



PRIFYSGOL CYMRU

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UNIVERSITY OF WALES

Trinity Saint David

Reflective log and
portfolio of research
competencies

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Reflective Summary

As part of the ... course I studied a Professional Research Skills Module. When walking into the first session I did not know what to expect. At the start of the first session ... walked in and explained to us what the module expectations were. Initially he told us that we were not just students but that we were now a research team, himself and ... were going to be our Primary Investigator. He told us the topic that we had to work on and he left to give the research team some time to work together in understanding and thinking about what we wanted to achieve. At this point for me there was a lot of confusion on what to do as there was not much information was provided.

In relation to this, what were my initial thoughts on working in a team? It was evident that there would be some disagreements during this process. Champion, Medskar and Higgs (1993) state that there will be difficulty when working in teams as it is evident that it can lead to negative outcomes, such as low productivity and conflict. However, it is also further stated that there is also potential for this to result in both productivity and satisfaction at the end. Baring this in mind, during the initial brainstorming session, I acknowledged that working in a team would be a very challenging process. The first piece of work we worked on as a team was the 'Expression of Interest form' (See evidence a). This required us to work on our communication skills as it required finalising an idea we all agreed on. As expected there were a lot of agreements and disagreements on what we as a team wanted to accomplish, this process was difficult as the communication was quite poor at this point. As a result of this, the team sat around the table and discussed that we would communicate throughout the whole process to ensure that everyone was listened to and that we developed constructive criticism if we ever felt it was necessary. It is important to understand this concept as according to Nicholson (1993) 'constructive criticism' is feedback on identifying an individual's strengths and

weaknesses which the further allowed the research team to understand that it was not negative feedback.

During this module we only had one timetabled session a week and in relation to communication, it was identified that this was essential when working in teams. In order to ensure that everyone within the team had an opportunity for input and discussion I created a WhatsApp group which allowed us to communicate effectively outside of university, we decided to also meet on Tuesday's as this session would be dedicated to completing any outstanding tasks for the following timetabled session. Furthermore, we ensured that we kept each other updated on what was expected, what had been completed and what needed further work.

Thought out this module, from my competencies it was evident that I contributed on many aspects in relation to both the quantitative and qualitative studies. However, there were areas I contributed to the most such as the Expression of interest form, the quantitative ethics form, the materials for the quantitative study i.e. information sheet, setting up Qualtrics and planning the interview schedules which included interview piloting in order to develop and enhance further skills in communication. During this process I learnt useful information which will help with further research such as why ethics was important to make sure that it was accurate and to ensure that it was not breached at any point. The BPS (2018) states that it important that as psychologists we need to be aware of research that is relevant to ethics, how behaving ethically requires awareness, noticing issues that may be raised and the best course of action that follows ethical practice.

Once our ethics form had been accepted it was important to check back to what was put in the form to stay on task. In order to ensure that the correct information to participants were provided I created an information sheet (see

evidence c) for the participants providing full details of the study, how to opt out and to get in touch if required. It is essential to understand that as researchers we should fulfil respect for participants and it is required to offer and provide a summary of the research that they will be a part of (Fernandez, Kodish & Weijar, 2003). In relation to the information sheet, I acknowledged that those who would be taking part may not have full academic understanding and to ensure that the information was understood, a lay summary was created and used for the final questionnaire. As part of my final contribution I worked in a smaller group to create interview questions (see evidence d). The first version was used to further develop my interviewing skills and to understand the best way to conduct a good interview. The final version of the interview question was then used as a pilot to ensure that the questions flow and that they were not leading participants.

Refer to evidence b to see that I initially lead on setting up Qualtrics to start on creating the questionnaire on my account. Once I understood how to use Qualtrics, I soon came to realise that collaborations could be made with others. I requested emails to the whole team including ... in order to give full access in order to work on the same survey just as we were working on the OneDrive. This allowed others in the team to have an opportunity for input. However, there was a challenge I faced in relation to this, as a member of the team stated that I had only been working on Qualtrics and did not allow anyone access. It was very difficult for me to remain professional but I overcame this by explaining that I had given everyone access through email and posted on the WhatsApp group to ensure everyone accepted the request and that it was up to individuals on whether they wanted to contribute.

Furthermore, there were many more challenges I faced during this process, firstly the initial task that was assigned was the most recent topic within the UK and evidence suggested that was already so much that was published at the time. As a team we struggled to understand how to carry out a literature search

in order to find the current gap to contribute to the research that already exists was difficult to complete. The team and I then worked together and found a gap we wanted to cover but figured out what research question, methodology and analysis we wanted to run was a difficult task. However, we worked together sufficiently to ensure everyone was happy with what we had decided to base our studies on. In relation to this there was limited time to carry out the analysis on the data collected. Furthermore, there are many aspects of this process that I would do differently. This would be to ensure that equal tasks have been delegated appropriately, ensuring that everyone in the team had an opportunity to lead on different areas of the study which evidently would be a key aspect of ensuring that the work had been completed when required.

During this process I felt that I succeeded most in ensuring that I stayed on task with what I needed to complete on the areas that I lead on. I also ensured that I took a step back when I felt that others within the team had the opportunity to work on what they needed for their portfolio. I was also able to finalise outstanding work within the required time frame, this allowed me to understand and succeeded in staying professional at all times regardless of the negative outcomes experienced. Furthermore, the process of this module allowed me to further develop my skills such as how to work appropriately in a team, understanding the importance of communication, critically thinking when figuring out what was required, researching topic areas and in relation to ethics how to ensure that quality and safety checks were acknowledged for the university, researchers and participants.

Lastly, this module has given me a lot of confidence on how to carry out further research appropriately, it will help me move forward for my part 2 dissertation and any further research jobs I would like to apply for. This has also further provided me the confidence to submit an abstract for the quantitative study to present at the BPS conference. It is evident that there were no clear findings as of yet, but this has allowed the team and I to understand that external input

and ideas will help us as research to team to work towards findings.

