

ECPS5016 Research in Action
Portfolio of Competencies

Competency One:

Applied Research: Completion of Proposal Form

Research Proposal

Research proposal (1,000 words overall)

Student Name and University ID number:	
Proposed Supervisor's name:	Katie Sullivan

Psychology Research Area (tick all that apply)

Social Psychology	Developmental Psychology	Biological Psychology	Forensic Psychology
Health Psychology	Individual Differences	Educational Psychology	Political Psychology
Cognitive Psychology	Clinical Psychology	Counselling Psychology	Occupational
Other: indicate briefly (not included in word count)			

Proposed Study Design (tick all that apply)

Quantitative	Experimental	Applied (with UWTS students)
Qualitative	Quasi Experimental	Focus Groups
		Interviews
		Other study design: indicate briefly (not included in word count)

As a group, we collectively discussed which psychological field our topic fitted best and what study design would suit our methodology the best. I was able to apply my previous knowledge from other modules, such as Research Methods, to draw to this conclusion which put me at ease straight away.

We decided on the research title as a group; many suggestions were discussed and after a couple of rounds of feedback from the module lead, we were able to decide upon the final title, which I believe explained our research project the best. This was difficult to settle on due to the different choice of wording that everyone wanted to use.

Suggested Research Title/Area: (between 10-15 words and must reflect the essence of your proposed research question, study design and study population and should be more specific than a broad topic area).
How does an individual's gender affect the way management perceives them as an applicant

Background: 250 words

Why is your study important? What theory and question? (Please provide a rationale for your study and theory and a minimum of five references).

Within the occupational psychology research, sexism still exists today. Warren et al. (2023) suggest that although sexism has been researched for several decades, it remains a significant issue. Additionally, Cassidy et al. (2023) suggest that sex discrimination is a barrier to a safe workplace and sexism is rarely reported. Research into this field of psychology and also suggest not wanting report any sexism to their supervisors. What is the target audience?

After individually conducting a Systematic Literature Search (SLS), it allowed for my knowledge on the subject to expand and allowed us to find relevant literature.

When conducting a systematic literature review, I searched multiple different university library databases with a range of different filters. For example, narrowing the year down to the last 10 years to provide up-to-date literature and inclusion and exclusion of certain words allowed us to find the most relevant data. It is important to use up to date literature as this increases the accuracy of research statistics (Pieper et al., 2014).

I found this quite complicated as I had to constantly keep track of what had been searched and where. I overcame this by keeping a note of what key words and filters were put into specific data bases. Although in the long run, it was very beneficial to gain knowledge upon the chosen research topic and would be able to apply this in future projects.

When delving into the SLS, I was struck by the persistence of gender bias across many industries and roles which motivated me to be more thoughtful and deepened my motivation to ensure the study I created would contribute meaningfully to psychological research.

A., & Beovich, J. (2010). Australian ambulance workers' attitudes towards people with mental illness. *Journal of Mental Health*, 19(1), 1-10. <https://doi.org/10.1002/ajps.4>. Magalona, J., & Magalona, J. (2010). Workplace scale. *Journal of Occupational & Organizational Psychology*, 96(3), 1-10. <https://proxy.uwtsd.ac.uk/10.1111/joop.12435>

Please state the main research question(s) or hypotheses(s): (100 words max)

Does an individual's gender affect the way management perceives them as an applicant in accordance with the Ambivalent Sexism scale?

We Hypothesis that those participants with high levels of Ambivalent Sexism (AS) will show a preference to the male candidates over the female candidates and will score higher on the AS subscales chosen (Hostile sexism, Benevolent sexism and Complementary Gender Differentiation).

Based on the SLS, we were able to develop research questions and a hypothesis. After receiving feedback on this, it needed to be reworded to ensure it could be easily understood. I found this quite challenging as I needed to be very concise due to the word count which is very limiting in a proposal form. After discussing this within my group, everyone agreed this hypothesis suited the study best and was supported within a range of literature which made me feel relieved that we were all on the same page.

- Materials: What are the main measures, scales, experimental tools or other materials required for your study?
- Procedure: How will you carry out the study – define briefly what will happen to a participant in your study from the point of consent to the study debrief.

Participants: between 60-80 participants are required and the Experiment Management System (EMS) in exchange for co

Design: this research will have a quantitative approach with presented levels of Ambivalent sexism (measured using the will be conducted via an independent samples t-test

Materials: The study will take place online via Qualtrics. The consent form and once completed will be shown the study. 1 women coupled with a description of each with both having complete an ASI question with the sub scales of, hostile sex sexism (Glick and Fiske, 1996) and will be scored on a 5-po

Procedure: study can be completed online or in the labs, but research topic, followed by the consent form. Once consent participants will be asked to complete to Ambivalent Sexism been completed, an image of a man and then a women will company and experience on each and a job description for a (number) questions regarding their likelihood to hire the mar each sex additional questions and will be provided with the de

I completed the procedure paragraph within this section. This involved communicating with everyone in the group, and due to illness, this was quite difficult and left me feeling frustrated. It took a while to complete due to everyone's response time which was disappointing as I have a high work ethic, and I like to complete things within a timely manner. However, it is very important to ensure all group members were happy with the way the study was going to run.

Communication is essential when working as a team (Matusovich et al., 2012) so we ensured a Microsoft Teams channel was in working order to communicate outside of lecture times.

- Potential triggering for those who have been overlooked when hiring.
- Potential triggering for anyone accused of sexism in the workplace.
- Potential feeling of deceit due to
- Participants may feel like they ne course, and it is being conducted
- Participants may feel some level the workplace and the results are person a position.

By conducting the SLS, we were able to decide what methodology would best answer our research questions and which best suit our target audience. Many discussions were had regarding the amount of participates and with feedback from the module lead, we were able to decide the number of participants. I was able to apply my previous knowledge from research methods, as well as consulting research methods textbooks; Coolican, (2024), so we were able to base the minimum number of participants from what is required to conduct a robust analysis.

After reviewing previous literature, we found the most relevant scale to use, i.e. The Ambivalent Sexism Inventory (Glick, 1996). We found this very helpful as it was already a developed scale and there was a lot of literature already done. Farahani and Chesli (2020) states that using a developed scale, provides more accuracy and reliability to ensure the right questions are asked while obtaining the most relevant information.

outline any specific ethical considerations for your project. All BPS code of human research ethics, and you will need to nt your specific processes for informed consent, debriefing, elly note additional or specific key ethical considerations for stress or discomfort, any deception, research with vulnerable briefly outline how you expect to manage these risks within

Filling out the ethical considerations section was the most challenging for me, so I took a step back and allowed other members of the group to complete this section.

Ethical consideration is so important when designing a study to uphold participants dignity, rights and welfare (Clarke et al., 2001). This will be discussed further in competency two.

Reflecting upon this experience, if I were to complete a proposal form again, I would want to take the time to focus upon this part to learn. More in-depth considerations of ethics will be discussed within competency two.

To mitigate the various issues that have been pointed out, the researcher will ensure that the BPS code of conduct is upheld with respect, competence and responsibility being at the forefront of our behaviours. Privacy and confidentiality will always be maintained, and consent will always have to be given with the participant made aware that they can leave at any time they want to. Additionally, professional integrity, honesty & openness and fairness will always be used by the researcher to ensure that people are treated fairly and without bias. It also serves to protect the participants feelings and self-esteem. Moreover, it will be ensured that during the study, the researcher will avoid any exploitation and conflicts of interest (including self-interest), maintain personal and professional boundaries and any misconduct will be addressed immediately.

