

**Research In Action**

**Module code: ECPS: 5016**

**Dr Katie Sullivan**

**Component One: Portfolio**

**Work as part of a research team to design and implement a small-scale research study/studies (quantitative and/or qualitative) to investigate an area of Psychology.**

**Based on this process, create a portfolio of competencies, including reflection.**

## **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.

## **Reflection**

At the beginning of research in action (RIA) module, I felt unsure on what was going to happen and what exactly was expected of me. It was then explained how those in the BSc Psychology would be split into groups of four or five to create our own small scale research studies. Splitting off into our groups, we used systematic literature searching to identify a topic to examine the psychology of gender bias. After discussion about the different topics we came up with, the topic chosen was maternity vs paternity leave. Due to preferences of doing qualitative and quantitative studies, the group split into two groups of two. Each group completing their own systematic literature search to then be able to complete their proposal form and ethics forms that will be submitted to the School Research Committee. Going forward, the teamwork between the groups often overlapped, helping each other and discussing the methods of data collection for the research studies.

Within our RIA lectures, we would be in our groups, using on systematic literature search, we would be discussing the information we had found and whether the information was relevant or to be disregarded. At this point the communication within the group was quite good, I felt happy discussing the different things we need to do to complete the proposal forms. Often helping those who were doing the qualitative work with information or discussing the different methods they could do. Working within the team, it had the capability for idea exchanges, learning new skills and the results being of higher quality (Medhi et al., 2019). Being in the little groups of two within the four, it had the chance for problems to occur, due to misunderstand among the members, unwillingness to share or working together. Whilst being in split into two groups of two within our group, I stepped into the role of leader. According to McCauley and Fick-Cooper (2025) leadership is defined as a social process that allows individuals to work together achieve a certain goal or task. A leader role is

to inspire and bring out the best in other, dealing with any issues that may arise within the group and solving them. As the leader of the group, I stepped into a lot of different roles, amongst others it was deal to with an issue a member had with another. This one member had expressed what had happened and how after speaking to him, it was taking seriously. Hearing this made me feel uneasy as conflict is normally something I would preferably avoid. However, hearing this, I realised it needed to be discussed. Speaking to the other member of the group, he realised I was being serious and understood that what he was doing, going over the other member's work, was making her feel that any work she did was insignificant and made her question what she was actually doing for her parts within the forms. Moving forward, we discussed that using more communication, suggesting ideas to her instead of getting rid of her work would be a better option and remembering that this is teamwork and not an individual project. Once this issue was done, she felt happier discussing it with him and I felt relieved that there no longer any issues.

In the group of two for the quantitative study was another member and I. Due to issues with mental health, he was unable to attend most lectures and majority of the time being unreachable. As a result, when it came time to doing the ethics form, I was the only member of the group doing for the quantitative side. Doing the ethics form myself, I considered it to be a struggle and trying to understand the professional way of trying to write the ethics form, filling in all the boxes, often caused a lot of confusion. Although the other two members of the group were in, they were writing their own ethics form and as I did not want to interrupt them doing so, I decided to get on with it. I found this quite hard and a hurdle itself as there was no-one to relay information off and no one to discuss the next steps of how the quantitative study would go. The other member often helped with input but was primarily trying to get on with their qualitative study. The ethics form had its moments where it was confusing but after speaking to my lecturer and being able to receive guidance about

how to go about it all, I was able to complete it. Completing the ethics form for it to be then submitted to the School Research Ethics Committee, resulted in mixed feelings. I felt proud in what I had done and any feedback that was given was edited. Also leaving me feel more confident in my academic abilities in regard to research studies. It however did leave me a bit overwhelmed as it was a lot at once and trying to complete it all was a challenge. A challenge I prevailed, completed and was submitted to Ethics Committee to see find out if the study could go ahead.

Overall, I believe research in action has taught me more about my skills and how reflecting upon them now, has shown me how much I have improved, stepping into roles I never thought I would. I would do everything the same way if this situation did arise again. I have learned so much about my skills but also had moments where I questioned my own capabilities. Going forward, if more group was to occur, more communication and delegation of task will need to be discussed. Whilst also finding other way to tackle any barrier of absences and the difficulty of communication. Communication is something I feel as a group, we need to improve upon as a group, being more vocal about any challenges, asking for help when a member is concerned. Going forward, my teamwork skills, I believe are something that I need to work upon, understanding what ways I could improve and becoming more confident in the work produced and not feeling excluded from it.

**Competency One: Applied  
Research Skills  
Proposal Form**



## Research Proposal

Research proposal (1,000 words overall)

|                                        |                                                                                                          |
|----------------------------------------|----------------------------------------------------------------------------------------------------------|
| Student Name and University ID number: | Hannah-lee Rhodes (1901657), Kayleigh Jones ((2404358), Kavan Graham (2500328) and Noah Finney (2405255) |
| Proposed Supervisor's name:            | Katie Sullivan                                                                                           |

Psychology Research Area (tick all that apply)

|                                                       |                                                   |                                                 |                                                             |
|-------------------------------------------------------|---------------------------------------------------|-------------------------------------------------|-------------------------------------------------------------|
| <input checked="" type="checkbox"/> Social Psychology | <input type="checkbox"/> Developmental Psychology | <input type="checkbox"/> Biological Psychology  | <input type="checkbox"/> Forensic Psychology                |
| <input type="checkbox"/> Health Psychology            | <input type="checkbox"/> Individual Differences   | <input type="checkbox"/> Educational Psychology | <input checked="" type="checkbox"/> Political Psychology    |
| <input type="checkbox"/> Cognitive Psychology         | <input type="checkbox"/> Clinical Psychology      | <input type="checkbox"/> Counselling Psychology | <input checked="" type="checkbox"/> Occupational Psychology |
| Other: indicate briefly (not included in word count)  |                                                   |                                                 |                                                             |

Proposed Study Design (tick all that apply)

|                                                                                                                                                                          |                                                               |                                                                   |                                                      |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------|-------------------------------------------------------------------|------------------------------------------------------|
| <input type="checkbox"/> Quantitative                                                                                                                                    | <input type="checkbox"/> Experimental                         | <input type="checkbox"/> Applied (with UWTSD students)            | <input type="checkbox"/> Online Questionnaire Survey |
| <input type="checkbox"/> Qualitative                                                                                                                                     | <input type="checkbox"/> Quasi Experimental                   | <input type="checkbox"/> Focus Groups                             | <input type="checkbox"/> Online                      |
| <input type="checkbox"/> Mixed Methods                                                                                                                                   | <input type="checkbox"/> Applied (with external organisation) | <input type="checkbox"/> Interviews                               | <input checked="" type="checkbox"/> Lab-based study  |
| If Applied, and involving an external organisation, please indicate your plans for gaining appropriate approvals from the organisation: (not included in the word count) |                                                               | Other study design: indicate briefly (not included in word count) |                                                      |

**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).

Attitudes toward gendered parental leave: pre-post change following positive vs negative infographics (UWTSD students).

Using systematic literature searching (SLS) and after a few variations of a title, came up with this tile.

#### What theory and empirical research evidence supports your research

to the systems for maternal and paternal leave, and the bias behind it is required to see improvement in the system. In this situation the gender to society's perceptions on social roles, Eagly et al (2012) and Schneider et discuss stereotypes for both genders, care worker mothers and labour to stigma which shortens paternal leave and worse returning conditions Rudman et al 2013 & Okimoto et al 2012). They discuss the idea that men as feminine and that women who take the full parental leave are to before they left. Our study is important because registering the level of understanding that students have about these norms surrounding social constraints and stigma issues around parental leave raises awareness about the unfairness of the system. Whilst it would not be a direct fix for the issues itself, understanding attitudes towards them is crucial. Using the results from our study, we should be able to analyse these attitudes. Some work has already been done into a similar topic (Sterling et al 2020), specifically focusing on maternal leave. The area we have chosen to study is important because it effects so many people, according to the office of national statistics, last year there was 594,677 live births in England and Wales, as such the inequalities within this system will affect these people each year. This study examines student attitudes to maternity and paternity leave and whether brief exposure to balanced infographics (positive vs negative) produces short-term attitude change; findings may inform student-facing education and workplace awareness initiatives.

Sterling, H. M., & Allan, B. A. (2020). Construction and Validation of the Quality of Maternity Leave Scales (QMLS). *Journal of Career Assessment*, 28(2), 337-359.

Schneider, M. C., & Bos, A. L. (2019). The application of social role theory to the study of gender in politics. *Political Psychology*, 40, 173-213.

Eagly, A. H., & Wood, W. (2012). Social role theory. *Handbook of* 458-476.

Field, E. M., McKelway, M., & Voena, A. (2026). Gender norms and

Rudman, L. A., & Mescher, K. (2013). Penalizing men who request a femininity stigma?. *Journal of Social Issues*, 69(2), 322-340.

Okimoto, T. G., & Heilman, M. E. (2012). The "bad parent" assumption: reactions to working mothers. *Journal of Social Issues*, 68(4), 704-7.