Furthermore, I have had a better understanding that it is important to reflect on your work as Paterson and Chapman (2013) states that reflection is an essential part of learning through analysing experiences and that it is one of the main aspect to developing and maintaining competency and professional in an individual's lifetime.

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Evidence A:
Expression of
Interest Form
&
Quantitative Ethics
Form

Expression Form: Version One

MSc Professional Research Skills 2018-19 Project Specification:	
Project Title: Exploring the pre and post referendum experiences of non-native British residents living in the UK over the past 5 years relating to Stigma, Prejudice and Discrimination.	As part of the group work we all worked together to critically discuss the project title. The time frame of 5 years was used as we thought that it was essential to capturing pre and post referendum experiences.
Brief description of the purpose of the project (300 words max): The purpose of this project is to explore the experiences of Non-native British residents living in the UK. The aim is to ascertain the lived encounters of residents who have resided in the UK for at least 5 years. One of the objectives is to explore pre-referendum and post-referendum experiences in the UK and if there have been any changes during this period. Literature suggests that there is insufficient evidence from non-native British expressing what it is like to live in the UK as a non-native British resident (Hutchings & Sullivan, 2019). Another objective is to discover if non-native British have directly experienced any prejudice or discrimination whilst being in the UK and whether recent events in the UK political system (Brexit) have had any impact on non-native residents' experiences. To explore the experiences of our target group, both quantitative and qualitative methods will be used, A questionnaire study and focus group interviews will be conducted on participants 18 years plus. Stigma, prejudice and discrimination will be measured establishing true experiences of non-native British residents.	
Summary of proposed methodology (how the work is going to be carried out): (300 words max) x The study proposes to assess non-native British residents' experiences of living in the United Kingdom both qualitatively and quantitatively using focus groups and questionnaires respectively. Quantitative Methodology: Participants will be asked to take part in an online questionnaire using the validated Discrimination and Stigma Scale (DISC-12) to assess non-native British residents' lived experiences of prejudice and discrimination within the United Kingdom in the past 5 years. Using Qualtrics to develop and relay the questionnaire to the wider population, demographic data of participant's age, gender and ethnic background will be collected to identify any in-groups influences and shared experiences of living in the United Kingdom pre and post the 2016 referendum. Data will be analysed using SPSS in order to quantify the results for conclusions to be drawn.	It was critically discussed as a group that participants would be 18 plus as they are adults. As part of the Methodology section, ... and I took the lead on figuring out the best way to measure experiences. We decided on adapting the Disc-12 questionnaire scale to capture levels of prejudice and discrimination.

Qualitative methodology: Non-native British residents living in Wales will be invited to take part in a focus group to find out if they experienced any discrimination and/ or prejudice before and after the referendum took place. The focus group interview will be recorded to allow later transcription for IPA analysis.

Location; SA1 campus

What are the expected outputs from this project (what will this project achieve and how will you show this?) (200 words max)

The expected outputs from this project will look at the impact of the EU Referendum on non-native British residents. The outputs will include a measure of stigma and discrimination that the residents have experienced within the last 5 years. This project will aim to achieve a better understanding of whether individuals who are non-native British have experienced acts of prejudice and discrimination giving a clearer picture of their experiences of living within the UK.

This will be shown through conducting a focus group and creating a questionnaire on Qualtrics based on the Discrimination and Stigma Scale. Furthermore, there is evidence on the opinions of those who are native British but there is limited evidence on the opinions of those who are non-native British. According to Cowie, Myers and Aziz (2017) majority of the opinions of 'White' British Nationals were targeted towards British Nationals of different background. This will produce data that will be translated into research posters and potential journal articles for publication.

I took the lead on looking at the expected outputs. During the process of writing this out, I communicated with the group to ask whether they felt it was appropriate.

As part of the expected output. We discussed and came to a conclusion of what we wanted to achieve at the of the study one collecting data.

What are the key ethical and data protection considerations from this project? (200 words max)

This project will start with an ethical assessment, for instance:

- Participants must give verbal and written consent to participate in this research process.
- Participants personal information will be sufficiently anonymised ensuring that the participants privacy will be adequately protected. – how and for focus groups?
- Researchers must think through the ethical issues that may arise within the questions surrounding the research process. Of course- goes without saying so take this out

Possible risks:

- To the researchers -
 - Traveling to unknown locations
 - Personal bias
 - Physical threat or abuse via quantitative or qualitative data collection methods.
 - Psychological trauma in the case of participants treat the researcher in a violent way
 - Comprising situation when the participant accused the researcher of improper behaviour.

- To the participants -
 - A participant may want to withdraw their submission (Quan)
 - A participant may not be willing to be voice recorded (Qual)
 - Be wary of sensitive questions that may upset the participant (both)
 - Transcribing data within 24 hours and destroying data afterwards.
 - Qualtrics: Storage of data (GDPR) (Quan)
- To the University
 - The reputation of the university and the psychology department. (Athrofa)
 - Professionalism
 - Maintaining academic standards

Steps to minimise the risks:

- A note will be provided on the online questionnaire, before they submit their entry, stating that the submission will be considered as anonymous submission thus they will not be able to take it back.
- During the recruitment process participants will be made aware that focus group interviews will be voice recorded to minimise conflict of interest and to obtain fully informed consent.
- A detailed aims and objectives of the project will be provided in writing in advance.
- Consensual debrief and a end of session debrief.
- Providing participants with researcher information for further enquiries.
- Transcribing and securing the data within the 24 hours of the end of session.

This project will need an approval by Ethics Commission of the University.

As part of this first version of the expression of interest form I did not work or contribute to the ethics section.

Expression Form: Final Version

MSc Professional Research Skills 2018-19 Project Specification:

Project Title: Exploring the pre and post referendum experiences relating to stigma, prejudice and discrimination of European citizens residing in Wales over the past 5 years.