This was the first group task that we completed which initially was quite daunting. Previously, I have worked closely with one member of the group, so I knew how they worked, but I had not with the other member, so I had to learn how they work best and what their capabilities are which is an important aspect of teamwork (Gander et al., 2020). I made conscious effort to be receptive to others' perspectives, being flexible and adjusting my working style to suit the groups needs was an important aspect of this task and over time, I became more confident when expressing my own ideas. I soon realised that open communication and active listening skills were a vital aspect to a collaborative environment. Reflecting upon this experience, I feel as though my team working skills have developed when working with those who I do not usually work with and feel confident enough to repeat this again.

We did not know what was expected of us regarding this form, so accurate feedback was essential. This was the first time I had received feedback from a supervisor on a proposal form which at times, it was hard to digest the information and understand it all. Being able to answer certain questions was difficult as I needed to communicate in a way that was understandable for everyone. I feel as though I can digest constructive criticism better now and I feel I can complete this form again to the best of my ability and receive little feedback. The APA (2025) states that resilience is the result of effectively adjusting to challenging life circumstances, particularly through behavioural, emotional and mental flexibility to pressures from both inside and outside perspectives. I feel as though this task has provided the opportunity to develop on this skill and in my case, has been successful.

I found that the SLS was very useful in gaining essential knowledge upon the chosen topic and feel very relieved that I can take these skills forward when completing my empirical project next year.

Competency Two:

Ethical Consideration: Ethics Form

APPLICATION FOR ETHICAL APPROVAL

RESEARCH STUDENTS

This form is to be completed by the student within **SIX** months for full-time students and **TWELVE** months for part time students, after the commencement of the research degree or following progression to Part Two of your course.

Once complete, submit this form via the [MyTSD Doctoral College Portal](https://mytsd.uwtsd.ac.uk) at (<https://mytsd.uwtsd.ac.uk>).

This document is also available in Welsh.

RESEARCH STAFF ONLY

All communications relating to this application during its processing must be in writing and emailed to pgresearch@uwtsd.ac.uk, with the title 'Ethical Approval' followed by your name.

STUDENTS ON UNDERGRADUATE OR TAUGHT MASTERS PROGRAMMES should submit this form (and receive the outcome) via systems explained to you by the supervisor/module leader.

In order for research to result in benefit and minimise risk of harm, it must be conducted ethically. A researcher may not be covered by the University's insurance if ethical approval has not been obtained prior to commencement.

The University follows the OECD Frascati manual definition of **research activity**: "creative work undertaken on a systematic basis in order to increase the stock of knowledge, including knowledge of man, culture and society, and the use of this stock of knowledge to devise new applications". As such this covers activities undertaken by members of staff, postgraduate research students, and both taught postgraduate and undergraduate students working on dissertations/projects.

The individual undertaking the research activity is known as the "principal researcher".

Ethical approval is not required for routine audits, performance reviews, quality assurance studies, testing within normal education, or for research that involves no direct contact with participants or no criticism.

Please read the sections of the form.

This form must **Checklist for data** **undertaking any research activity. Please see** **ation.**

All participants that were expected to sign up to the study were undergraduate psychology students.

SECTION A: About You (Principal Researcher)

1	Full Name:				
2	Tick all boxes that apply:	Member of staff:	☐	Honorary research fellow:	☐
	Undergraduate Student	☒	Taught Postgraduate Student	☐	Postgraduate Research Student
3	Institute/Academic Discipline/Centre:	Institute of Education and Humanities: Psychology and Counselling			

4	Campus:	IQ, SA1, Swansea Carmarthen Campus
5	E-mail address:	[REDACTED]
6	Contact Telephone Number:	
For students:		
7	Student Number:	[REDACTED]
8	Programme of Study:	BSc Psychology
9	Director of Studies/Supervisor:	Katie Sullivan

SECTION B: Approval for Research Activity

1	Has the research activity received approval in principle? (please check the Guidance Notes as to the appropriate approval process for different levels of research by the categories of individual)	
2	If <u>Yes</u> , please indicate source of approval (and date where known): <i>Approval in principle must be obtained from the relevant source prior to seeking ethical approval</i>	Research Ethics Committee Institute Research Ethics Committee Other (write name): Katie Sullivan

Prior to the completion of this section, I found that it was important to have a thorough read through the British Psychological Society (BPS) Code and Ethics and Conduct, alongside their Human Research Ethics forms as this information is crucial to adhere to when completing psychological research. It is essential to have good understanding of ethical guidance prior to starting this form as having key knowledge of the key ethical processes is important when putting together your own research study.

SECTION C: Internal and External Ethical Guidance

Please list the core ethical guidance documents that you have read and tick to confirm that your research proposal adheres to these codes and guidelines. You may add rows to this table if needed.		
1	UWTSD Research Ethics & Integrity Code of Practice	☒
2	UWTSD Research Data Management Policy	☒
3	UWTSD Student Code of Conduct	☒
4	BPS Code of Human Research Ethics (2021)	☒
5	BPS Code of Ethics and Conduct (2021)	☒
6	BPS Ethics Guidelines for Internet-Mediated Research (2021)	☒

SECTION D: External Collaborative Research Activity

If there are external collaborators then you should gain consent from the contact persons to share their personal data with the university. If there are no external collaborators then leave this section blank and continue to section E.

1	Institution					
2	Contact person name					
3	Contact person e-mail address					
4	Is your research externally funded?	YES	☐	NO	☐	
5	Are you in receipt of a KESS scholarship?	YES	☐	NO	☐	
6	Are you specifically employed to undertake this research in either a paid or voluntary capacity?	Voluntary	YES	☐	NO	☐
7		Employed	YES	☐	NO	☐
8	Is the research being undertaken within an existing UWTSD Athrofa Professional Learning Partnership (APLP)?	If <u>YES</u> then the permission question below does not need to be answered.	YES	☐	NO	☐
9	Has permission to undertake the research has been provided by the partner organisation?	(If YES attach copy) If NO the application cannot continue	YES	☐	NO	☐

Where research activity is carried out in collaboration with an external organisation

10	Does this organisation have its own ethics approval system?	YES	☐	NO	☐
If <u>Yes</u> , please attach a copy of any final approval (or interim approval) from the organisation (this may be a copy of an email if appropriate).					

SECTION E: Details of Research Activity

1	Indicative title:	Using the Ambivalent Sexism Scale, does an individual's gender affect the way management perceives them as an applicant?		
2	Proposed start date:	20/03/25	Proposed end date:	01.05.25
Introduction to the Research (maximum 300 words per section) Ensure that you write for a Non-Specialist audience. Key points below: • Purpose of Research Activity • Proposed Research Question • Aims of Research Activity • Objectives of Research Activity Demonstrate, briefly, how Existing Research informs your study. • What the research activity will add to the field • How it addresses an area of importance.				
3	Purpose of Research Activity	The purpose of this research study is to engage with bias and hiring within a workplace setting. This research will write up the findings in a quantitative research paper.		

This section needed to be detailed and introduce the study. Concise communication skills are essential when completing long forms, as well as being able to inform large and diverse audiences regarding the subject (BPS, 2019). This section made me feel anxious due to the pressure of doing justice to a sensitive topic and when filling this section out, I knew it was important to portray relevant literature that demonstrated that this research method could be justified. It involved decision-making under uncertainty however, made me feel empowered when the form was improved as I knew that what I had written was understood and heard.

