no skills A great deal of knowledge and skills

### YOUR AWARENESS AND UNDERSTANDING OF ONLINE COMMUNITIES AND COMMUNITY AND CUSTOMER COLLABORATION PANELS

0      1      2      3      4      5

**This covers:** Your awareness and understanding of: The differences between online communities (MROC's) and community panels; Design considerations for MROC's; Design considerations for community panels; Issues arising in relation to: recruitment of participants, maintaining engagement of participants, use of suitable incentives, privacy issues pertaining to online panels, use of panels for survey samples, analysis of qualitative data from online panels, analysis of quantitative data from online panels

## Section I:

No knowledge and no skills A great deal of knowledge and skills

### YOUR SKILLS IN CUSTOMER EXPERIENCE (CX), USER EXPERIENCE (UX) AND DESIGN THINKING RESEARCH

0      1      2      3      4      5

**This covers:** The application of CX research include mapping the customer journey and the experiences that your customers go through when interacting with a company and brand. UX research focuses on understanding user behaviours, needs, and motivations through observation techniques, task analysis and other feedback methodologies. Design thinking involves a non-linear, iterative process which seeks to understand users, challenge assumptions, redefine problems and create innovative solutions to prototype and test. The Design Thinking method consists of 5 phases—Empathize, Define, Ideate, Prototype and Test and is most useful when you want to tackle problems that are ill-defined or unknown

## Section J:

No knowledge and no skills A great deal of knowledge and skills

### APPLICATIONS OF PHYSICAL MEASUREMENT AND OTHER TECHNOLOGIES IN MARKET RESEARCH AWARENESS AND UNDERSTANDING OF EMERGING TECHNOLOGIES AND METHODS

0      1      2      3      4      5

**This covers:** Please rate your awareness and understanding of: The use of fMRI (functional magnetic resonance imaging) for market research applications; The use of EEG (Electro-encephalograph) for market research applications; The use of galvanic skin response for market research applications; The use of eye tracking for market research applications; The use of facial coding in market research applications; Emerging opportunities for the "Internet of Things" to have market research applications; "Big data" as an alternative to conventional market research; Synergies between "big data" and market research

Thank you for taking the time to complete this application form. Once this has been checked, you will proceed to the next stage of the QPR accreditation process.

For all QPR related enquiries please contact the Society on 02 9566 3100 or send an email to [qpr@amsrs.com.au](mailto:qpr@amsrs.com.au)

I certify that information given in this document is true and accurate. I consent to being contacted further to clarify any aspects of my self-assessment.

Signature: .....

Print Name: .....

Date: .....