Brief description of the purpose of the project (300 words max):

It was evident that in 2016 the UK voted with a majority of 51.9% to leave the EU, in addition to this it was identified that overall in Wales the majority opted to leave the EU with 52.5% (Electoral Commission, 2018). There has been an increasing concern regarding leaving the European Union and the impact it will have on European citizens residing in Wales. Therefore, the purpose of this project is to explore the “personal experiences” of European citizens that have chosen to reside, work and study in Wales. The term “personal experiences” encompasses personal knowledge and first-hand involvement in events and interactions in everyday lives that defines the world in which they live.

Whilst there is anecdote and press coverage over the last 5 years that suggests that the “personal experiences” of European citizens living in the UK have changed between the periods of pre-referendum and post referendum (Independent, 2017). However, there is lack of academic literature which supports these claims (Hutchings & Sullivan, 2019). The vote to leave the European Union has been the focus of much debate between politicians, academics and the general public, but the question remains what the impact is on Europeans living in Wales? The fact that there is lack of academic literature calls for a more detailed approach and further research.

Another objective is to discover if Europeans living in Britain have directly experienced any prejudice or discrimination pre and or post referendum whilst being in Wales and whether recent events in the UK political system (Brexit) have had any impact on their experiences.

To explore the experiences of our target group, both qualitative and quantitative methods will be used. A questionnaire and individual focus groups will be conducted on the participants to find out if there was any stigma, prejudice and discrimination experienced by the European citizens living in Wales.

Specific Research Questions:

1. Has there been any change in relationships and interactions with native British citizens?
2. Has there been any changes in levels or experiences of stigma, discrimination and/or prejudice in the periods pre and post Referendum?
3. How do these personal experiences impact on their daily lives and choice?

With feedback given from ..., it was mentioned that there should be a sentence of context to begin with. I took of this feedback and clarified what the context was. The rest was then completed by

... also provided further feedback that we as a group were required to think of possible research questions for the study. We worked together to critically discuss the questions that were most appropriate for the study.

Summary of proposed methodology (how the work is going to be carried out): (300 words max)

The chosen methodology proposes to find out whether prejudice and discrimination had a role in the “leave” vote as well as to find out if European citizens experienced any prejudice and discrimination themselves before and/or after the referendum. Past research exploring intergroup dynamics suggest that intergroup emotions theory can be used to understand and explain the role of prejudice and discrimination as the result of intergroup identification (Smith & Mackie, 2015).

The inclusion criteria for the study are: Any participant that was 18 years of age and above at the time of the EU referendum, non-British European Citizen by birth that have lived in Wales for at least the past 5 years. The reason for the age group chosen reflects on the legal voting age as this is an area the study will further explore in the analysis process. The Exclusion criteria include; Any Participant that is below 18 years of age, not a European citizen, British by birth, have not lived in Wales for the past 5 years.

Zavala, Guerra and Simão (2017) suggested that collective narcissism is linked to perceived immigration threat in relation to the post referendum Brexit vote, suggesting that the majority of “leave voters” attitudes may be linked to a collective xenophobic view of immigration, in order to identify whether European citizens themselves experienced prejudice, discrimination and stigma whilst living in Wales at that time.

The hypothesis to be tested is:

“Did the 2016 EU Referendum influence levels of xenophobia experienced by European citizens living in Wales”

To investigate this quantitatively the study will use the validated Discrimination and Stigma Scale (DISC-12, 2008) adapted for immigration discrimination and stigma (Cronbach's alpha 0.74 or greater, and test-re-test reliability coefficients 0.70, Krieger, Smith, Naishadham, Hartman, and Barbeau, 2005).

Using Qualtrics to formulate an online questionnaire and emulate the questions found in the DISC-12 scale in order to quantify participants experiences of personal discrimination and stigma associated with the Brexit vote. The results from the questionnaire should yield both demographic and quantitative measures in order to run a multiple regression which will enable us to investigate the relationship between age, gender, level of education and ethnicity on the participants' experiences of discrimination and stigma. This is in accordance with similar studies which have shown that a positive/ negative attitude relationship to immigrants is related to socio economic factors.

To further the research process and get an in-depth personal view we will conduct semi-structured interviews with willing participants at University of Wales Trinity Saint David research facilities. The study is interested in the personal

In this final version of this form, I did not work on methodology. However, I communicated with the group and critically discussed the best option. Together we also discussed the inclusion and exclusion criteria in order to define what participants would be eligible.

experiences of European citizens living in Wales. It is envisaged that participants will vary in ages and gender, participants will be asked relevant questions relating to their personal experiences pre and post referendum leading to their perceptions of "Brexit" in order to identify if they noticed any differences in personal experiences after the United Kingdom voted to leave the EU. Guma and Jones (2018) provides supportive evidence in relation to an increase in hostility, abuse and violence portrayed towards Europeans living in Wales after the Brexit vote. The semi-structured interviews will be recorded and transcribed and analysed through the process of (IPA) Interpretive phenomenological analysis (Oxley, 2016) after the participant gives informed consent. IPA is an appropriate analysis method

What are the expected outputs from this project (what will this project achieve and how will you show this?) (200 words max)

The expected output from this project is to gather in-depth information in order to further understand personal experiences of Europeans that reside in Wales pre and post 2016 Referendum. When considering personal experiences, it is to discover whether there has been acts of discrimination, stigma and prejudice towards them and whether this has influenced their lifestyle over the last five years. Evidently, this will be presented and achieved by conducting two types of research methods. The output from these methods will include whether there was a difference in experiences between younger participants compared to the older participants, if there was a difference depending on gender and level of education. Furthermore, the expected output will also discover whether there has been an increase in the experiences of discrimination, stigma and prejudice during and after the Referendum vote. This will be shown and presented through the output of the piloted questions for both research methods. Additionally, this project is expected to capture relevant data on the hypothesis and research questions in order to produce posters and potential journal articles for publication.

As I originally worked on the expected outputs. I continued to work and make corrections to this. ... feedback stated that this section was more of a process than an outcome in version 1. I further worked on the corrections which explained what data we wanted to gather, what to measure, what to discover and how this would be presented in the end.