	Within the occupational psychology research, sexism still exists today. Warren et al. (2023) suggest that women and although sexism has been researched since its infancy. Additionally, Cassidy et al. (2023) suggest an issue within the quest for a safe workplace and suggest a need for further research into this field of psychology management, with employees not wanting to report issues, also a shared perception with our target audience. References Cassidy, A., Hunt, B., McFarlane, A., & Beovich, B. (2023). Paramedics in Australian ambulance services: A scoping review. <i>Australian Journal of Social Issues</i> (John Wiley & Sons, Inc., 58(4), 855–873. https://doi-org.ezproxy.uwtsd.ac.uk/10.1002/ajsi.4.283 Warren, C., Wax, A., Brush, O. T., Magalona, J., & Galvez, G. (2023). Development and validation of the Benevolent Sexism in the Workplace scale. <i>Journal of Occupational & Organizational Psychology</i>, 96(3), 473–502. https://doi-org.ezproxy.uwtsd.ac.uk/10.1111/joop.12435 (this box should expand as you type)
4	Research Question Does a participant's levels of ambivalent sexism influence hiring decisions and subsequent judgements of male and female candidates? Does an individual's gender affect the way they judge male and female job candidates? (this box should expand as you type)
5	Aims of Research Activity The aim of this research is to use the ambivalent sexism scale to explore whether participants levels of ambivalent sexism affect the likelihood of hiring a male or female that have similar qualifications/experience. Also, to explore whether the participants gender plays a role in how the job candidates are judge based upon their qualities within the workplace. (this box should expand as you type)
6	Objectives of Research Activity The objective of this research is to explore whether participants levels of ambivalent sexism affect the likelihood of hiring a male or female that have similar qualifications/experience. Also, to explore whether the participants gender plays a role in how the job candidates are judge based upon their qualities within the workplace. (this box should expand as you type)
	Proposed methods (maximum 600 words) Provide a brief summary of all the methods that may be used in the research activity, making it clear what specific techniques may be used. If methods other than those listed in this section are deemed appropriate later, additional ethical approval for those methods will be needed. You do not need to justify the methods <u>here</u>, but should instead describe how you intend to collect the data necessary for you to complete your project.
7	Participants will be undergraduate psychology students from the University of Wales Trinity Saint David, that will be recruited via the Experiment Management System (EMS) in exchange for course credits. The study will take place online via Qualtrics. Participants will be provided with an information sheet, that will provide a clear explanation of the topic area being explored, what the participant will be expected to do during the study, and why this topic is being researched. Participants will then be asked to complete a consent form prior to that

As a group, we combined all our knowledge regarding the study, based upon the SLS, to draw up potential research questions which allowed us to complete these sections effectively. I formulated the research questions in the company of all group members to ensure it was portrayed exactly how previous literature demonstrated.

This section did take a couple of rounds of feedback to formulate the final research questions, however, was easy to write once our spoken language was written down professionally. This has allowed the opportunity to develop on many transferable skills, such as problem-solving, attention to detail, and creativity.

start of the study, which will study at any point without p will be made aware that the study; however, as their dat the study, they can no longer researchers and supervisors to be asked prior to the start the study.

The study will consist of a p Ambivalent Sexism Invento point Likert Scale (Likert, 19 agree". Three subscales wit research questions; the sub Complementary Gender Dif would be "women exaggera sexism subscale would be " from the complementary gender differentiation subscale would be "women have a quality or purity few men possess".

The participant will then be shown one job description for a role within a professional organisation – this will include the job title, roles and responsibilities within the job, salary, and candidate requirements. Following this, participants will be presented with an image of a male job candidate along with a brief CV explaining the candidate's demographic information, employment history, qualifications and prior experience. Then, the participant will be asked to fill out a set of questions based upon how likely they are to hire this candidate, and questions asking to rate the candidate based on a set of qualities (e.g., how competent, ambitious and hard working they believe this candidate is). Next, participants will be presented with an image and a similar CV of a female job candidate – the employment history, qualification and prior experience will be matched against the information provided for the male candidate; the key difference being the gender of the applicant. Participants will then be asked the same set of questions relating to the likelihood of hiring this candidate and the rating of the candidate's qualities.

Finally, participants will then be provided with a debrief form, which reiterates the aims of the study, and remind participants that their data is anonymous and cannot be traced back to them; therefore, they are no longer able to withdraw their data. Again, the researchers and supervisors email addresses are provided to ensure participants have the opportunity to ask any questions.

I had the most involvement when completing this section due to previously completing it on the proposal form. Constructing and developing the methodology on this form was challenging compared to the proposal form, I did have to adapt this due to the increased word count which involved going into further detail. To be granted ethical approval, it is vital that the ethics committee have full understanding of what is expected to happen, and this is portrayed within this section. Information needed to be thorough, concise and detailed. I found that I was repeating myself a lot, after receiving feedback, I was reassured that this was essential within this section which made me feel reassured.

Conducted online studies in psychological research offers a range of practical benefits, for example, it scopes a larger and more diverse sample group while allowing for convenience and flexibility during the analysis. As a group, we felt that due to the sensitive topic of gender bias, having the study be completed online with anonymity from the start, would allow for a more honest response.

Reflecting upon this, I feel as though this section was quite overwhelming and challenging to complete. We had multiple elements of the study that needed to be included, taken out, and reworded which involved a lot of back and forth. However, it was beneficial to be able to look back at this section when completing the study materials, which will be discussed further in competency three, but it helped us as a group to stay on track.

I feel a great sense of growth and accomplishment as this task pushed me to develop upon skills I did not know I had, such as analytic thinking and adaptability. However, at the same time I feel humbled – the complexity of the chosen topic and the responsibility of presenting participants experiences made me realise how much more there is to learn.

al ethical
 ify any local
 at exist and
 details of any
 issues raised

	by the local context in which the research activity is taking place, for example and/or legal sensitivities or vulnerabilities of participants. If you live in the country of the research then please state this.
9	N/A (this box should expand as you type)

10	Use of documentation not in the public domain: Are any documents NOT publicly available?
11	If Yes , please provide details here of how you will gain access to specific documents in the public domain and that this is in accordance with the current data protection country in question and that of England and Wales. (this box should expand as you type)

This section was not as daunting as I originally had thought it could be and using the guidance provided by the module lead, it was easy to select what sections related best to the study topic.

The well-being of Future Generations Act (2015) which aims to improve the social, economic, environmental and cultural well-being for future generations. This act demonstrates the importance of this research with society.

Does your research relate to one or more of the seven aims of the Well-being of Future Generations (Wales) Act 2015?		YES	NO
12	A prosperous Wales	☐	☒
13	A resilient Wales	☐	☒
14	A healthier Wales	☒	☐
15	A more equal Wales	☒	☐
16	A Wales of cohesive communities	☒	☐
17	A Wales of vibrant culture and thriving Welsh language	☐	☒
18	A globally responsible Wales	☒	☐
19	If YES to any of the above, please give details:		
	This study is exploring sexism within the workplace, with the hopes to create a more equal working environment with hiring and promotion opportunities being available. Regardless of gender. (this box should expand as you type)		

SECTION F: Scope of Research Activity

Will the research activity include:		YES	NO
1	Use of a questionnaire or similar research instrument?	☒	☐
2	Use of interviews?	☐	☒
3	Use of focus groups?	☐	☒
4	Use of participant diaries?	☐	☒
5	Use of video or audio recording?	☐	☒
6	Use of computer-generated log files?	☐	☒
7	Participant observation with their knowledge?	☐	☒
8	Participant observation without their knowledge?	☐	☒
9	Access to personal or confidential information without the participants' specific consent?	☐	☒

10	Administration of any questions, test stimuli, presentation that may be experienced as physically, mentally or emotionally harmful / offensive?	☐	☒
11	Performance of any acts which may cause embarrassment or affect self-esteem?	☐	☒
12	Investigation of participants involved in illegal activities?	☐	☒
13	Use of procedures that involve deception?	☐	☒
14	Administration of any substance, agent or placebo?	☐	☒
15	Working with live vertebrate animals?	☐	☒
16	Procedures that may have a negative impact on the environment?	☐	☒
17	Other primary data collection methods. Please indicate the type of data collection method(s) below.		
	Details of any other primary data collection method:	☐	☒
	(this box should expand as you type)		

If NO to every question, then the research activity is (ethically) low risk and **may** be exempt from **some** of the following sections (please refer to Guidance Notes).