My group member, Noah wrote the background, but I would often read it and check it. Going through it, I would relay if any information was irrelevant to our study.

Health, P. (2025, June 30). Births in England and Wales. [ons.gov.uk](https://www.ons.gov.uk/peoplepopulationandcommunity/birthsdeathsandmarriages/livebirths/bulletins/birthsummarytablesenglandandwales/2024); Office for National Statistics. <https://www.ons.gov.uk/peoplepopulationandcommunity/birthsdeathsandmarriages/livebirths/bulletins/birthsummarytablesenglandandwales/2024>

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

Primary Research Question: Do attitudes toward parental leave change from pre to post after exposure to a positive vs negative infographic

Secondary Research Question: Is the direction of change moderated by the participant gender or prior beliefs?

#### Methodological Details (500 words)

Please summarise the key methodological approach: (you can include materials as appendices if you wish). You must include details

- *Participants:* Who will your participants be, how will you access them, how many are needed?
- *Design:* Using appropriate terminology clearly define key elements (e.g., expt. manipulations etc). How do you plan to analyse your main findings?
- *Materials:* What are the main measures, scales, experimental tasks?
- *Procedure:* How will you carry out the study – define briefly what you will do from the point of consent to the study debrief.

Using systematic literature searching (SLS), I was able to find the best number of participants to recruit for a quantitative study.

#### Participant

We aim to recruit 30-50 participants, that are enrolled in the undergraduate psychology related programmes within the University of Wales Trinity Saint David, aged 18 and above. The participants will be recruited via the Experiment Management System (EMS) and identified by their provided unique ID codes.

#### Design

The study will be a quantitative, lab-based study. The design will be both a within and between subjects, looking at the differences between gender responses and the responses of those who have the positive or negative infographic. There will be a slight manipulation as participants will not know what infographic will be shown as it will be randomised.

#### Materials

- Questionnaire which is on Qualtrics and contains 10 questions which are attached at the bottom

The methodological section was one of the sections allocated to me. Trying to figure out the best design was a bit of a challenge, as trying to figure out the best way to analyse the IV and DV but after a discussion with our lecturer, this was decided.

- **Positive Infographic** - this features positive information regarding maternity and paternity leave and the purpose of it is to see if this changes their questionnaire answers
- **Negative Infographic** – this features negative information regarding maternity and paternity leave and the purpose of it is to see if this changes their questionnaire answers
- **Consent form** – this is what the participant agrees to before they can take part in the study, it includes all information the participant should know before the study, so they can agree.
- **Debrief Form** – this contains a more detailed breakdown of the aims and what the study was measuring, alongside the reasons why our study was important
- **Information Sheet** – this contains the processes that will be used when taking part in the study, such as mentioning the questionnaire, the demographic questions and how you will be debriefed at the end of the study

### Procedure

The procedure for this study will follow some basic guidelines, first we will greet the participant on arrival and thank them for coming, following it up by asking them to take a seat in the waiting area if the labs are still in use then briefly outline that the participant will be required to complete two questionnaires and will be viewing an infographic in between whilst giving them the information sheet and consent form. We will also explicitly mention that the instructions will indicate what is required for each section of the questionnaire. We will then check that they have no further questions before they begin, then we will leave letting them know to find us if they have any more questions.

The study will take approximately 30 minutes so we will allow for that time before booking another participant and if the participant does pause during the study for any reason, we will provide any assistance needed or request further help from the research supervisor (Katie Sullivan). Before stepping outside let the participant know to come find the researcher once they have completed the questionnaire. Once the questionnaire is completed, thank the participants for their contribution and provide them with the debrief form.

Finally ask the participant if they have any questions, and that if they think of any after the fact they can reach out via the emails provided on the debrief form. Say goodbye to the participants and thank them for taking part in the study

### IMPORTANT:

If the participant appears in any way distressed or upset, enquire if they are okay and request further help from the research supervisor (Katie Sullivan) if required.

### Questions for Questionnaire

#### Statements – agree/ disagree

1. "Both the man and woman should contribute to the household income"
2. "A man's job is to earn money; a woman's job is to look after the home and family"
3. "A working mother can establish just as warm and secure a relationship with her children as a mother who does not work"

4. "A pre-school child is likely to suffer if his/her mother works"
5. "All in all, the family suffers when the woman has a full-time job"
6. "A job is all right, but what most women really want is a home and children"
7. "Being a housewife is just as fulfilling as working for pay"
8. "The mother stays at home and the father works full time"
9. "Both the mother and the father work part time"
10. The mother and the father should each take half of the paid leave period

Allen, J., & Stevenson, I. (2023). Gender Roles. In *National Centre for Social Research*.

<https://natcen.ac.uk/sites/default/files/2023-09/BSA%2040%20Gender%20roles.pdf>

#### Key Ethical considerations (150 words)

*In this section you are required to briefly outline any specific ethical considerations your projects will be expected to adhere to the BPS code of human research ethics. You must submit a full ethics form which will document your specific processes and data protection. Here you need to briefly note additional or specific considerations for your particular project e.g. potential for distress or discomfort, any vulnerable populations or sensitive topic areas, and briefly outline how you expect to manage these.*

The study will conform to the British Psychological Society (BPS) code of human research ethics (2021). All participants will be provided with a consent form that will inform them of the tasks the study will cover, including the aim of the research, how it will be collected, and the data that will be collected. All data collected will be anonymised, alongside making sure all data is confidential. An information form will also be provided that will cover the study in more detail, including the expected completion time and tasks, and crucially the withdrawal policy will be explicitly stated, making sure all participants know they can withdraw their data at any point. The researcher's contact details will be available on all forms they are provided with, in case the participants experience any psychological distress after or during the study. The study may result in low-level distress due to the discussing a sensitive topic, where people may have differing opinions. Participants will be exposed to infographic that is either positive or negative, before continuing to the next questionnaire, but to manage any risk, will discuss how can stop and refuse to complete if they find the study distressing or uncomfortable at any point.

Oates, J., Carpenter, D., Fisher, M., Goodson, S., Hannah, B., Kwiatkowski, R., Prutton, K., Reeves, D., & Wainwright, T. (2021). BPS Code of Human Research Ethics. *BPS Code of Human Research Ethics*. <https://doi.org/10.53841/bpsrep.2021.inf180>

When it came to creating the questions, I went through each question that they had within their questionnaire, choosing the questions that were relevant to the topic.

The link will lead you to the original research paper.

Noah completed this section, but both of us understood that adhering to the BPS Code of Human Research Ethics was important, as it protected us as researchers and the participants. Also, reading over it to make sure it made sense and was relevant.

**Competency Two: Experimental  
Task Creation  
(Qualtrics)**

I completed the Qualtrics, creating the questionnaire that would later go on to the Experimental Management System.

Survey flow

Draft

The screenshot displays the Qualtrics Survey flow editor interface. At the top, the text "Survey flow" is followed by a "Draft" status indicator. Below this, a vertical sequence of survey blocks is shown, each with a "Show Block" icon, a title, a question count, and a "Toggle Questions" link. The blocks are: "Show Block: Information sheet (1 Question)", "Show Block: Consent Form (1 Question)", "Show Block: Debrief block if not eligible (1 Question)", "Show Block: Demographics (2 Questions)", "Show Block: Questionnaire Part 1 (6 Questions)", "Show Block: Questionnaire part 1.2 (5 Questions)", a "Randomiser" block, "Show Block: Infographic - Negative (1 Question)", "Show Block: Infographic - Positive (1 Question)", "Show Block: Questionnaire part 2 (6 Questions)", "Show Block: Questionnaire part 2.2 (5 Questions)", and "Show Block: Debrief Sheet (1 Question)". Each block has a set of action buttons: "Add Below", "Move", "Duplicate", and "Delete". The "Randomiser" block is highlighted in purple and includes a "Randomly present" toggle set to "1", a plus sign, and the text "of the following elements". It also has a checked "Evenly Present Elements" checkbox and an "Edit Count" link. A blue arrow points from the text box above to the "Draft" status, and another blue arrow points from the text box below to the "Randomiser" block.

Adding in the randomiser allowed us to have either the negative or positive infographic be shown to the participants. It gives the opportunity to see if there were any changes within in the data depending on the infographic shown.



Noah completed the study consent form.

Q26 Click to write the question text

### Study Consent Form

I understand that this research study is being carried out by a group of 2nd year Psychology Students for the purpose of a module assessment, and that taking part in this study will involve answering two questionnaires and viewing either a positive or negative infographic.

I understand that this study will take approximately 30 minutes to complete.

I understand that participation in this study is voluntary and I am free to withdraw at any time without penalty. However, after leaving the labs, data can no longer be removed as it will be anonymised.

I understand that once I have completed the study, my data will remain anonymous and untraceable as an identification number will be assigned, in place of my name/email. The data collected will be stored indefinitely in accordance with the Data Protection Act.