What are the key ethical and data protection considerations from this project? (200 words max)

To identify the appropriate approach for this research project the requirements of the University's research ethics code (UWTSD, 2017) has been focussed on alongside The British Psychological Society code of ethics (BPS, 2018). Evidently, when conducting research, it is vital to be aware of the possible risks to the participant, researcher and the University and how to minimise them.

Participant:

- Informed consent will be obtained after providing a brief summary of the project for both interviews and Qualtrics online questionnaire.
- Interviews will use written consent which also informs the participants that the session will be recorded and transcribed thus giving them the option to opt out at any time prior, during or after the interview.
- Participants information will be anonymous and randomised for Qualtrics as there is no way of identifying the participant, they can only withdraw up until submitting the questions (focus on GDPR guidelines).
- For interviews it will be confidential as it will be transcribed within 24 hours and pseudonyms will be used so the participant's identity is protected.
- To respect the participant and to minimise the risks of any form of mental discomfort, harm and danger (UWSTD, 2017).
- To ensure that a debrief form is provided with contact details of the researcher should there be any concerns or queries from the participant.

Researcher:

- To ensure that the researcher is competent, responsible and acts with integrity such as being honest, truthful, consistent and accurate (BPS, 2018).
- The risks could include abuse based on the questions selected, in order to minimise this risk a pilot test on the choice of questions will be conducted.

The University:

- The reputation of the University and the Psychology Department (Referring to Yr Athrofa).
- To maintain academic standard.
- Professionalism throughout the project.
- Ensuring that all the research data is stored and used appropriately only for the intended purposes of the study in accordance with the Ethics and Guidelines provided both through the UWTSD research department and BPS guidelines.

In version one of this form it was evident that a lot of further research and understanding was necessary. I took on the role in researching and completing ethics. In this process I ensured that the BPS and UWTSD ethics guidelines were acknowledged in order to understand what was required.

As can be seen in this section. I carefully researched and identified the realistic possible risks that could occurred during the studies in relation to the participant, researcher and the university. I also understood to include the best way to minimise these risks from occurring.

SECTION E: Details of Research Activity

Indicative title:	Exploring the pre and post referendum experiences relating to stigma, prejudice and discrimination of European citizens residing in Wales over the past 5 years		
Proposed start date:	14 th February 2019	Proposed end date:	1 st April 2019
Purpose of research activity (including aims and objectives) Outline the purpose, aims and objectives of the research activity, including key research questions. Show briefly how existing research has informed the proposed activity and explain what the research activity will add and how it addresses an area of importance. (Maximum 300 words)			
The purpose of this project is to gather in-depth information in order to further understand personal experiences of Europeans that reside in Wales pre and post 2016 Referendum. Research Aims The research aim is to quantitatively analyse whether non-British Europeans have experienced prejudice, discrimination and/or stigma as a direct result of the 2016 referendum. Research Objectives • To discover the personal experiences of non- British Europeans living in Wales • To understand their perceptions of living in Wales • To ascertain if the referendum had an impact on their experiences • To discover if the target population have experienced any prejudice or discrimination as a direct result of the referendum. • To unveil if demographic information such as age, gender and level of education and employment status contribute to their personal experiences during their time in the UK.			

In relation to working on the first version of this ethics form. I did not contribute to writing the research aims and research objects. However, as this was a group task we worked together to critically discuss the purpose of the project and the outcomes we wanted to measure.

Research Activity When considering personal experiences, it is to discover whether there has been acts of discrimination, stigma and prejudice towards them and whether this has influenced their personal experiences over the last five years. An online questionnaire using the software Qualtrics will be distributed using an online platform. The output from this method will include data on what level of prejudice, discrimination and/or stigma participants have experienced if any. Demographic information such as age, gender, level of education and employment status will be analysed. An adapted version of a validated scale measuring prejudice, stigma and discrimination will be used e.g (DISC-12, 2008). Additionally, this project is expected to capture relevant data on the hypothesis and research questions in order to produce posters and potential journal articles for publication.	When working on the Ethics forms, the group sat together and discussed which sections we should work on individually in order to complete the form. However, in this section we worked together to critically discuss what information we data we wanted to capture when using the adapted version of the Disc-12 questionnaire.
Proposed methods Provide a brief summary of all the methods that may be used in the research activity, making it clear what specific techniques may be used. If methods other than those listed in this section are deemed appropriate later, additional ethical approval for those methods will be needed. (Maximum 600 words)	
This research will be carried out online using the Qualtrics survey system, this will allow the participants to complete the questionnaire online and allows the research to be relayed across a wide geographical network through social media e.g. Twitter. This will provide the research with a wide variety of data collection. This format of data collection has been proven successful in the past by other researchers such as data on attitudes regarding Brexit (Sullivan & Hutchings, 2018a); immigration (Sullivan & Hutchings, 2018b); and terrorism (Hutchings & Sullivan, 2017).	... and I worked on the methodology as we took it upon ourselves to adapt the Disc-12 and create the questionnaire to capture experiences. We used previous research in the same context which provided us with a brief idea on how we would distribute the survey (see evidence c), the nature of the study and the process of providing participants with essential information.
In the research, participants will be provided with an online information sheet to inform them about the nature of the study (regarding participants experiences of prejudice and discrimination in relation to the 2016 referendum) and an online consent form (section G). Participants will then complete an adapted questionnaire using a discrimination and stigma scale e.g.DISC-12 (2008). Participants will be made aware that they are required to answer every question in the questionnaire and if they come across a question, they do not wish to answer they are then to close the browser to omit their answers.	
Participants will be debriefed after the study, thanked for their participation and provided with the contact details for the Principal Researcher in the likelihood of questions arising after participation.	

The study should take no longer than 10 minutes for each participant to complete. No monetary incentives will be offered for completion of the study.

All data will be recorded anonymously upon completion of the study.