If YES to any question, then no research activity should be undertaken until full ethical approval has been obtained.

SECTION G: Intended Participants

If there are no participants then do not complete this section, but go directly to section H.

Who are the intended participants:		YES	NO
1	Students or staff at the University?	☒	☐
2	Adults (over the age of 18 and competent to give consent)?		
3	Vulnerable adults?		
4	Children and Young People under the age of 18 (Guardian will be required)?		
5	Prisoners?		
6	Young offenders?		
7	Those who could be considered to have a particular interest in the investigator or a gatekeeper?		
8	People engaged in illegal activities?		
9	Others. Please indicate the participants below, may be unable to give consent.		
	Details of any other participant groups:		
	(this box should expand as you type)		

Participant numbers and source	
Provide an estimate of the expected number of participants and how will they be recruited?	
10	How many participants are expected?

This study was organised far into the academic year where most students had already collected their research methods credits. Taking this into account, we decided that 40 participants would be the minimum number of participants needed to provide enough data that would draw up an accurate conclusion, we made this decision based upon the knowledge gained from the research methods module and further research methods textbooks (Coolican, 2024).

However, reflecting upon this, if this study would have been set up at the beginning of the academic year, this number would be higher as more people would be interesting in gaining their module credits.

As previously stated, students receive credits from studies, and they are required to complete a set amount to achieve a percentage of their research methods module grade. Using the EMS system allows researchers to display their study to a pool of student participants which ensures anonymity is kept and allows participants the freedom to sign up when convenient to them. To keep anonymity, participants are identified using a unique number that is assigned to their EMS account. This ensures that all ethical guidelines are followed and never breached.

PG2 / E1 FORM

10 participants is required to allow for the two to be analysed. (expand as you type)	
participants within UWTSD. (expand as you type)	
will be recruited via the departments Experiment system (EMS), in exchange for course credits.	
12	How will you identify the participants? Participation is voluntary and participants will sign up to a timeslot which is convenient for them. As data is collected anonymously, no identifiable information will be obtained; however, participants will only be identified via the unique ID code generated by the EMS. (this box should expand as you type)

Information for participants:		YES	NO	N/A
13	Will you describe the main research procedures to participants in advance, so that they are informed about what to expect?	☒	☐	☐
14	Will you tell participants that their participation is voluntary?	☒	☐	☐
15	Will you obtain written consent for participation?	☐	☒	☐
16	Will you explain to participants that refusal to participate in the research will not affect their treatment or education (if relevant)?	☒	☐	☐
17	If the research is observational, will you ask participants for their consent to being observed?	☐	☐	☒
18	Will you tell participants that they may withdraw from the research at any time and for any reason?	☒	☐	☐
19	With questionnaires, will you give participants the option of omitting questions they do not want to answer?	☒	☐	☐
20	Will you tell participants that their data will be treated with full confidentiality and that, if published, it will not be identifiable as theirs?	☒	☐	☐
21	Will you debrief participants at the end of their participation, in a way appropriate to the type of research undertaken?	☒	☐	☐
22	If NO to any of above questions, please give an explanation Due to this questionnaire being completed online, informed consent will be provided by the participants ticking a box rather than giving 'written' consent. Participants will be required to tick boxes in response to their understanding of the information regarding anonymity, their knowledge on the right to withdraw, their understanding on the use of the agreement to partake in the study. (this box should expand as you type)			

Ensuring the reason for written consent was justifiable needed to be portrayed effectively.

As the study was conducted online, written consent was not possible – instead, mechanisms are put in place via Qualtrics to allow informed consent to be achieved. This will be discussed further in competency three.

Information for participants:		YES
24	Will participants be paid?	☐

25	Is specialist electrical or other equipment to be used with participants?
26	Are there any financial or other interests to the investigator University arising from this study?
27	Will the research activity involve deliberately misleading participants in any way, or the partial or full concealment of the specific study?
28	If YES to any question, please provide full details
(this box should expand as you type)	

SECTION H: Anticipated Risks

Outline any anticipated risks that may adversely affect researchers and/or the University, and the steps that will be taken to mitigate these risks. If you have completed a full risk assessment (for example as a research collaborator) you may append that to this form.	
1	Full risk assessment completed and appended?
2	Risks to participants For example: sector-specific health & safety, emotional distress, financial disclosure, physical harm, transfer of personal data, sensitive organisational information
Risk to participants: 1. The topic area discussed within the questionnaire explores gender bias, this may cause some personal distress or uncomfortable feelings to participants when completing the questions. 2. As participants will be asked about their personal views on gender bias there is the potential for participants to express any concerns regarding how data could be traced back to them.	How you will mitigate the risk to participants: 1. In line with UWTSD and BPS research guidelines, participants will be informed of the nature of the study prior to taking part. Therefore, any participant who would prefer not to take part in a study involving a study around gender bias when hiring new employees would have the option to not continue. Participants will also be informed prior to taking part that if they feel they do not wish to continue at any point during the study, they have the right to stop the study at any point and withdraw their data without penalty. In addition, participants are provided with researchers and supervisors contact details to allow the opportunity to discuss the study, and participants will be signposted to student support services if any distress is experienced as a result of the study. 2. Data collected from participants will be automatically anonymous as the study is conducted online and no identifiable information will be asked; therefore,

Any possible risks to participants, researchers, or the university needed to be identified with a detailed strategy on how to alleviate the situation and reduce the probability of any risk or harm.

Ethics is not just filling out a form, and putting together my own study has brought me to deeply appreciate how essential it is to treat participants with fairness, respect and care. This experience reinforced that the idea that ethical research is not only about protecting participants, but also about building trust and ensuring there is integrity of the findings. Ethical guidance is not just a set of rules; it is a framework that ensures the dignity and well-being of every individual involved in research are upheld (WHO, 2013).

As a group, we decided upon the topic of sexism in the workplace. While we all acknowledged that this could appear as a sensitive topic for some, we had to ensure all ethical guidelines set by the BPS such as the Code of Ethics and Conduct (2021) and UWTSD policies such as, Research Ethics and Integrity Code of Practice. In addition to this, it is important to already understand how a risk can be mitigated before it occurs.

required to complete valtrics. A potential valtrics to collect data is to researcher present ation if any issues questions arise.

form

Initially I found this section to quite overwhelming so as a group, we decided to complete it together.

Being participants of similar studies, we had some prior knowledge of potential risks to participants however, not the extend I now have needed to understand these risks. We were all able to gather our thoughts and collectively come together to identify and understand that risk management is paramount when conducting your own psychological research (Martain et al., 2010) and what risks would potentiality occur within our study and how to mitigate these risks.

Planning how to mitigate against the risks to participants is important, we did this by using sensitive language and full informed consent which included clear information about possible discomfort.

used for the purpose of the research. Participants will also be made aware that only members of the research team will have access to their anonymous data and strict data protection guidelines will be followed throughout the process.