I am aware that if I have concerns about the study, I can contact the researchers at any time during or after the study at [1901657@student.uwtsd.ac.uk](mailto:1901657@student.uwtsd.ac.uk) & Noah Finney [2405244@student.uwtsd.ac.uk](mailto:2405244@student.uwtsd.ac.uk) or the module lead Katie at [katie@uwtsd.ac.uk](mailto:katie@uwtsd.ac.uk) if I have any concerns.

I also understand that at the end of the study I will be provided with a debrief form.

[Please click here to download a copy of this consent form](#)

Please tick the boxes below to confirm:

Please tick the boxes below to confirm:

- ☐ I am 18 years of age or over
- ☐ I understand I can withdraw at any time without penalty
- ☐ I understand my data will be held confidentially with a code assigned in place of my name
- ☐ I understand all the above information on this consent form
- ☐ I consent to taking part in this study

However here, the boxes were created using Qualtrics, so the participant would be able to select them.

A box below was added, so if the participant is under the age of 18 (not all five boxes selected). Using the display question and skip to, it will take them to the end where a debrief will be shown and then thanked for their time.

Debrief block if not eligible

Q25

Display this question

If Click to write the question text q:/QID26/SelectedChoicesCount Is Not Equal to 5

Skip to

End of Survey If Thank you for your consideration... Is Displayed

Thank you for your consideration to participate in this study.  
Unfortunately, you have been redirected to the end of this study due to not meeting the criteria for this assignment.  
If a mistake was made, please feel free to call the researcher back into the room.  
Thank you for your participation.

The demographics allowed us to see the gender and age of the participant, so we were able to explore the gender bias in regards to maternity leave.

Demographics

Please enter your gender

Male  
☐

Female  
☐

Non-binary / third gender  
☐

Prefer not to say  
☐

+ Add page break

Please enter your age below

Import from library

+ Add new question

Questionnaire Part 1

Q30

Below is a questionnaire, please take time to read each statement before then selecting how much you agree or disagree. Please answer each statement truthfully. Thank you!

Q1.

"Both the man and woman should contribute to the household income"

Strongly agree  
☐

Somewhat agree  
☐

Neither agree nor disagree  
☐

Somewhat disagree  
☐

Strongly disagree  
☐

Q2.

"A man's job is to earn money; a women's job is to look after the home and family"

Strongly agree  
☐

Somewhat agree  
☐

Neither agree nor disagree  
☐

Somewhat disagree  
☐

Strongly disagree  
☐

Q3

"A working mother can establish just as warm and secure a relationship with her children as a mother who does not work"

Strongly agree  
☐

Somewhat agree  
☐

Neither agree nor disagree  
☐

Somewhat disagree  
☐

Strongly disagree  
☐

Q4

"A pre-school child is likely to suffer if his/her mother works"

Strongly agree  
☐

Somewhat agree  
☐

Neither agree nor disagree  
☐

Somewhat disagree  
☐

Strongly disagree  
☐

Q5

"All in all, the family suffers when the woman has a full-time job"

Strongly agree  
☐

Somewhat agree  
☐

Neither agree nor disagree  
☐

Somewhat disagree  
☐

Strongly disagree  
☐

For each question, I explored the different scales that could be used to answer how much the participants agreed with the statements. However, it was found that the best option was using a 5-point-likert scale, ranging from strongly agree to strongly disagree.

▲

Import from library

+ Add new question

Add Block

▼

Questionnaire part 1.2

Q6

💡

"A job is all right, but what most women really want is a home and children"

Strongly agree

Somewhat agree

Neither agree nor disagree

Somewhat disagree

Strongly disagree

☐

☐

☐

☐

☐

Q7

💡

"Being a housewife is just as fulfilling as working for pay"

Strongly agree

Somewhat agree

Neither agree nor disagree

Somewhat disagree

Strongly disagree

☐

☐

☐

☐

☐

Q8

💡

"The mother stays at home and the father works full time"

Strongly agree

Somewhat agree

Neither agree nor disagree

Somewhat disagree

Strongly disagree

☐

☐

☐

☐

☐

Q9.

💡

"Both the mother and the father work part time"

Strongly agree

Somewhat agree

Neither agree nor disagree

Somewhat disagree

Strongly disagree

☐

☐

☐

☐

☐

Q10.

💡

"The mother and the father should each take half of the paid leave period"

Strongly agree

Somewhat agree

Neither agree nor disagree

Somewhat disagree

Strongly disagree

☐

☐

☐

☐

☐

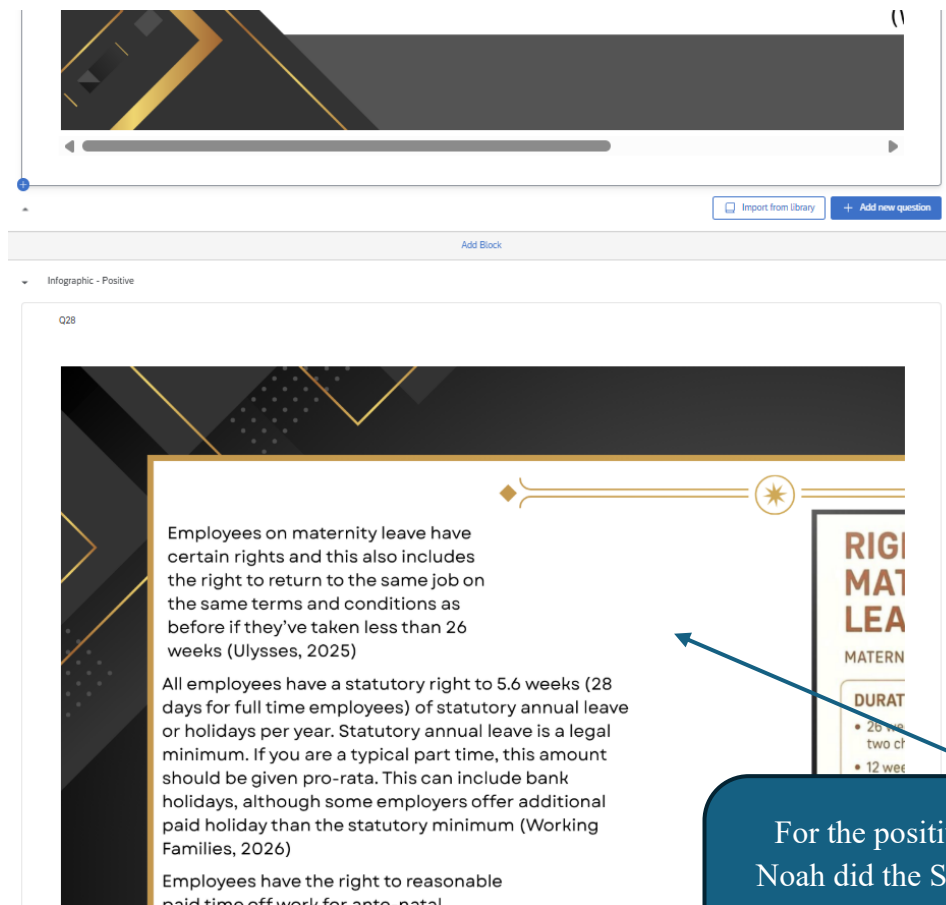
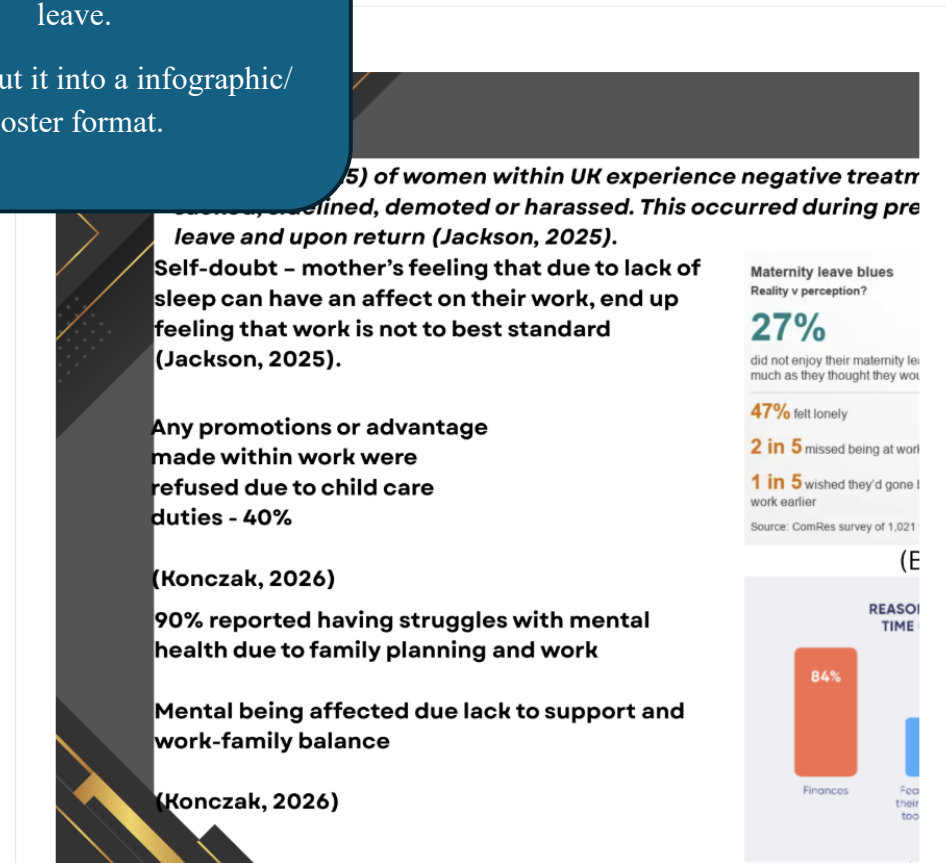
▲

Import from library

+ Add new question

I completed the negative infographic using systematic literature search on the negative impact of maternity leave.