We further concluded that the estimated time based on the number of questions that the survey would take approximately 10 minutes to complete.

Location of research activity Identify all locations where research activity will take place.
Online via Qualtrics
Research activity outside of the UK If research activity will take place overseas, you are responsible for ensuring that local ethical considerations are complied with and that the relevant permissions are sought. Specify any local guidelines (e.g. from local professional associations/learned societies/universities) that exist and whether these involve any ethical stipulations beyond those usual in the UK (provide details of any licenses or permissions required). Also specify whether there are any specific ethical issues raised by the local context in which the research activity is taking place, for example, particular cultural sensitivities or vulnerabilities of participants.
N/A

SECTION G: Intended Participants

Who are the intended participants:	YES	NO
Students or staff at the University?	☒	☐
Adults (over the age of 18 and competent to give consent)?	☒	☐
Vulnerable adults?	☐	☒
Children under 18?	☐	☒
Prisoners?	☐	☒
Young offenders?	☐	☒
Those who could be considered to have a particularly dependent relationship with the investigator or a gatekeeper?	☐	☒
People engaged in illegal activities?	☐	☒

Others (please identify):	☐	☐
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Participant numbers and source Provide an estimate of the expected number of participants. How will you identify participants and how will they be recruited?
The research that already have been done in this area have yielded data from around 200 participants. Considering an average drop-out of roughly 50 participants, it is expected that the estimated number of participants that will take part in the research is 300. Participants will be recruited via a questionnaire on the online tool Qualtrics and will be distributed via social media platform such as UWTSD Psychology Facebook and Twitter pages, psychology-related Twitter feeds and thus leading to be able to reach the public all across Wales. The inclusion criteria for the study are: Any participant that was 18 years of age and above at the time of the EU referendum, non-British European Citizen by birth that have lived in Wales for at least the past 5 years. The reason for the age group chosen reflects on the legal voting age as this is an area the study will further explore in the analysis process. The Exclusion criteria include; Any Participant that is below 18 years of age, not a European citizen, British by birth, have not lived in Wales for the past 5 years.

As a group we worked together to estimate the number of participants that would be required for this study. We also decided the best way to publish our study in order to recruit participants. Furthermore, in order to understand the participants that would be required after critically discussing we completed an inclusion and exclusion criteria.

Information for participants:	YES	NO	N/A
Will you describe the main research procedures to participants in advance, so that they are informed about what to expect?	☒	☐	☐
Will you tell participants that their participation is voluntary?	☒	☐	☐
Will you obtain written consent for participation?	☒	☐	☐
Will you explain to participants that refusal to participate in the research will not affect their treatment or education (if relevant)?	☐	☐	☒
If the research is observational, will you ask participants for their consent to being observed?	☐	☐	☒
Will you tell participants that they may withdraw from the research at any time and for any reason?	☒	☐	☐
With questionnaires, will you give participants the option of omitting questions they do not want to answer?	☐	☐	☒

Will you tell participants that their data will be treated with full confidentiality and that, if published, it will not be identifiable as theirs?	☒	☐	☐
Will you debrief participants at the end of their participation, in a way appropriate to the type of research undertaken?	☒	☐	☐
If NO to any of above questions, please give an explanation			
In regards to not letting the participants omit any questions, the participants will have been informed at the beginning of the study and will have the possibility of refusing to complete the survey, if they do not wish to answer a particular question. Since data collected through the questions is critical towards forming a conclusion and thus the potential for missing data to bias is high, the results would be more harmful to perceptions of that group in any published studies resulting from these data than is depriving them of the right to omit answers. Thus if the participants choose not to answer any questions, they have the right to withdraw from them study at any time, and no data is collected from them. These steps are considered adequate to make this research decision.			

In relation to this, we selected no to letting participants in omitting questions. At this point I felt that as group we struggled to make a decision on whether to allow this or not. It was acknowledged that we would have to provide participants with the correct information on the study and that if they did not want to take part they would have the opportunity to close the browser and not continue. However, the final version after feedback this was changed.

SECTION H: Anticipated Risks

Outline any anticipated risks that may adversely affect any of the participants, the researchers and/or the University, and the steps that will be taken to address them. If you have completed a full risk assessment (for example as required by a laboratory, or external research collaborator) you may append that to this form.	
Full risk assessment completed and appended? Yes ☐ No ☒	
Risks to participants For example: emotional distress, financial disclosure, physical harm, transfer of personal data, sensitive organisational information	
Research methods included in this study have been designed in consideration to the British psychological societies code of human research ethics (2010). Participants might be exposed to some emotional distress when they share unpleasant experiences or emotional distress. This will be combatted by putting the right protocols in place. The use of the software Qualtrics requires all data to be anonymised in accordance with BPS ethical guidelines (British	

Psychological Society Ethical Guidelines for Internet, Mediated Research, 2013; British Psychological Society with Human Participants, 2014. Furthermore, explanation on the debrief of the research will be explained. There would also be an option for participants to email the researchers for further assistance.
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 actually illegal is discovered in the course of a project, it may need to be disclosed to the proper authorities
Participants might find the process of retelling negative experiences upsetting. The researcher will therefore ensure that a debrief form is provided with contact details of the researcher to tackle any concerns or queries from the participant. Personal data will be collected which always poses a risk, but this will be tackled by anonymising participants details. Information will also be randomised for Qualtrics. As there is no way of identifying the participant, they can only withdraw up until submitting the questions (focus on GDPR guidelines).
Risks to investigator For example: personal safety, physical harm, emotional distress, risk of accusation of harm/impropriety, conflict of interest
There is a risk of bias from welsh researcher who might disagree with the picture being painted of discrimination and prejudice in Wales. However, the research team will report the statistics exactly as they appear without emotional sentiments
University/institutional risks

As part of these sections I did not have any contribution as the group was split to finalise each section.