- At the beginning (on the information sheet) and end of the study (on the debrief sheet) participants will be provided with the contact details of the researchers and academic supervisors if they wish to discuss any concerns or have any questions. Participants can download both sheets and save the contact information of the research team for future use.

sensitive, embarrassing or upsetting topics (e.g. sexual activity, those information requiring further action (e.g. criminal activity), give with these issues, including any support/advice (e.g. helpline

numbers) to be offered to participants. Note that where applicable make it clear that if something is potentially or illegal is discovered be disclosed to the proper authorities.

N/A

(this box should expand as you type)

4 Risks to the investigator
For example: personal health & safety, physical harm, emotional harm/impropriety, conflict of interest

Risk to the investigator:

- Researcher emails will be provided to participants. Therefore, a potential risk could be the researcher receiving negative or unwelcomed emails from a participant.
- The student researchers may find themselves being asked for information outside of their scope of knowledge as an undergraduate student.

Mitigation

-
- Any queries sent to the researchers that they are unable to deal with will

I found this section difficult to complete, I think this was due to the complex detail required and the potential bias against certain risks, what is deemed as a risk to one participant may not be a risk to another. To overcome this, I was able to bounce ideas against my peers which helped make sense of things before writing them down. I think to successfully complete this section again, I would like to have the same opportunity again.

	3. There is also a potential for the student researcher to be accused of harm if the participant feels they are not happy about something that was contained within the questionnaire.	While there are risks to participants, there will always be risks towards the researcher and in this case, the university. I became aware of how emotionally taxing it can be to engage with deep issues of inequality and discrimination. Having a good support network from my peers as well as my supervisor made it easier to put this into words onto the form for the ethics panel to understand how these risks would be mitigated.
5	University/institutional risks For example: adverse publicity, financial loss, data protection	
	Risk to the University: 1. The reputation and integrity of UWTSD and the discipline of Psychology could be endangered if researchers do not adhere to codes of ethics and research protocols. 2. Data could be exposed, leaked, or used for other purposes.	Mitigation of Risk to the University: 1. The University Ethics and Integrity Code of Practice and the BPS Code of Ethics and Conduct will be followed at every stage of the proposed study to minimise any potential risks to the Institution that may arise. Professionalism will always be exhibited by all researchers. 2. The data collected will be stored in accordance with UWTSD Research Data Management (RDM) rules and only used for the intended purpose, in compliance with ethical guidelines set out by UWTSD Research Ethics & Integrity Code of Practice policy and British Psychological Society (BPS) code of ethics. To minimise any risk to UWTSD and the psychology department, all collected data will be stored securely through the Qualtrics platform.
6	Environmental risks For example: accidental spillage of pollutants, damage to local ecosystems	
	Risk to the environment: No risks are identified to the environment.	How you will mitigate the risk to environment: We identified no risk to the environment due to the type of study this was. For example, as this was completed online, there was no paper trail.

Disclosure and Barring Service

Debrief forms provide participants with clear and informative content that helps them understand the purpose of the study. It would involve the study purpose, explanation of methodology and ethical justification. This will be discussed further in competency four.

In line with the BPS Ethics Guidelines for Internet-Mediated Research (2021), the debrief form was available to be downloaded. This allowed participants to contact the researchers after the study was complete and gives the participants the opportunity to receive a verbal debrief.

PG2 / E1 FORM

able adults, a Disclosure	YES	NO	N/A
obtained before any			
DBS Certificate?	☐	☐	☒
certificate number is not			
y ethical approval will be			
number.			

SECTION I: Feedback, Consent and Confidentiality

1	Feedback What de-briefing and feedback will be provided to participants?
	A debrief form will be provided to the participant directly from Qualtrics and saved to the participant's account. The form will be provided to explain why this research was conducted, the purpose of the research, the researchers and supervisor, the study, and the data collection process. The debrief form will be provided after the study has completed. The debrief form will be anonymous and cannot be traced back to individual participants. Participants will be able to withdraw the data.
	(this box should expand as you type)
2	Informed consent Describe the arrangements to inform potential participants of the study. Describe the arrangements for data collection. Describe the arrangements for data collection. If gaining consent in this way, it must be obtained and recorded in accordance with prevailing regulations.
	The participant will be provided with a consent form. The consent form will inform participants that all data collected is anonymous. Participants are able to stop the study at any time. They can withdraw their data up to the point where the study is completed. As the data is anonymous and cannot be traced back to individual participants, it is no longer able to be withdrawn.
	(this box should expand as you type)
3	Confidentiality / Anonymity Set out how anonymity of participants and confidentiality of the study is not being offered, explain why this is not being offered.

The BPS share that it is essential that every participant that contributes to the data should consent freely and voluntarily, having been provided with adequate information to be able to make an informed choice (2021). This includes information regarding the right to withdraw without penalty and that all data is anonymous. Having this online involved ensuring full consent was given before being able to enter the first stage of the study.

As the study is conducted online, it is important for participants to understand the process of how to withdraw their data – in line with the BPS Internet Mediated Research guidance, participants are informed that they have the right to withdraw up to a certain point (up to the participant clicking the submit button at the end of the study), as their data is anonymous. Participants are informed that they can close their browser at any point to withdraw their data.

More depth on this will be discussed in competency four.

We had to ensure participants remained anonymous to be in line with the BPS Code of Ethics and UWTSD policies. Due to the nature of online research, the data collected is automatically anonymous.

In addition, participant sign up to the study via the EMS where they are only known via their unique ID code. During the study, no identifiable information was taken from participant to ensure everything remained anonymous.

sign up to the study via the EMS; researchers will be able to identify participants. However, this is not linked to any personal information. The data collected is anonymous. All data collected is anonymous. All data collected is anonymous.

SECTION J: Data Protection and Storage

	Does the research activity involve personal Data Protection Regulation 2016 "GDPR" and "DPA"?		
1	"Personal data" means any information relating to a natural person ('data subject'). An identifiable natural person is one who can be identified, directly or indirectly, in particular by reference to an identifier such as a name, an identification number, location data, an online identifier or to one or more factors specific to the physical, physiological, genetic, mental, economic, cultural or social identity of that natural person. Any video or audio recordings of participants <u>is considered to be</u> personal data.	☒	☐
2	If YES, provide a description of the data and explain why this data needs to be collected: Demographic questions will be asked to participants, asking their age and gender. This data needs to be collected due to the nature of the experiment, measuring gender bias and how this effect hiring certain applicants. <i>(this box should expand as you type)</i>		
	Does it involve special category data (as defined by the GDPR)?	YES	NO
3	"Special category data" means sensitive personal data consisting of information as to the data subjects' – (a) racial or ethnic origin, (b) political opinions, (c) religious beliefs or other beliefs of a similar nature, (d) membership of a trade union (within the meaning of the Trade Union and Labour Relations (Consolidation) Act 1992), (e) physical or mental health or condition, (f) sexual life, (g) genetics, (h) biometric data (as used for ID purposes),	☐	☒
	If YES, provide a description of the special category data and explain why this data needs to be collected:		
	<i>(this box should expand as you type)</i>		
	Does the research activity (collected data, drafts of the thesis, or other documents) need to be stored in any of the following ways?	YES	NO
	On paper?	☐	☒
	On a laptop?	☐	☒
	On a tablet?	☐	☒
	On a computer?	☐	☒
9	Laptop computers/ CDs/ Portable disk-drives/ memory sticks?	☒	☐
10	"Cloud" storage or websites?	☒	☐
11	Other – specify:	☐	☒

Data will be kept and stored on personal devices, and this must be acknowledged within the Ethical Consideration form. For example, all files were kept behind password protected walls.