Kayleigh put it into a infographic/poster format.



For the positive infographic, Noah did the System Literature Search and then Kayleigh put it into a poster/infographic format.

include other appointments, for example, relaxation classes and parent-craft classes. The paid time-off employers allow an employee to take needs to include travelling and waiting time as well as time spent during the appointment itself.

Questions were then put in again, to see if after seeing the infographic, if their beliefs or opinion has changed.

Questionnaire part 2

Q31  
Repeating the questionnaire again, could you please answer truthfully and take your time.

Q1.  
"Both the man and woman should contribute to the household income"

Strongly agree ☐      Somewhat agree ☐      Neither agree nor disagree ☐      Somewhat disagree ☐      Strongly disagree ☐

Q2.  
"A man's job is to earn money; a women's job is to look after the home and family"

Strongly agree ☐      Somewhat agree ☐      Neither agree nor disagree ☐      Somewhat disagree ☐      Strongly disagree ☐

+ Add page break

Q3  
"A working mother can establish just as warm and secure a relationship with her children as a mother who does not work"

Strongly agree ☐      Somewhat agree ☐      Neither agree nor disagree ☐      Somewhat disagree ☐      Strongly disagree ☐

Q4.  
"A pre-school child is likely to suffer if his/her mother works"

Strongly agree ☐      Agree ☐      Somewhat agree ☐      Neither agree nor disagree ☐      Somewhat disagree ☐      Disagree ☐      Strongly disagree ☐

Q5.  
"All in all, the family suffers when the woman has a full-time job"

Strongly agree ☐      Somewhat agree ☐      Neither agree nor disagree ☐      Somewhat disagree ☐      Strongly disagree ☐

Import from library    + Add new question

Add Block

Questionnaire part 2.2

Q6.  
"A job is all right, but what most women really want is a home and children"

Strongly agree ☐      Somewhat agree ☐      Neither agree nor disagree ☐      Somewhat disagree ☐      Strongly disagree ☐

Q7.  
"Being a housewife is just as fulfilling as working for pay"

Strongly agree ☐      Somewhat agree ☐      Neither agree nor disagree ☐      Somewhat disagree ☐      Strongly disagree ☐

Q8.  
"The mother stays at home and the father works full time"

Strongly agree ☐      Somewhat agree ☐      Neither agree nor disagree ☐      Somewhat disagree ☐      Strongly disagree ☐

Q9.  
"Both the mother and the father work part time"

Strongly agree ☐      Somewhat agree ☐      Neither agree nor disagree ☐      Somewhat disagree ☐      Strongly disagree ☐

Q10.  
"The mother and the father should each take half of the paid leave period"

Strongly agree ☐      Somewhat agree ☐      Neither agree nor disagree ☐      Somewhat disagree ☐      Strongly disagree ☐

[Import from library](#) [+ Add new question](#)

[Add Block](#)

Noah wrote the participant debrief sheet. I proofread and made sure all the data was relevant within this document.

**Participant Debrief Sheet**

parental leave: pre-post change following positive vs negative infographics (UWTSd students).

des at (1901657@student.uwtsd.ac.uk) & Noah Finney at (2405244@student.uwtsd.ac.uk).

Thank you for taking part in this study.

The purpose of this study was to explore if attitudes towards parental leave changes from pre to post after being exposed to a positive or negative infographic. The aim of study is to explore whether gender is associated with stronger or weaker changes.

Through conducting a controlled laboratory study, we aimed to isolate specific attitudes to effectively explore the research aims, which were to assess student's attitudes towards gendered parental leave, to test whether brief information exposure influence attitudes and finally to explore whether the participant characteristics (such as gender) are associated with stronger or weaker changes.

Depending upon the experimental group that you were randomly assigned to, you were displayed either a Positive or a Negative infographic involving information about the Parental leave system. Therefore, we have had to use slight deception in this study (not telling you there would be two different infographics displayed depending what group would you be assigned) in order to accurately assess the different effects that two infographics could have upon attitude change.

Despite there being hundreds of thousands of new parents each year, the system that helps them is flawed and not understood. There is little research assessing the awareness people have towards it. From the data gathered in this study, we hope to be able to contribute to the existing body of knowledge on the understanding of parental leave systems and the attitudes people have towards it.

If you wish to withdraw your data from the study, you must tell the researcher before leaving the lab. After leaving the lab, all your data will be anonymised, and we will not be able to trace it back to you.

If taking part in this study has raised any questions or concerns, please contact the researcher: Hannah-Lee Rhodes at (1901657@student.uwtsd.ac.uk) & Noah Finney at (2405244@student.uwtsd.ac.uk), or contact the research supervisor: Katie Sullivan on (katie.sullivan@uwtsd.ac.uk)

If you have found any part of this experience to be distressing, please consider speaking with someone that you trust such as a family member or friend. You may also consider speaking with one of the organisations below for additional support:

**Within UWTSd:**

- UWSTD Wellbeing Support - <https://www.uwtsd.ac.uk/student-services/wellbeing-support/>
- Student Assistance Support – Free 24-hour confidential helpline 0800 028 3766

**Outside UWTSd**

- TogetherAll: <https://account.v2.togetherall.com/register/student>
- Feeling Good App: <https://www.feelinggood.app/onboarding/uwtsd-en/>
- Student Union Student Minds (support groups): <https://www.studentminds.org.uk/findsupport.html>

[Please click here to download a copy of this debrief sheet](#)

[Import from library](#) [+ Add new question](#)

[Add Block](#)

End of Survey

We thank you for your time spent taking this survey.

Your response has been recorded.

# **Competency Three: Ethical Considerations**

## ETHICS FORM – PSYCHOLOGY STUDENTS ONLY

### APPLICATION FOR ETHICAL APPROVAL

In order for research to result in benefit and minimise risk of harm, it must be conducted ethically.

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 in a new and useful way". This covers activities undertaken by members of staff, postgraduate and undergraduate students working on dissertations.

The individual undertaking the research activity is known as the Principal Researcher.

This form must be completed and approved prior to undertaking the research activity.

#### SECTION A: About You (Principal Researcher)

|                      |                                       |                                                                                                                                                                                                                                                                                                                             |                             |                           |                               |
|----------------------|---------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------|---------------------------|-------------------------------|
| 1                    | Full Name:                            | Hannah-lee Rhodes Kayleigh Jones, Kavan Graham and Noah Finney                                                                                                                                                                                                                                                              |                             |                           |                               |
| 2                    | Tick all boxes that apply:            | Member of staff:                                                                                                                                                                                                                                                                                                            | <input type="checkbox"/>    | Honorary research fellow: | <input type="checkbox"/>      |
|                      | Undergraduate Student                 | <input checked="" type="checkbox"/>                                                                                                                                                                                                                                                                                         | Taught Postgraduate Student | <input type="checkbox"/>  | Postgraduate Research Student |
| 3                    | Institute/Academic Discipline/Centre: | Institute of Education and Humanities / Centre for Psychology and Counselling                                                                                                                                                                                                                                               |                             |                           |                               |
| 4                    | Campus:                               | Swansea, SA1                                                                                                                                                                                                                                                                                                                |                             |                           |                               |
| 5                    | E-mail address:                       | <a href="mailto:1901657@student.uwtsd.ac.uk">1901657@student.uwtsd.ac.uk</a> , <a href="mailto:2404358@student.uwtsd.ac.uk">2404358@student.uwtsd.ac.uk</a> , <a href="mailto:2500328@student.uwtsd.ac.uk">2500328@student.uwtsd.ac.uk</a> and <a href="mailto:2405255@student.uwtsd.ac.uk">2405255@student.uwtsd.ac.uk</a> |                             |                           |                               |
| 6                    | Contact Telephone Number:             | N/A                                                                                                                                                                                                                                                                                                                         |                             |                           |                               |
| 7                    | Project Title                         | Attitudes toward gendered parental leave: pre-post change following positive vs negative infographics (UWTSD students).                                                                                                                                                                                                     |                             |                           |                               |
| 8                    | Proposed Start Date                   | March/ April 2026                                                                                                                                                                                                                                                                                                           | Proposed End Date           | May 2026                  |                               |
| <b>For students:</b> |                                       |                                                                                                                                                                                                                                                                                                                             |                             |                           |                               |
| 9                    | Student Number:                       | Hannah-lee Rhodes (1901657) Kayleigh Jones (2404358), Kavan Graham (2500328) and Noah Finney (2405255)                                                                                                                                                                                                                      |                             |                           |                               |
| 10                   | Programme of Study:                   | BSc Psychology                                                                                                                                                                                                                                                                                                              |                             |                           |                               |

This ethics form for the quantitative study was completed by me.