For example: adverse publicity, financial loss, data protection	
There is no anticipated risk to the University in the process of carrying out this study because the research team intends to stringently follow ethical good practices at all stages. Any unexpected issues of possible concern will be raised with the Head of School.	I worked on the institutional risks and the adverse outcomes to identify that there was no risk to the university. Also to identify that there were no emergency protocols to upsetting the participants but that they would be provided with contact information is required.
Adverse outcomes List measures put in place to limit any adverse effects or outcomes of research activity where appropriate. Include any emergency protocols.	
The planned study does not include personal contact or observation of participants' at this stage so carries a limited risk. However, if the participant does get agitated or upset by the process of recalling bad experiences, then they have access to contact details for the research team who can sign post them to relevant services.	

SECTION I: Feedback, Consent and Confidentiality

Feedback What feedback will be provided to participants, how will this be done and when?
Participants will be given written feedback as part of the debrief process immediately after the completion of the questionnaire study. Participants will be reminded of the aims, procedure and purpose of the study. Participants will be given the opportunity to contact the research team if they wish to do so.
Informed consent 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.
Participants will be informed that their names and any identifiable context will be changed to protect their identity giving them anonymity before they make a decision on whether or not to participate in the study. They will then be informed as to the nature of questions to expect, aims and objectives of the said research and then given the choice to opt in or out of the research.
Confidentiality / Anonymity

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.
All quantitative data will then be collected anonymously online, Information will also be randomised for Qualtrics, and subsequently stored in an electronic document for confidentiality purposes.

SECTION J: Data Protection and Storage

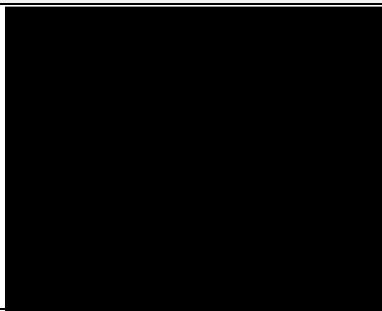
In completing this section refer to the University's Research Data Management Policy and the extensive resources on the University's Research Data Management web pages (<http://uwtsd.ac.uk/library/research-data-management/>).

	YES	NO
Does the research activity involve personal data (as defined by the Data Protection Act)? <i>“personal data” means data which relate to a living individual who can be identified—</i> <i>(a) from those data, or</i> <i>(b) from those data and other information which is in the possession of, or is likely to come into the possession of, the data controller, and includes any expression of opinion about the individual and any indication of the intentions of the data controller or any other person in respect of the individual.</i>	☐	☒
If YES, provide a description of the data and explain why this data needs to be collected:		
The data collected is anonymous, thus will not be able to identify any participant.		
Does it involve sensitive personal data (as defined by the Data Protection Act)? <i>“Sensitive personal data” means personal data consisting of information as to –</i> <i>(a) the racial or ethnic origin of the data subject,</i> <i>(b) his political opinions,</i> <i>(c) his religious beliefs or other beliefs of a similar nature,</i> <i>(d) whether he is a member of a trade union (within the meaning of the Trade Union and Labour Relations (Consolidation) Act 1992),</i> <i>(e) his physical or mental health or condition,</i> <i>(f) his sexual life,</i> <i>(g) the commission or alleged commission by him of any offence, or</i> <i>(h) any proceedings for any offence committed or alleged to have been committed by him, the disposal of such proceedings or the sentence of any court in such proceedings.</i>	☐	☒
If YES, provide a description of the data and explain why this data needs to be collected:		
(this box should expand as you type)		
Will the research activity involve storing personal data on one of the following:	YES	NO
Manual files (i.e. in paper form)?	☐	☒

University computers?	☒	☐
Private company computers?	☐	☒
Home or other personal computers?	☐	☒
Laptop computers/ CDs/ Portable disk-drives/ memory sticks?	☐	☒
"Cloud" storage or websites?	☒	☐
Other – specify:	☐	☒
For all stored data, explain the measures in place to ensure data confidentiality, including details of password protection, encryption and anonymisation:		
The research team intends to collect data through the Qualtrics online survey system licenced to Yr Athrofa, with all identifying data like IP address, and GPS location masked in accordance with the ethical guidelines stipulated by the British Psychological Society for Internet Mediated Research (2013) disabled prior to data collection. Data will be stored on the Qualtrics cloud system under control of their secure systems. Data downloaded from Qualtrics to the university computer in Psychology Lab for analysis in SPSS will be anonymised so that no identifying features are downloaded, with raw number scores from questionnaires being the only data available on the SPSS database stored on this computer. In accordance with BPS ethical guidelines (British Psychological Society Ethical Guidelines for Internet, Mediated Research, 2013; British Psychological Society with Human Participants, 2014)		
Will the research activity involve any of the following activities:	YES	NO
Electronic transfer of data in any form?	☒	☐
Sharing of data with others at the University?	☐	☒
Sharing of data with other organisations?	☐	☒
Export of data outside the European Union or importing of data from outside the UK?	☐	☒
Use of personal addresses, postcodes, faxes, emails or telephone numbers?	☐	☒
Publication of data that might allow identification of individuals?	☐	☒
Use of data management system?	☐	☒
Data archiving?	☒	☐
If YES to any question, please provide full details, explaining how this will be conducted in accordance with the Data Protection Act (and/or any international equivalent):		
Anonymised data will be transferred via a memory stick to another computer for analysis purposes. In his case, memory stick will be password protected, no participant identifying data		

would be transferred and data on the memory stick will be deleted after the transfer. All of our online psychology-related data is stored in this way for temporary data archiving during data collection as analysis cannot be carried out until all responses have been completed.

List all who will have access to the data generated by the research activity:



List who will have control of, and act as custodian(s) for, data generated by the research activity:



Give details of data storage arrangements, including where data will be stored, how long for, and in what form. Will data be archived – if so how and if not why not.

Data will be stored on a computer in the Psychology laboratory located in the SA1 IQ building. Only the research team has access to this computer.
Data will be stored in accordance with UWTSD data research management protocols and any journal data requirements. In general, as specified in the RCUK 'Guidance on best practice in the management of research data' the UK Research Councils expect data that underpins findings in publications should be accessible for at least ten years after publication.