When researching into the GDPR regulations, I found out many facts that I was unaware of. This regulation is a legal requirement to adhere to when data is being collected and stored as this protects participants' privacy (Crutzen et al., 2019). The BPS emphasizes that GDPR complements ethical principles such as respect for autonomy, privacy and dignity (BPS, 2018).

Learning the importance of appropriate data storage has expanded my knowledge for future projects and will allow for ethical data storage and management.

12	For all stored data, explain the measures in place to ensure the security of the data collected, data confidentiality, including details of backup procedures, password protection, encryption, anonymisation and pseudonymisation:
	Data collected via Qualtrics is automatically stored on Qualtrics cloud storage and is only accessed by members of the research teams via their password protects Qualtrics accounts. Data will then be downloaded from Qualtrics directly into SPSS and will be saved onto password protected OneDrive accounts – this will only be accessed via the research team. <i>(this box should expand as you type)</i>

	Data Protection
	Will the research activity involve any of the following
13	Electronic transfer of data in any form?
14	Sharing of data with others at the University outside team?
15	Sharing of data with other organisations?
16	Export of data outside the UK or importing of data from
17	Use of personal addresses, postcodes, faxes, emails
18	Publication of data that might allow identification of individuals
19	Use of data management system?
20	Data archiving?

Data was collected through Qualtrics and then uploaded to SPSS with only the researchers having access to this. Although these programmes had both been used before, so I was relatively familiar with them so for me, this experience was very positive. I felt as though I was prepared for this stage within the process.

21	If YES to any question, please provide full details, explaining how this will be conducted in accordance with the GDPR and Data Protection Act (2018) (and any international equivalents, where appropriate):
	The data will be collected using Qualtrics and data will, therefore, be collected anonymously. When the study finishes, data will be electronically transferred (downloaded) to the researcher personal device in preparation for data analysis using SPSS. The raw SPSS data file will be saved onto the researcher's OneDrive account which is password protected. Any transfer of data will follow UWTSDD data storage guidelines. <i>(this box should expand as you type)</i>

22	List all who will have access to the data generated by the research activity:
	Dr Katie Sullivan  <i>(this box should expand as you type)</i>

23	List who will have control of, and act as custodian(s) for, data generated by the research activity:
	 <i>(this box should expand as you type)</i>

24	Give details of data storage arrangements, including security measures in place to protect the data, where data will be stored, how long for, and in what form. Will data be archived – if so how and if not <u>why not</u> .
----	---

	The raw data collected through Qualtrics will be downloaded and the SPSS file stored on the researcher's OneDrive using the researcher's password protected University account. All anonymous data will be stored securely and will be deleted once the study has been completed and all data has been collected. All data will be used and stored in accordance with the UWTSD Research Data Management Policy. <i>(this box should expand as you type)</i>		
25	Please indicate if your data will be stored in the UWTSD Research Data Repository (see https://researchdata.uwtsd.ac.uk/). If so please explain. <i>(Most relevant to academic staff)</i>		
	The data will not be stored within the UWTSD Research Data Repository. <i>(this box should expand as you type)</i>		
26	Confirm that you have read the UWTSD guidance on data management (see https://www.uwtsd.ac.uk/library/research-data-management/)	YES	☐
27	Confirm that you are aware that you need to keep all data until after your research has completed or the end of your funding	YES	☐

I feel that having the experience of completing the ethics form has benefited me greatly; I have had the opportunity to develop upon my collaboration skills, critical thinking, methodological precision, synthesis of complex ideas, adaptability, professional responsibility and many more. However, it should not go unnoticed that there is always room for development. I feel like if we had assigned one member of the group to keep track of tasks and sign them off once completed would have avoided confusion between what had been completed and what had not and allowed for a smoother running process. I often felt overwhelmed by the number of decisions I had to make and by assigning a leader, this could have been mitigated.

Having our work reviewed by a module lead is quite intimidating, but having our work sent off to an ethics committee was very nerve-wracking, and awaiting ethical approval from the ethics panel made me feel anxious. Reflecting upon this, I am happy to have had this experience before my empirical project next year to have the opportunity to develop upon being able to explain complex ideas clearly as I felt I struggled to articulate this before this module.

Taking this into account, I feel confident that with the feedback I have received throughout, I have a greater understanding of the ethical considerations behind psychological research. I also now feel I have a deeper understand and appreciation for the application of ethics that goes beyond simply completing the ethics form.

Competency Three:
Experimental Task Creation

I took on the role of creating the set-up of the study on the online survey platform Qualtrics. This involved setting up the blocks of questions to ensure the flow of the study.

The group were aware that organisation is a great skill I hold so it was agreed that I would take up this role. The foundation of effective productivity is good organisation skills (Wicker, 2009). Reflecting upon this, I found that I naturally took on a leadership role. While there are various leadership styles (Silva, 2016), within these circumstances, I feel I took on a more democratic style.

I have previously used Qualtrics as part of an assignment within a different module, so this was not an unfamiliar process. However, that did not mean I did not experience hiccups upon the way.

Inserting the questions from the Ambivalent Sexism Scale was a long process. While this seems like a repetitive process, it is important to ensure each question is presented in the same format and is worded the exact same as the scale. I had someone from the group look this over to ensure I had not missed anything essential.

We trialled several different 'Question types' (e.g., presenting the questions in a matrix table) before settling on presenting the questions individually, going horizontally across the screen; we previewed all presentation options on both a laptop and mobile device to ensure we were selecting the most appropriate and user-friendly question type. This was a frustrating yet necessary process we had to go through for the study to produce the most accurate data possible.

XM Edit Survey | Qualtrics Experience | XM Login | Qualtrics

uwtsdyrathrofa.eu.qualtrics.com/survey-builder/SV_6nG1Fit5hPOv1c2/edit

XM Hiring

Survey Workflows Distributions Data & Analysis Results Reports

Tools Saved May 6, 2025 at 3:44 AM Draft

BenevolentSexism-PP3
Men should sacrifice to provide for women

strongly agree Somewhat agree Neither agree nor disagree

BenevolentSexism-PP4
In a disaster, women need not be rescued first

Strongly agree Somewhat agree Neither agree nor disagree

BenevolentSex-CGD1
Women have a superior moral sensibility

strongly agree Somewhat agree Neither agree nor disagree Somewhat disagree Strongly disagree

Ensuring that the block names were formatted appropriately to ensure that data collection could be easily understood when importing it into SPSS is essential. Before this task, I did not know how important this little bit of detail is, so I feel lucky to have had this experience and learn this before partaking in any data collection for my empirical project or any other future research projects. This attention to detail, albeit time consuming at the time, would save a lot of time in the long run.

uwtsdyrathrofa.eu.qualtrics.com/survey-builder/SV_6nG1Fit5hPOv1c2/edit

XM Hiring

Survey Workflows Distributions Data & Analysis Results Reports

Tools Saved May 14, 2025 at 5:25 AM Draft

non-consent

Display this question

If Please select each of the options below to confirm your consent to take part in this study: I understand I can withdraw at any time

And Please select each of the options below to confirm your consent to take part in this study: I am aged 18 years and over

And Please select each of the options below to confirm your consent to take part in this study: I understand my data will be held

And Please select each of the options below to confirm your consent to take part in this study: I understand all the above information

And Please select each of the options below to confirm your consent to take part in this study: I consent to taking part in this study

Skip to

End of Survey if Thank you for your interest... Is Displayed

Skip destination

Skip destination

Skip destination

Skip destination

Go to skip origin

Go to skip origin

Go to skip origin

Go to skip origin

Thank you for your interest in this study. However, due to the lack of consent you provided, you can no longer take part.