Each member within the group provided their full name and University email address and number whilst in lecture or by using Microsoft team, depending on if the member was in or not.

## SECTION B: Internal and External Ethical Guidance Materials

Please list the core ethical guidance documents that have been referred to in this form (including any discipline-specific codes of research ethics, local research ethics, and also any specific ethical guidance relating to the project). Please tick to confirm that your research proposal adheres to these codes. Add rows to this table if needed.

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Following on what we were told by Katie, we kept these guidance documents in mind when it came to completing this form.

### ETHICS FORM – PSYCHOLOGY STUDENTS ONLY

|   |                                                                                              |                                     |
|---|----------------------------------------------------------------------------------------------|-------------------------------------|
| 1 | UWTSD Research Ethics & Integrity Policy                                                     | <input checked="" type="checkbox"/> |
| 2 | UWTSD Research Data Management Policy                                                        | <input checked="" type="checkbox"/> |
| 3 | UWTSD Open Access Publications Policy                                                        | <input checked="" type="checkbox"/> |
| 4 | <i>British Psychological Society Code of Ethics and Conduct (2021)</i>                       | <input checked="" type="checkbox"/> |
| 5 | <i>British Psychological Society Code of Human Research Ethics (2021)</i>                    | <input checked="" type="checkbox"/> |
| 6 | <i>British Psychological Society Ethics Guidelines for Internet-Mediated Research (2021)</i> | <input checked="" type="checkbox"/> |

## SECTION C: Details of Research Activity

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |  |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <p>Introduction to the Research (maximum 300 words per section). Ensure that you write for a <b>Non-Specialist Audience</b> when outlining your research. Points below:</p> <ul style="list-style-type: none"><li>• Purpose of Research Activity</li><li>• Proposed Research Question</li><li>• Aims of Research Activity</li><li>• Objectives of Research Activity</li></ul> <p>Demonstrate, briefly, how <b>Existing Research</b> has informed the proposed activity and explain:</p> <ul style="list-style-type: none"><li>• What the research activity will add to the body of knowledge</li><li>• How it addresses an area of importance.</li></ul> |  |
| <p><b>Purpose of Research Activity</b></p> <p>Gendered parental leave refers to the systems for maternal and paternal leave, and the bias behind it is not understood to the level that is required to see improvement in the system. In this situation the gender bias for parental leave refers to society's perceptions on social roles, Eagly et al (2012) and Schneider et al.'s (2019) social role theories discuss stereotypes for both genders, care worker mothers and labour fathers. These stereotypes lead to stigma which shortens paternal leave and worse returning</p>                                                                   |  |

I used the background information from the proposal form, written by Noah.

|   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|---|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 3 | <p>conditions for parents returning to work (Rudman et al 2013 &amp; Okimoto et al 2012). They discuss the idea that men taking parental leave is seen as feminine and that women who take the full parental leave are incompetent in comparison to before they left. Our study is important because registering the level of understanding that students have about these norms surrounding social constraints and stigma issues around parental leave raises awareness about the unfairness of the system. Whilst it would not be a direct fix for the issues itself, understanding attitudes towards them is crucial. Using the results from our study, we should be able to analyse these attitudes. Some work has already been done into a similar topic (Sterling et al 2020), specifically focusing on maternal leave. The area we have chosen to study is important because it effects so many people, according to the office of national statistics, last year there was 594,677 live births in England and Wales, as such the inequalities within this system will affect these people each year. This study examines student attitudes to maternity and paternity leave and whether brief exposure to balanced infographics (positive vs negative) produces short-term attitude change; findings may inform student-facing education and workplace awareness initiatives.</p> <p>Sterling, H. M., &amp; Allan, B. A. (2020). Construction and Validation of the Quality of Maternity Leave Scales (QMLS). <i>Journal of Career Assessment</i>, 28(2), 337-359.</p> <p>Schneider, M. C., &amp; Bos, A. L. (2019). The application of social role theory to the study of gender in politics. <i>Political Psychology</i>, 40, 173-213.</p> |
|---|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

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#### ETHICS FORM – PSYCHOLOGY STUDENTS ONLY

|  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|--|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | <p>Eagly, A. H., &amp; Wood, W. (2012). Social role theory. <i>Handbook of theories of social psychology</i>, 2(9), 458-476.</p> <p>Field, E. M., McKelway, M., &amp; Voena, A. (2026). Gender norms and development.</p> <p>Rudman, L. A., &amp; Mescher, K. (2013). Penalizing men who request a family leave: Is flexibility stigma a femininity <u>stigma?</u> <i>Journal of Social Issues</i>, 69(2), 322-340.</p> <p>Okimoto, T. G., &amp; Heilman, M. E. (2012). The “bad parent” assumption: How gender stereotypes affect reactions to working mothers. <i>Journal of Social Issues</i>, 68(4), 704-724.</p> <p>Health, P. (2025, June 30). Births in England and Wales. <i>Ons.gov.uk</i>; Office for National Statistics. <a href="https://www.ons.gov.uk/peoplepopulationandcommunity/birthsdeathsandmarriages/livebirths/bulletins/birthsummarytablesenglandandwales/2024">https://www.ons.gov.uk/peoplepopulationandcommunity/birthsdeathsandmarriages/livebirths/bulletins/birthsummarytablesenglandandwales/2024</a></p> |
|--|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |  |
|---|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| 4 | <p><b>Research Question(s)</b></p> <p>Primary Research Question: Do attitudes toward parental leave change from pre to post after exposure to a positive vs negative infographic.</p> <p>Secondary Research Question: Is the direction of change moderated by the participant gender or prior beliefs?</p>                                                                                                                                                                                                                                                                                                                                                                                      |  |
| 5 | <p><b>Aims of Research Activity</b></p> <p>The study aims:</p> <ul style="list-style-type: none"> <li>to assess student's attitudes towards gendered parental leave.</li> <li>to test whether brief information exposure influence attitudes.</li> <li>to explore whether the participant characteristics (such as gender) are associated with stronger or weaker changes.</li> </ul> <p>(this box should expand as you type)</p>                                                                                                                                                                                                                                                               |  |
| 6 | <p><b>Objectives of Research Activity</b></p> <p>To measure the attitudes towards parental leave after being exposed to a positive or negative infographic by doing the questionnaire before and then a questionnaire after. These would allow us to see one's original view of parental leave and to find if the exposure to the infographic does affect it. The gender roles survey consists of series of independent items and using selected items from the British Social Attitudes Survey to create the questionnaire. No reverse scoring was done originally and typically used a 5-point <u>likert</u> scale to assess the gender roles, parenting, employment and domestic labour.</p> |  |
|   | <p><b>Proposed data collection methods (maximum 600 words)</b></p> <p>Provide a brief summary of all the methods that may be used in the research activity to collect data, 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. <u>Methods here, but</u> should instead describe how you intend to collect the data for your project.</p>                                                                                                                                                                                                      |  |

Working alongside Katie, we were able to come up with research questions, aims and what the objective of this study was.

Writing this section was a little confusing, as trying to make sure all the data that was needed was in the document. However, it was like written a very detailed procedure.

#### ETHICS FORM – PSYCHOLOGY STUDENTS ONLY

The research will be conducted in the psychology labs located in the IQ building in the SA1 Swansea campus. Participants will be recruited through the University of Wales Trinity Saint David (UWTSD) Psychology Department Experiment Management System (EMS), where eligible students can volunteer to take part in the study. Once a participant has signed up, they will be asked to attend the labs waiting area at their chosen allotted time. Participants will only be known to the researcher by their unique EMS identification code; however, this code will only be for identifying the correct participant upon arrival but will not be associated with any data collected. The researcher will greet the participants and escort them into the labs. All aspects of this study will be conducted via Qualtrics, to ensure secure storage and anonymity of the data.

First, the participants will be presented with a study information sheet, which will briefly outline what the study will involve. This will indicate the different aspects of the study, the approximate length of time the study will take and contact details of the researcher and the supervisor. If participants wish to proceed in taking part in the study, participants will then be asked to read and complete a virtual consent form.

Once consent has been given, participants will complete a series of self-report questionnaires. These will be presented in a fixed order. The survey will include demographic questions, such as age and gender, and the Attitudes towards men's and women's role in home and work questionnaire.