SECTION E: Details of Research Activity

Indicative title:	Exploring the impact of the 2016 referendum on self-reported experiences of stigma, prejudice and discrimination of European citizens residing in Wales.		
Proposed start date:	14 th February 2019	Proposed end date:	1 st April 2019
Purpose of research activity (including aims and objectives) Outline the purpose, aims and objectives of the research activity, including key research questions. Show briefly how existing research has informed the proposed activity and explain what the research activity will add and how it addresses an area of importance. (Maximum 300 words)			
The project is a collaborate effort from MSc students as part of the Professional Research Skills module specification and requirements, with Dr Ceri Phelps and Dr Paul Hutchings as PI's. The purpose of this project is to gather large scale quantitative data that will allow us to better understand the impact of the 2016 referendum on Europeans that reside in Wales pre and post 2016 Referendum. Research Aims The research aim is to quantitatively analyse whether non-British Europeans who live in Wales have experienced prejudice, discrimination and/or stigma as a direct result of the 2016 referendum. • To ascertain if the referendum had an impact on every day experiences whilst living in Wales e.g. seeking and keeping jobs, education, healthcare, social interactions, etc. • To discover if the target population have experienced any prejudice or discrimination as a direct result of the referendum. Research Activity When considering personal experiences, we would like to explore whether there has been acts of discrimination, stigma and prejudice toward non British EU citizens and whether this has influenced their personal experiences leading from the 2016 EU referendum, as previous studies			

As a group it was critically discussed that the '5 year' time frame was not relevant from the feedback provided. We worked together to finalise the title of the study.

Furthermore, I did not contribute to this section. However, as a group we did sit together to finalise the research aims and research activity together.

have suggested that the Brexit vote was a result of prejudice caused by the leave campaign (Goodwin & Heath, 2016; Zavala, Guerra & Simao, 2017; Hutchings & Sullivan, 2019). An online questionnaire using the software Qualtrics will be distributed using an online platform e.g. twitter.

The output from this method will include data on what level of prejudice, discrimination and/or stigma participants have experienced if any. Demographic information such as age, gender, level of education and employment status will be analysed. An adapted version of a validated scale measuring prejudice, stigma and discrimination (e.g., DISC-12, 2008) will be piloted prior to distribution. Additionally, this project is expected to capture relevant data in order to produce posters and potential journal articles for publication.

Proposed methods

Provide a brief summary of all the methods that **may** be used in the research activity, making it clear what specific techniques may be used. If methods other than those listed in this section are deemed appropriate later, additional ethical approval for those methods will be needed. (Maximum 600 words)

This online cross-sectional quantitative study will be carried out using the Qualtrics survey system. This will allow the participants to complete the questionnaire online and allows the research to be relayed across a wide geographical network through social media e.g. Twitter. This will provide the research with a wide variety of data collection. This format of data collection has been proven successful in the past by other researchers such as data on attitudes regarding Brexit (Sullivan & Hutchings, 2018a); immigration (Sullivan & Hutchings, 2018b); and terrorism (Hutchings & Sullivan, 2017).

In the research, participants will be provided with an online information sheet to inform them about the nature of the study (regarding participants experiences of prejudice and discrimination in relation to the 2016 referendum) and an online consent form. Participants will then complete an adapted questionnaire using a discrimination and stigma scale e.g. DISC-12 (2008) which will ask respondents to respond to a series of Likert-style questions such as: Have you been treated unfairly by the people in your neighbourhood? Have you been treated unfairly in finding a job? (includes full time, part time, paid and unpaid work), Have you stopped yourself from applying for education or training courses? And have you been treated more

As ... and I worked on the proposed methods. We further looked at research in order to provide the reason of why we wanted to collect data in this format. For the ethics committee we put in examples of the possible questions that were going to be revised over.

negatively in employment (finding work, keeping work, adjustments in the workplace).

All questions have been devised to explore everyday perceptions of prejudice and stigma associated with participant-environment interaction as a result of the 2016 EU-Referendum vote. In order to ensure that the questions are appropriate with the chosen scale, there will be a pilot study conducted of the questionnaire with undergraduate students within the university. In addition, the results of the pilot will demonstrate if there are any amendments to be made to the questionnaire before distributing to the larger population.

Participants will be provided with a “prefer not to say” choice if participants feel like they do not wish to answer any questions. Additionally, if participants wish to withdraw their answers altogether before reaching the end of the questionnaire, they can do so by closing the browser to omit their answers altogether.

Participants will be debriefed after the study, thanked for their participation and provided with the contact details for the Principal Researchers in the likelihood of questions arising after participation.

The study should take no longer than 10 minutes for each participant to complete. No monetary incentives will be offered for completion of the study.

All data will be recorded anonymously upon completion of the study.

In version 1 we agreed that we would not allow participants to omit the questions. However, ... and I took on the feedback from ... and identified that there was no need for participants to answer every question and allowed an extra option as prefer not to say if they felt that the questions were too personal.

SECTION G: Intended Participants

Who are the intended participants?	YES	NO
Students or staff at the University?	☒	☐
Adults (over the age of 18 and competent to give consent)?	☒	☐

Vulnerable adults?	☐	☒
Children under 18?	☐	☒
Prisoners?	☐	☒
Young offenders?	☐	☒
Those who could be considered to have a particularly dependent relationship with the investigator or a gatekeeper?	☐	☒
People engaged in illegal activities?	☐	☒
Others (please identify):	☐	☐

Participant numbers and source

Provide an estimate of the expected number of participants. How will you identify participants and how will they be recruited?

Previous research carried out in this field yielded data from around 200 participants. Considering an average drop-out of roughly 50 participants, it is expected that the estimated number of participants that will take part in the research is 300 (Hutchings & Sullivan 2019).