Having the consent skip logics set up currently is essential when having a study set up online. This ensures that if consent to participate in the study is not confirmed, participants cannot progress into the study.

Another group member completed this and while I knew there was a more effective way for this to be completed within Qualtrics, I took a step back and allowed them to learn this for themselves.

Creating this section of the study was intellectually stimulating. It took many trails to find a format of this question that everyone in the group agreed upon.

We acknowledged that the Ambivalent Sexism Scale contains many questions, so we wanted this set of questions to be easy on the eyes and not so overwhelming. After previewing different question types and receiving feedback, we decided to use a 'matrix table' which allowed us to present the clusters of traits in an organised and user-friendly manner.

male questions

On a scale of 1-5 (1= not relating at all and 5= alining perfectly) can you please rate how these attributes relate to this person.

	1	2	3	4	5
Inclusive	☐	☐	☐	☐	☐
Hard working	☐	☐	☐	☐	☐
Competent	☐	☐	☐	☐	☐
Ambitious	☐	☐	☐	☐	☐
Innovative	☐	☐	☐	☐	☐

This embedded hyperlink provides participants with the opportunity to download a copy each form. As previously discussed, this is in line with the BPS Internet Mediated Research guidance as it gives participants the opportunity to keep a copy of the researchers contact information and keep a log of the purpose of the study.

I found this quite challenging to do so as the hyperlink needed to be creating within the Qualtrics set up. After being shown how to do this by the supervisor, I was able to complete it on the other forms. I feel like this has benefited me going forward onto completing my empirical project next year and feel hopeful in completing this independently.

If taking part in this study has raised any questions, please contact the researchers

and/or the research supervisor
Katie Sullivan – Katie.Sullivan@uwtsd.ac.uk

To download a copy of this, debrief form, please click here: [Debrief Form](#)

Thank you once again for taking the time to participate in this study.



DAVID MORRIS

HR Admin. Assistant

EDUCATION

Aylsham High School 2005-2010 GCSE English Language B GCSE Maths A GCSE Triple Science A GCSE Technical Drawing A GCSE Computer Studies A GCSE History C GCSE Geography B	Swansea University 2013-2016 BSE Psychology 2:1 Cambridge University 2018-2019 MBA in Business Management & Human Resources
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City College Norwich

2010-2012
A Level Maths A
A Level Business Studies A
A Level Geography B

WORK EXPERIENCE

Papworth Trust-HR Administrator
September 2019-to date
Recruited as a HR Administrator following completion of my CIPD qualifications. Currently working under the HR Manager and deputising for him in his absence. Responsibilities include overseeing junior HR Administrators, dealing with recruitment, disciplinary investigations, collation of departmental appraisals and sickness and absence within the organisation. Over the past two years I have been solely responsible for overseeing internal investigations in Disciplinary Processes.

Ford Motor Group-Showroom

September 2016-2018
Worked in the office as junior Administrator within the Sales Dept. Responsibilities included liaising with customers, answering the assisting Manager with administrative duties including HR procedures. Developed an interest in Human Resources and commenced qualifications.

While I was not involved in the creation of these study materials, I was involved in the verbal discussions about what content they should have. Knowing that it played to the strengths of another member of the group, it gave an opportunity and time to pick up at completing other aspects of the study elsewhere.

This did leave me with a sense of guilt, that I did not contribute to this aspect of the study but once I had proof-read over the finished material, I felt intense relief.

PROFILE

My name is David, and I spend my weekends cycling long distance as a member of a local cycle group. In 2024 I completed a 220km cycle ride for the Multiple Sclerosis charity. During my holidays I love to attend different Formula 1 venues. Within my local area I am chairperson of a history group. I have obtained my CIPD qualification in Human Resources and am looking to develop my career by obtaining a Management Role.

CONTACT

PHONE NUMBER:
07541674772
Email Address: DEMorris23@yahoo.com

HOBBIES

Formula 1
Cycling
Local History Group

Originally, the CVs did not have the picture of the applicant on. However, after discussion within the group, it was decided that the study would flow better if participants had an image of the applicant while reading their CV's. As a group we discussed why types of images we should include as we were aware that the images would have a potential impact on how the candidates are perceived (Zebrowitz & Montepare, 2008). Therefore, we used AI generated images which allowed to control for as many factors as possible – we used the same AI prompts for both the male and the female candidate to ensure the images were of similar age and attractiveness levels.

I was able to add the pictures onto the document which involved moving the template around, this left me feeling content that I had an input with this stage of the study.



CHARLOTTE BROWN

HR Admin. Assistant

EDUCATION

Sheringham High School 2005-2010 GCSE English Language A GCSE Maths B GCSE Triple Science B GCSE Religious Education A GCSE Computer Studies B GCSE History B GCSE Geography C	Swansea University 2013-2016 BSE Psychology 2:1
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Paston College

2010-2012
A Level English A
A Level Business Studies A
A Level History B

WORK EXPERIENCE

September 2019 - to date
Currently working under the HR Manager and deputising for him in his absence. Responsibilities include overseeing junior HR Administrators, dealing with recruitment, disciplinary investigations, collation of departmental appraisals and sickness and absence within the organisation. For the past 6 months I have been involved in a project in conjunction with the CEO and Directors to improve sickness rates within the organisation. Undertook my CIPD qualifications.

Cambridge University

2018-2019
MBA in Business Management & Human Resources

Marsh Insurance-HR Administrator

September 2016-April 2018
Recruited as a trainee graduate HR Administrator working my way up to Administrator. Reported to HR Manager. Responsibilities included responding to internal enquiries, liaising with Accounts Department, and assisting with recruitment and appraisals.

Gap Year

2012-2013
Spent a year working on a horse farm in Gansbaai, Western Cape, South Africa. In my spare time I travelled around South Africa visiting Wildlife Parks and other Tourist attractions.

SKILLS

Microsoft Windows
Microsoft Outlook
Excel
HR Admin software
Mental Health First Aid
Understanding of Payroll systems
Performance Management
Good Employee Relations skills
Knowledge of legal practices and compliance of HR processes
Good communication skills
Good Negotiation skills

PROFILE

My name is Charlotte, and I have a keen interest in people. I love to travel to different countries learning and meeting people from different cultures. At the weekend I spend my time horse riding, including assisting with more junior riders and socialising with friends. One of my greatest achievements was competing in a Norfolk Equestrian Cross County Event and coming first. Within my workplace I have obtained my CIPD qualification in Human Resources and am looking to develop my career by obtaining a Management Role.

CONTACT

PHONE NUMBER:
07432114897
Email Address:
CEBrown43@gmail.com

HOBBIES

Horse riding
Travelling
Reading
Crocheting

Using an online survey builder tool like Qualtrics have taught me the intricate detail that goes into a “simple” online study. Everything must be created prior to the set up and preapproved before uploading onto the system as changing this at a later date only adds unnecessary extra steps into the process. During this process I was able to quickly adapt to the platforms tools and features and found it empowering to be able to design a professional-looking study that was easy for participants to access and complete. It has boosted my confidence in using technology to support my academic work.

Competency Four:

Data Collection

Using the Experiment Management System (EMS) as a researcher felt really intimidating. However, with a step-by-step guide provided by the module lead, I felt a sense of relief.

It was fascinating to see EMS from a researcher's perspective as I have only seen it from a participant's point of view before; the system seems quite simplistic as a participant, so it was interesting to see the thought process and steps required to get a study up and running.