The study will use selected items from the British Social Attitudes Survey (BSA), a long running national survey conducted annually by the National Centre for Social Research (National Centre for Social Research, 2023). The Gender Roles survey consists of a series of independent attitude items rather than a formal psychometric scale. Items typically use 5point Likert type agreement scales and assess views on gender roles, parenting, employment, and domestic labour. No items are reverse scored in the original survey.

Examples of the questions chosen for the study:

3. "A working mother can establish just as warm and secure a relationship with her children as a mother who does not work"
4. "A pre-school child is likely to suffer if his/her mother works"
5. "All in all, the family suffers when the woman has a full-time job"
6. "A job is all right, but what most women really want is a home and children"
7. "Being a housewife is just as fulfilling as working for pay"
8. "The mother stays at home and the father works full time"

After completing the questionnaire, participants will be randomly allocated to one of two groups. One group will see positively framed information about the advantages of parental leave via an infographic, and the other group will see negatively framed information about possible disadvantages of taking and what effects it has had on the mother/father via an infographic. Participants will then complete the gender role survey questionnaire for a second time.

After the study completion, participants will be provided with a verbal debrief and given a debrief sheet explaining the study in more detail. This will include information about support resources (e.g., UWTSD wellbeing services) in case the topic raises any discomfort or concerns. The debrief form will also include the researcher and supervisor details, which gives the participant the opportunity to ask questions once the study has been complete. This debrief form can also be downloaded by the participant

(this box should expand as you type)

Location of research activity

8 This study will take place in the psychology labs, within building (SA1). The study will be hosted by Qualtrics.

#### SECTION D: Scope of Research Activity

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This allowed to see what method of data collection we would use and show to the School Research Ethics Committee, we were doing a questionnaire. The rest being more on the qualitative side of research.

#### ETHICS FORM – PSYCHOLOGY STUDENTS ONLY

|    | Will the research activity include:                                                                                                             | YES                                 | NO                                  |
|----|-------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------|-------------------------------------|
| 1  | Use of a questionnaire or similar research instrument?                                                                                          | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |
| 2  | Use of interviews?                                                                                                                              | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| 3  | Use of focus groups?                                                                                                                            | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| 4  | Use of participant diaries?                                                                                                                     | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| 5  | Use of video or audio recording?                                                                                                                | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| 6  | Use of computer-generated log files?                                                                                                            | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| 7  | Participant observation with their knowledge?                                                                                                   | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| 8  | Participant observation without their knowledge?                                                                                                | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| 9  | Access to personal or confidential information without the participants' specific consent?                                                      | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| 10 | Administration of any questions, test stimuli, presentation that may be experienced as physically, mentally or emotionally harmful / offensive? | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| 11 | Performance of any acts which may cause embarrassment or affect self-esteem?                                                                    | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| 12 | Investigation of participants involved in illegal activities?                                                                                   | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| 13 | Use of procedures that involve deception?                                                                                                       | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| 14 | Administration of any substance, agent or placebo?                                                                                              | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| 15 | Working with live vertebrate animals?                                                                                                           | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| 16 | Procedures that may have a negative impact on the environment?                                                                                  | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |

|    |                                                                                                     |                          |                                     |
|----|-----------------------------------------------------------------------------------------------------|--------------------------|-------------------------------------|
| 17 | Other primary data collection methods. Please indicate the type of data collection method(s) below. | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
|    | Details of any other primary data collection method:<br>N/A<br>(this box should expand as you type) | <input type="checkbox"/> | <input checked="" type="checkbox"/> |

If you have ticked NO to every question, then the research activity should not be approved. If you have ticked YES to any question, then no research activity should be approved.

If YES to any question, then no research activity should be approved.

#### SECTION E: Intended Participants

| Who are the intended participants: |                                                                                                                    | YES                                 | NO                                  |
|------------------------------------|--------------------------------------------------------------------------------------------------------------------|-------------------------------------|-------------------------------------|
| 1                                  | Students or staff at the University?                                                                               | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |
| 2                                  | Adults (over the age of 18 and competent to give consent)?                                                         | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |
| 3                                  | Vulnerable adults?                                                                                                 | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| 4                                  | Children and Young People under the age of 18? (Consent from Parent, Carer or Guardian will be required)           | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| 5                                  | Prisoners?                                                                                                         | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| 6                                  | Young offenders?                                                                                                   | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| 7                                  | Those who could be considered to have a particularly dependent relationship with the investigator or a gatekeeper? | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |

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#### ETHICS FORM – PSYCHOLOGY STUDENTS ONLY

|   |                                                                                                               |                          |                                     |
|---|---------------------------------------------------------------------------------------------------------------|--------------------------|-------------------------------------|
| 8 | People engaged in illegal activities?                                                                         | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| 9 | Others. Please indicate the participants below, and specifically any group who may be unable to give consent. | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
|   | Details of any other participant groups:<br>N/A<br>(this box should expand as you type)                       | <input type="checkbox"/> | <input checked="" type="checkbox"/> |

This made it easier to see who the participants would and would not be.

|                                                                                                                                                                         |                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                  |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Participant numbers and source</b><br>Provide an estimate of the expected number of participants. How will you identify participants and how will they be recruited? |                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                  |
| 10                                                                                                                                                                      | How many participants are expected?                                                                                                                                                                     | We aim to recruit 30-50 participants, which is typical for a small within-participant pre-post designs at undergraduate level.                                                                                                                                                                                   |
| 11                                                                                                                                                                      | Who will the participants be?                                                                                                                                                                           | The participants will be enrolled in undergraduate psychology related programmes within the University of Wales Trinity Saint David, aged 18 and above.                                                                                                                                                          |
| 12                                                                                                                                                                      | How will you identify the participants?                                                                                                                                                                 | Participants will be recruited via Experiment Management System (EMS) and identified by the number they are given by EMS. EMS provide unique ID codes, meaning no names/emails are collected into the data set. Participation is fully voluntary and students may receive EMS credit after completing the study. |
| 13                                                                                                                                                                      | Will you be excluding any groups of people, and if so, what is the rationale for that?                                                                                                                  | There are no exclusions – any participant who has an active EMS account can participate                                                                                                                                                                                                                          |
| 14                                                                                                                                                                      | Will the research involve any element of deception? If yes, please describe why this is necessary and whether participants will be informed at the end of the study                                     | N/A                                                                                                                                                                                                                                                                                                              |
| 15                                                                                                                                                                      | Describe whether participants will be able to withdraw from the study, and up to what point (e.g., if data is to be anonymised). If withdrawal is not possible, after a certain point, explain why not. | Participations may withdraw at any time until they leave the lab environment. After this point, data can no longer be removed as all data is collected anonymously.                                                                                                                                              |

| <b>Information for participants:</b> |                                                                                                                            | 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? | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 14                                   | Will you tell participants that their participation is voluntary?                                                          | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Using systematic literature search (SLS), I found that for a small university quantitative study, 30 – 50 participants was considered to be the best.

Adhering to the BPS Code of Human Research Ethics (2021), it is important that participants identity is protected and kept confidential as well as the right to withdraw. It is important that the consent is valid and is through on choice and no coercion.

|    |                                                                                                                                                                                              |                                     |                                     |                                     |
|----|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|
| 15 | Will you obtain written consent for participation?                                                                                                                                           | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |
| 16 | Will you explain to participants that refusal to participate in the research will not affect their treatment or education (if relevant)?                                                     | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>            |
| 17 | If the research is observational, will you ask participants for their consent to being observed?                                                                                             | <input type="checkbox"/>            | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| 18 | Will you tell participants that they may withdraw from the research at any time and for any reason?                                                                                          | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>            |
| 19 | With questionnaires, will you give participants the option of omitting questions they do not want to answer?                                                                                 | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>            |
| 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?                                          | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>            |
| 21 | Will you debrief participants at the end of their participation, in a way appropriate to the type of research undertaken?                                                                    | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>            |
| 22 | If NO to any of above questions, please give an explanation                                                                                                                                  |                                     |                                     |                                     |
|    | Written consent is not possible as the study will be conducted via Qualtrics. Alternatively, to gain informed, participants must fill in the consent form and viewing the information sheet. |                                     |                                     |                                     |

|    |                                                                                                                                                    |                          |                                     |                          |
|----|----------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|-------------------------------------|--------------------------|
|    | <b>Information for participants:</b>                                                                                                               | YES                      | NO                                  | N/A                      |
| 24 | Will participants be paid?                                                                                                                         | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 25 | Is specialist electrical or other equipment to be used with participants?                                                                          | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 26 | Are there any financial or other interests to the investigator or University arising from this study?                                              | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 27 | Will the research activity involve deliberately misleading participants in any way, or the partial or full concealment of the specific study aims? | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 28 | If YES to any question, please provide full details                                                                                                |                          |                                     |                          |

The study will be conducted on the computers within the psychology labs at UWTSD. All responses will be electronical.