The screenshot shows the EMS interface with a browser window at the top. The main content area is titled 'Additional Study Information' and contains a table with the following data:

Timeslot Usage Limit	100 hours (approximately 300 signups)
Participant Sign-Up Deadline	1 hours before the study is to occur
SREC App Code	
Direct Study	
Date Created	

Below this table is a 'Description' section with the following text:

Abstract: Exploring the link between gender bias and hiring decisions within and organisational setting.

Description: Participants will be given a questionnaire on the Ambivalent Sexism Inventory. After, you will be provided with a Job Descriptions and two CV's of potential candidates for the role. You will be asked to judge each candidate on a set of qualities and the likelihood of you hiring them for the position.

A red arrow points from the 'Description' text to a text box on the right.

Creating a brief description of the study is important for participants ability to make informed decision regarding their participation in a study. This had to be very concise but contain all the relevant information for the study.

I required some support with this as it was not concise enough, however, reflecting upon this I feel confident to be able to do this again.

The screenshot shows the EMS interface with a browser window at the top. The main content area is titled 'Add A Timeslot' and contains a table with the following data:

Participation Deadline	Participants Pool	Participants	Modify
22 May 2025 09:00	Signed Up: 0 Open Slots: 100 Total: 100		Modify

A red arrow points from the 'Participants Pool' text to a text box on the left.

As we knew this study was going to be uploaded online, we allowed 100 sign-ups which would allow a great number of people to sign up.

Setting time slots up was something that I had never done before, however when completing it, it was a straightforward task. This relieved a lot of anxiety as I knew this part was essential to running a smooth data collection.



Study Information

This information sheet contains important information up to take part in, so please read this information sheet carefully.

During this study, you will be required to do the following:

1. Complete a short questionnaire regarding your age.
2. Complete an 18-item questionnaire based on the Attitudes Toward Sexism Scale (ATS; 1996, Glick and Fiske, 1996).
 - a. Each question will require you to rate your level of agreement from Strongly Disagree to Strongly Agree.
3. Be provided with a job description for a HR potential applicant along with their CV.
4. Complete a set of questions regarding how you feel about sexism in the workplace.
 - a. You will be asked to rate your agreement from Strongly Disagree to Strongly Agree.
5. Be provided with a job description for a HR potential applicant along with their CV.
6. Complete a set of questions regarding how you feel about sexism in the workplace.
 - a. You will be asked to rate your agreement from Strongly Disagree to Strongly Agree.

A repeat of the specific instructions for each questionnaire will be provided at the beginning of each questionnaire.

At the end of the study, you will be presented with a debrief sheet that you can download for your records. The contact details of the researcher and the research supervisor will also be provided.

If you do not feel comfortable disclosing information on your views on sexism in the workplace, professional development, or workplace bias, then you are advised not to take part in this study. If this is the case, please note that you can close your browser now, or at any point during the study, and no data will be used.

I was assigned the task of creating the information sheet. While following a template, I also had to ensure that the wording and structure of the study was as accurate and concise as it could possibly be. It was also important to write the information sheet without any technical terms to ensure all participants can read and understand the information; although the study was only recruiting from a psychology student population, we wanted to make sure that even the lower level students who naturally do not have the understanding that a higher level student would have, could easily understand the form.

At the point of reading this form, participants are gaining an insight to what they are signing up for so it is crucial that the information sheet that I would provide to participants holds enough information for participants to be able to make an informed decision (Ennis & Wykes, 2016).

Before this module, I had completed a few information sheets so going into this, I felt confident. After receiving very little feedback on this form, my confidence was boosted greatly, and it validated my thoughts on the ability to complete one again.

If you are happy to participate in this study, please select the arrow below to proceed to the Consent Form.

Consent is a fundamental principle in psychological research and in any ethical practice involving participants. In line with the BPS Code of Ethics and Conduct, informed consent must be given before the participant has any engagement with the study. The right to withdraw always stands even when consent is given and this form provides participants with the awareness of this.

Study Consent Form (Online study)

I understand that I will be taking part in this research study that is being conducted by second-year students for the purpose of a module and that taking part in this study will require me to complete

I understand that this will take up to around 20 minutes of my time and that, as a student at UWTSD, I will be awarded course credit for my participation.

I understand that my data will be stored anonymously and that my data cannot be traced back to me at any point. I further understand that, whilst I may request for my data to be deleted up until the end of the study debrief, it will not be possible to trace my data to me as an individual or to withdraw my data from that point on. I understand that all data submitted by me will be stored in accordance with the Data Protection Act (2018), the UK's implementation of the General Data Protection Regulation (GDPR).



If I have any questions regarding this study, you can contact the researcher



and/or the research supervisor

Katie Sullivan – Katie.Sullivan@uwtsd.ac.uk

To download a copy of this consent form, please click here: [Consent Form](#)

Please select each of the boxes below to confirm your consent to participate in this study:

- ☐ I have read and understood the information about this study
- ☐ I am over 18 years old
- ☐ I understand that my data will be stored anonymously and that my data cannot be traced back to me at any point. I further understand that, whilst I may request for my data to be deleted up until the end of the study debrief, it will not be possible to trace my data to me as an individual or to withdraw my data from that point on. I understand that all data submitted by me will be stored in accordance with the Data Protection Act (2018), the UK's implementation of the General Data Protection Regulation (GDPR).
- ☐ I understand that my data may be used in an aggregated format only with data from other participants in future reports, articles, or presentations.
- ☐ I agree to take part in this study

Due to this study being completed online, a hyperlink needed to be available on the form for participants to have the opportunity to download a copy.

without penalty by
be used



Creating the debrief form made me feel creative. Being able to provide participants with a full explanation of the hypothesis that is being tested, giving researchers a chance to reflect and provides psychological safety which is important when it comes to carrying out psychological research (Kolbe et al., 2020).

Study Debrief Sheet (Online study)

Study Title: Using the ambivalent sexism scale does an individual's gender effect the way Management perceives them as an applicant.

Thank you for participating in this study.

Please note that there is a final ARROW BUTTON at the bottom of this page. If you are happy to submit your data for use in this study, please ensure you click this arrow button. After you have done this, your data will be anonymous and will remain confidential and therefore will not be able to be traced back to you.

The aim of this study was to explore gender bias within a workplace setting. Based on previous research in this area, it was specifically hypothesised that those participants with high levels of Ambivalent Sexism (AS) will show a preference to the male candidates over the female candidates over the female candidates and will score higher on the AS subscales chosen (Hostile sexism and Benevolent sexism).

I wish to remind you that all data provided during this research study will be kept confidential/anonymous, and that if you wish to withdraw your data from the study at this point, it is recommended that you do not select to submit at the end of this page. After this point, your data will become anonymous, and we will not be able to trace it back to you.

Having the opportunity to collect data from a study I created has provided me with the knowledge and skills to take forward into further modules and any psychological research I may do in the future. Having the opportunity to collect data from a study I created has provided me with the knowledge and skills to take forward into further modules and any psychological research I may do in the future, I feel immensely proud of myself.

There were moments that I felt I did not pull my weight as a group member, which left me feeling frustrated and disappointment. However, looking back at the whole process, this was balanced out in other aspects. I can now acknowledge that I should have been more optimistic going into this module as I have really enjoyed learning new skills that I will be able to take forward and apply into the real world.

Initially I felt a mis of excitement and apprehension, however, the opportunity to create a psychological study from scratch, on my own interest, was empowering; it gave me a sense of ownership and responsibility. I had to question the approach to the subject and if it would go into the necessary depth and sensitivity.

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AI Acknowledgement

I confirm that I have not used any AI tools in the research and creation of this assignment.
I confirm that I have not presented any AI generated materials as my own work. I confirm
I have copies of my drafts, notes, and other resources I used, which I may be asked to
provide in evidence.