**may adversely affect any of the participants, the , and the steps that will be taken to address them.**

|   |                                                                                                                                                                                                                                                                                       |
|---|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 | For example: doctor specific health & safety, emotional distress, financial disclosure, physical harm, transfer of personal data, sensitive organisational information. If you have identified in section D that there are no participants, then enter N/A and go skip to question 3. |
|---|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|---------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                               | <p>Risk to participants:</p> <ol style="list-style-type: none"> <li>1. Not understanding what is being asked of them when they are due to participate in a study could make the participants feel distressed.</li> <li>2. The questions within the study ask participants on their views in regard to</li> </ol>                                                                                                                                                                                                                                                                            | <p>How you will mitigate the risk to participants:</p> <p>Keeping to the UWTSD and BPS guidelines, the participants will be informed of what the nature of the study is and if it preferred to not take part then they are free to not continue. Participants will also be informed of the withdrawal process. Being made aware that they can withdraw at any point</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| January 20267Ethical Approval Form – Psychology Students Only |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| ETHICS FORM – PSYCHOLOGY STUDENTS ONLY                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|                                                               | <p>gender and parental leave, meaning they may start to worry about being judged.</p> <ol style="list-style-type: none"> <li>3. Participants will be using Qualtrics to answer the two questionnaires and viewing the infographics (positive or negative). A risk here is by collecting via Qualtrics is the researcher will not be present during the completion of the study, if issues do with wording arise.</li> </ol>                                                                                                                                                                 | <p>without penalty but once the participant has left the psychology labs, data can be removed as it has not become anonymised. Additionally, participants will be fully debriefed at the end of the study and will receive a debrief form with signposting to UWTSD wellbeing services.</p> <ol style="list-style-type: none"> <li>2. Participants will be informed of the nature of the study before taking part, so those who no longer want to participate has the option to withdraw. Participants will be informed of the withdrawal process.</li> <li>3. After completing the questionnaires, the participants will be debriefed and informed of what the aim and the full purpose of the study was. The details of the researchers and their academic supervisors will be provided to the participants, if they feel they need to disclose any concerns or wish to ask questions.</li> </ol> |
| 2                                                             | <p>If research activity may include sensitive, embarrassing or upsetting topics (e.g. sexual activity, drug use) or issues likely to disclose information requiring further action (e.g. criminal activity), give details of the procedures to deal with these issues, including any support/advice (e.g. helpline numbers) to be offered to participants. Note that where applicable, consent procedures should make it clear that if something potentially or <u>actually illegal</u> is discovered in the course of a project, it may need to be disclosed to the proper authorities</p> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|                                                               | N/A                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |

Adhering to BPS Code of Human Research ethics (2021a) and the BPS Code of ethics and conduct (2021b), it is important that any potential risks to the participants and investigator are noted and provided within the ethics form and offering a solution to make sure the ethics of the study can be upheld.

This part of the ethics form was quite enlightening on the different risk that need to be considered when I am the investigator/ researcher.

|   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|---|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 3 | <b>Risks to the investigator</b><br>For example: personal health & safety, physical harm, emotional distress, risk of accusation of harm/impropriety, conflict of interest                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|   | Risk to the investigator:<br><br>(this box should expand as you type) <ol style="list-style-type: none"> <li>1. There is minor risk to the potential of the student researchers being accused or misunderstood whilst interacting with participants.</li> <li>2. Throughout the study, the researchers' emails will be provided. However, potentially could open to the risk of receiving negative or unwelcomed emails from participants.</li> <li>3. There are potential safety risks as the researcher will be working in the labs alone with participants</li> </ol> | How you will mitigate the risk to the investigator:<br><br><ol style="list-style-type: none"> <li>1. The researchers will follow the policies and procedures given by the UWTSD and the BPS code of conduct and research guidelines. Also, the study will not be carried out if it has not been approved by the ethical committee.</li> <li>2. Personal emails will not be provided; participants will only be provided with student emails. If the occasion does occur where negative or unwelcome emails are received from a participant, it will be reported to the research supervisor (Katie Sullivan) immediately.</li> <li>3. The researcher will only collect data during university working hours (9-5),</li> </ol> |

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#### ETHICS FORM – PSYCHOLOGY STUDENTS ONLY

|   |                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                               |
|---|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|   |                                                                                                                                                                                                                                                             | where members of staff are available. Additionally, all researchers will <u>follow the lab safety protocol at all times</u> .                                                                                                                                                                                                 |
| 4 | <b>University/institutional risks</b><br>For example: adverse publicity, financial loss, data protection                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                               |
|   | Risk to the University:<br><br><ol style="list-style-type: none"> <li>1. Failure to comply with data protection regulations could pose a threat to the UWTSD reputation, if researcher does not follow the code of ethics and research protocol.</li> </ol> | How you will mitigate the risk to the University:<br><br><ol style="list-style-type: none"> <li>1. This project will comply fully with the approved ethical procedures proposed by the BPS code of ethics and conduct. This will be followed throughout every stage of study, to minimise any Institutional risks.</li> </ol> |

Adhering to the code of ethics and conduct by the BPS (2021b), it is important to also note any risks that could occur for both the university and environment.

This was quite interesting to learn as previously never would have considered that the studies could cause a potential risk to the UWTSD.

|   |                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|---|-------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|   | 2. Failure to comply with data protection legislations could end up with data being exposed or leaked.                  | 2. All data will be stored securely in accordance with university policy and only used for the purpose of the study, as well as the ethical guidelines set by the British Psychological Society (BPS) code of ethics. Using the Experiment Management System, no names or emails will be associated with the study and will be given an identification number, then anonymised in the end and using the platform Qualtrics, the data will also be stored securely here. |
| 5 | <b>Environmental risks</b><br>For example: accidental spillage of pollutants, damage to local ecosystems                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|   | <b>Risk to the environment:</b><br><br>This study involves online data collection and poses no direct environment risk. | <b>How you will mitigate the risk to environment:</b><br><br>Data collection will take place online, minimising environmental impact.                                                                                                                                                                                                                                                                                                                                   |

**SECTION G: Feedback, Consent and Confidentiality**

If you have identified in section D that there are no participants, then enter skip this section and continue to section H.

|   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|---|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|   | <b>Feedback</b><br>What debriefing and feedback will be provided to participants; how will this be done and when?                                                                                                                                                                                                                                                                                                                                                                         |
| 1 | After completing the study, participants will receive both a verbal debrief and will be provided with a virtual debrief form (this can be printed on request of the participant). The debrief form will reiterate the purpose of the study, explain further why the positive and negative infographic was used, provide contact details for the research team and supervisor, remind participants of the withdrawal of data process, and signpost participant to UWTSD wellbeing services |
|   | <b>Informed consent</b><br>Describe the arrangements to inform potential participants, before providing consent, of what is involved in participating. Describe the arrangements for participants to provide full consent before data collection begins. If gaining consent in this way is inappropriate, explain how consent will be obtained and recorded in accordance with prevailing data protection legislation.                                                                    |

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Throughout the whole ethics form, this was probably the main part I understood. As the feedback, informed consent, confidentiality and/or anonymity has repeated throughout the course. I felt happy with what I wrote and how going forward making my work reach the APA standard, as well as adhering to BPS procedures.

## ETHICS FORM – PSYCHOLOGY STUDENTS ONLY

|                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 2                                                                                                                                                                                                             | <p>Informed consent will be obtained once participants have read and fully understood what will be required of them during the study. Following this they will then be provided with a digital study consent form, allowing them to provide their informed consent to take part in the study. The consent form will provide participants with additional information regarding the study and will also outline the rights that each participant will have during the study, in accordance with BPS Code of Human Research Ethics. More specifically, it will inform participants of their right to stop the study at any point and to withdraw their data up to the point they press the submit button on Qualtrics. The consent form will also remind participants of how their data will be handled, in accordance with UWTSD Data Protection and Storage protocol, and to reiterate that all data held will be anonymous.</p> |
|                                                                                                                                                                                                               | <p><b>Confidentiality / Anonymity</b><br/>Set out how anonymity of participants and confidentiality will be ensured in any outputs. If anonymity is not being offered, explain why this is the case.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| 3                                                                                                                                                                                                             | <p>All raw data will be anonymously collected and will have no reference to participants name or unique ID number required for storage. All raw data will be kept in an <u>encrypted files</u>, in line with UWTSD Data Protection and Storage Protocol guidelines and UWTSD Research Management Policy. Furthermore, only the researcher and supervisor will have access to the raw data</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <p>Copies of any written consent form, written information and all other explanatory material should accompany this application. If you have included these then please list the documents included here.</p> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| 4                                                                                                                                                                                                             | <p>The documents/ materials included in the appendix are:</p> <ul style="list-style-type: none"> <li>• Questionnaire</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |

## SECTION H: Data Protection and Storage

|   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                     |                          |
|---|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------|--------------------------|
|   | Does the research activity involve personal data (as defined by the General Data Protection Regulation 2016 "GDPR" and the Data Protection Act 2018 "DPA")?                                                                                                                                                                                                                                                                                                                                                                                                                                 | YES                                 | NO                       |
| 1 | Personal data means any information relating to an identified or identifiable 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 and transcription of such are considered to be personal data. | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
|   | If YES, provide a description of the data and explain why this data needs to be collected:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                     |                          |
| 2 | For reporting purposes, this study will be collecting demographic data (age and gender). This data is required as it would allow us to assess the attitudes between genders in relation to parental leave. Data will remain anonymous as even before completing the study, <u>the</u> will be identified by their EMS number.                                                                                                                                                                                                                                                               |                                     |                          |

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It was vital we understood that data collected from participants were stored in securely and was protected.

I felt happy with completing this section as I have more understanding and have improved upon this.

|   |                                                                                                                                                                                                                         |                          |                                     |
|---|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|-------------------------------------|
|   | Does the research involve the processing of special category data (as defined by the General Data Protection Act 2018)?                                                                                                 |                          |                                     |
| 3 | Racial or ethnic origin                                                                                                                                                                                                 | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| 4 | Political opinions                                                                                                                                                                                                      | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| 5 | Religious or philosophical beliefs                                                                                                                                                                                      | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| 6 | Genetic, biometric or health data                                                                                                                                                                                       | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| 7 | Sex life or sexual orientation                                                                                                                                                                                          | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| 8 | Trade union membership                                                                                                                                                                                                  | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
|   | If you ticked YES to any of questions L3-L8, provide a description of the data and explain why this special category data needs to be collected to support the research and that it is in the public interest to do so: |                          |                                     |
| 9 | N/A                                                                                                                                                                                                                     |                          |                                     |

It was important we kept note about where the data was being stored due to all the data collection being down through the computers.

|    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                     |                                     |
|----|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------|-------------------------------------|
|    | <b>Will data from the research activity (collected data, drafts, materials for publication) be stored in any of the following</b>                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                     |                                     |
| 5  | Manual files (i.e. in paper form)?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                     |                                     |
| 6  | University computers?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| 7  | Private company computers?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| 8  | Home or other personal computers?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| 9  | Laptop computers/ CDs/ Portable disk-drives/ memory sticks?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| 10 | "Cloud" storage or websites?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |
| 11 | Other – specify:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| 12 | <b>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:</b>                                                                                                                                                                                                                                                                                                                                     |                                     |                                     |
|    | <p>All research data will be stored in password-protected folders within the University Office 365 system and will only be accessible to the research. The data will be collected via Qualtrics. Participants will be assigned unique identifiers, and the key linking identifiers to identities will be stored in a separate encrypted folder. Any data temporarily stored on a personal or portable device will be password protected and transferred to university storage as soon as possible. All data will be backed up automatically through the University system.</p> |                                     |                                     |

| Data Protection |                                                                                       |                                     |                                     |
|-----------------|---------------------------------------------------------------------------------------|-------------------------------------|-------------------------------------|
|                 | Will the research activity involve any of the following activities:                   | YES                                 | NO                                  |
| 13              | Electronic transfer of data in any form?                                              | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |
| 14              | Sharing of data with others at the University outside of the immediate research team? | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| 15              | Sharing of data with other organisations?                                             | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| 16              | Export of data outside the UK or importing of data from outside the UK?               | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| 17              | Use of personal addresses, postcodes, faxes, emails or telephone numbers?             | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| 18              | Publication of data that might allow identification of individuals?                   | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |

# ETHICS FORM – PSYCHOLOGY STUDENTS ONLY

|    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                     |
|----|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------|
| 19 | 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/or any international equivalent):                                                                                                                                                                                                                                                                                                                                                                                    |                                     |
|    | All data will be encrypted and stored in password-protected folders on the University office 365 systems, accessible only to the researchers (Hannah-lee Rhodes and Noah Finney) and supervisor (Katie Sullivan). Data transfers will be encrypted. Participants will be assigned unique identifiers, and identifying information will be stored separately. Data will be retained until the completion of the research and then securely deleted. Participants will have the right to access their data and request deletion in accordance with the Data Protection Act 2018." |                                     |
| 20 | List all who will have access to the data generated by the research activity:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                     |
|    | Hannah-lee Rhodes, Noah Finney and Katie Sullivan<br><i>(this box should expand as you type)</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                     |
| 21 | List who will have control of, and act as custodian(s) for, data generated by the research activity:                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                     |
|    | Hannah-lee Rhodes and Noah Finney<br><i>(this box should expand as you type)</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                     |
| 22 | 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.                                                                                                                                                                                                                                                                                                                                                                                                                 |                                     |
|    | All data will be stored in encrypted, password-protected University cloud storage for the duration of the research and securely deleted on completion.                                                                                                                                                                                                                                                                                                                                                                                                                          |                                     |
| 22 | Confirm that you have read the UWTSD guidance on data management (see <a href="https://www.uwtسد.ac.uk/library/research-data-management/">https://www.uwtسد.ac.uk/library/research-data-management/</a> )                                                                                                                                                                                                                                                                                                                                                                       | <input checked="" type="checkbox"/> |
| 23 | Confirm that you are aware that you need to keep all data until after your research has completed or the end of your funding                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <input checked="" type="checkbox"/> |

As I had never completed an ethics form properly like this before, learning about how the data will be stored was very interesting.

I do feel that this will help me in the future with my empirical project. I feel I am happy with how to draft an ethics form.

I feel more secure in myself and my knowledge knowing more about how to fill out this form moving forward.

Throughout the creation of this study, no AI tools were used.

## SECTION I: Use of AI tools –

### Use of generative AI and other AI-based tools

There are a number of ethical issues relating to the use of generative AI and other AI-based tools, including data security, output bias, and output errors. In general, you should assume that any generative AI or other AI-based tool that you pay to use is more secure and accurate than one which is free to use.

Will the research use AI tools to do any of the following:

|   |                            | YES                      | NO                       | N/A                                 |
|---|----------------------------|--------------------------|--------------------------|-------------------------------------|
| 1 | Capture data?              | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| 2 | Generate and/or edit text? | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| 3 | Generate graphics?         | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| 4 | Generate video?            | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| 5 | Generate sound/music?      | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |

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## ETHICS FORM – PSYCHOLOGY STUDENTS ONLY

|    |                                                        |                          |                          |                                     |
|----|--------------------------------------------------------|--------------------------|--------------------------|-------------------------------------|
| 6  | Generate code?                                         | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| 7  | Generate synthetic data?                               | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| 8  | Analyse data?                                          | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| 9  | Analyse personal or sensitive data?                    | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| 10 | Classify data?                                         | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| 11 | Do you intend to use the free version of any AI tools? | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |

If you have answered YES to any of questions O1-O11, please provide justification detailing why this is necessary for the research.

|    |                                             |
|----|---------------------------------------------|
| 12 | N/A<br>(this box should expand as you type) |
|----|---------------------------------------------|

## SECTION J: Declaration

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                         |                                                                 |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------|-----------------------------------------------------------------|
| <p>The information which I have provided is correct and complete to the best of my knowledge. I have attempted to identify any risks and issues related to the research activity and acknowledge my obligations and the rights of the participants.</p> <p>In submitting this <u>application</u> I hereby confirm that I undertake to ensure that the <u>above named</u> research activity will meet the University's Research Ethics and Integrity Code of Practice which is published on the website: <a href="https://www.uwtsd.ac.uk/research/research-ethics/">https://www.uwtsd.ac.uk/research/research-ethics/</a></p> |                         |                                                                 |
| 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Signature of applicant: | Hannah-lee Rhodes, Kayleigh Jones, Kavan Graham and Noah Finney |
| 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Supervisor:             |                                                                 |
| 3                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Signature:              |                                                                 |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                         | Date:                                                           |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                         | Date:                                                           |

## Appendix - Questions for Questionnaire

### Statements – agree/ disagree

1. "Both the man and woman should contribute to the household income"
2. "A man's job is to earn money; a women's job is to look after the home and family"
3. "A working mother can establish just as warm and secure a relationship with her children as a mother who does not work"
4. "A pre-school child is likely to suffer if his/her mother works"
5. "All in all, the family suffers when the woman has a full-time job"
6. "A job is all right, but what most women really want is a home and children"
7. "Being a housewife is just as fulfilling as working for pay"
8. "The mother stays at home and the father works full time"
9. "Both the mother and the father work part time"
10. The mother and the father should each take half of the paid leave period

These were the statements selected from the link below, which showed the original questionnaire that was found. Using systematic literature search and after reading through the research paper chose the relevant statement.

January 202613Ethical Approval Form – Psychology

ETHICS FORM – PSYCHOLOGY STUDENTS ONLY

Allen, J., & Stevenson, I. (2023). Gender Roles. In *National Centre for Social Research*.

<https://natcen.ac.uk/sites/default/files/2023-09/BSA%2040%20Gender%20roles.pdf>

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