Participants will be recruited via a questionnaire on the online tool Qualtrics and will be distributed via social media platform such as UWTSD Psychology Facebook and Twitter pages, psychology-related Twitter feeds and thus leading to be able to reach the public across Wales.

The inclusion criteria for the study are: Any participant that was 18 years of age and above at the time of the EU referendum, non-British European Citizen by birth that have taken up residency in Wales. Considering the context of the study, it has been identified that it is also necessary to ensure that participants are able to read, understand and comprehend in English. The reason for the age group chosen reflects on the legal voting age as this is an area the study will further explore in the analysis process. The Exclusion criteria include; Any Participant that is below 18 years of age, not a European citizen or British by birth.

SECTION H: Anticipated Risks

Outline any anticipated risks that may adversely affect any of the participants, the researchers and/or the University, and the steps that will be taken to address them.

If you have completed a full risk assessment (for example as required by a laboratory, or external research collaborator) you may append that to this form.

Full risk assessment completed and appended?

Yes ☐

No ☒

Risks to participants

For example: emotional distress, financial disclosure, physical harm, transfer of personal data, sensitive organisational information

In accordance with the BPS ethical guidelines considerations to the design and implementation of this study will adhere to (British psychological society code of human research ethics, 2010; Ethical Guidelines for Internet Mediated Research, 2013; British Psychological Society with Human Participants, 2014). For this study participants (European citizens that reside in Wales, UK) will be asked to answer questions in relation to their personal lived experiences pre and post-referendum. Participants will be asked to complete the online questionnaire on an entirely voluntary basis, before they commence, online informed consent will be required, however, the use of the software Qualtrics requires all data to be anonymised in accordance with BPS ethical guidelines. Therefore, the participant will be made aware that if at any time that they wish to end participation they should close the browser and the data that they have entered will be discarded.

On completion of the questionnaire an online debrief form will contain details of how to contact the research team should they have any questions or queries in relation to their participation in the study. Whilst unlikely, if any participant should feel unhappy or unease as a direct consequence of

taking part in the online questionnaire, they will be asked to contact the research team in the first instance. • There are no concerns regarding anonymity of participants because Qualtrics software specifies that participants are not required to provide any personal details i.e., names; they are automatically assigned an ID number, therefore only anonymised data is available to the research team to analyse. • It is important that any participant taking part in the online questionnaire can reach the research team if necessary, this will be detailed in the online debrief form. • Due to the nature of the topic area “EU Referendum” there is a possibility that some participants may feel reluctant to answer some of the questions, however participants will be reminded that they can choose not to answer a question by selecting the “prefer not say” answer, as well as the option to close the browser and terminate participation. Additionally, the research team are accessible should they wish to discuss matters further.
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 actually illegal is discovered in the course of a project, it may need to be disclosed to the proper authorities
The research team will ensure that a debrief form is provided with contact details of the team to tackle any concerns or queries from the participant. Personal data will be collected which always poses a risk, but this will be tackled by anonymising participants details. As there is no way of identifying the participant, they can only withdraw up until submitting the questions (focus on GDPR guidelines).
Risks to investigator For example: personal safety, physical harm, emotional distress, risk of accusation of harm/impropriety, conflict of interest
The risk identified to the team is linked with the provision of the researchers email addresses, by giving out the researchers email address in order to allow communication between the participant and the team there is a

chance that they could receive a backlash from participants with regards to the questions and negative feedback. In order to minimise this any contact with participants will only be carried out via the university email address and any threats will be reported to university/authorities as required.

There are no perceived risks to the research team regarding the questionnaire study online. It's recognised that recruiting online can be difficult. As a team we have taken this into account by the numbers targeted for the purpose of this study.

The research team has identified no conflict of interest in relation to the proposed study.

University/institutional risks

For example: adverse publicity, financial loss, data protection

The University Ethics & Integrity Code of Practice will always be followed for the proposed research to minimise any potential risks to the University. To further ensure that all the data is stored and used appropriately only for the intended purposes of the study in accordance with the ethics and guidelines provided through both the University Ethics and the British Psychological Society. There will be a pilot of the questionnaires conducting with University students in order to ensure that it is appropriate to be distributed to the public. Any possible risks with questions asked will be worked and looked at thoroughly for the reputation of the University and the Psychology department (Yr Athrofa).

The possibility of the development of unforeseen risks to the University in the process of carrying out this study will be kept to a minimum, as the topic of the research itself "the EU referendum" has had a vast amount of coverage already and therefore new issues are unlikely to arise that may harm the University. The research team intends to stringently follow the UWTSD ethical guidelines of good practices at all stages as well as adhering to the BPS research code of conduct in order to prevent any unexpected risks from arising as a direct result of the study. In the unforeseen circumstances that any unexpected issues may arise, the issue will be raised to the Head of the School and any other relevant authorities.

I took the lead on writing about the institutional risks. Feedback suggested that there were many more aspects that need to be considered. In relation to this I took it upon myself to research the BPS and UWTSD ethics guidelines to identify the possible risk. I also understood that it was important to acknowledge the unforeseen risks that may occur and how we this would be raised to the appropriate person if required.

Adverse outcomes
List measures put in place to limit any adverse effects or outcomes of research activity where appropriate. Include any emergency protocols.
The planned study does not include personal contact or observation of the participants at any stage, so this carries limited risks. However, if the participant feels uneasy by the process of answering the questions, they will be provided with the research team contact details who can sign post them to relevant services if required. Additionally, if in any circumstances unforeseen ethical implications may arise as a result of the study then in accordance with Section 11 of the UWTSD Research Ethics and Integrity Code of Practice will be followed as stated: “In all cases any adverse events occurring during the conduct of research projects must be reported to the Ethics Committee. In such cases the researcher, whether staff or student, shall withdraw from the research process with immediate effect until notified by the Ethics Committee that the University is satisfied that the research design has been modified in such a way as to mitigate further harm”.

SECTION I: Feedback, Consent and Confidentiality

Feedback
What feedback will be provided to participants, how will this be done and when?
Participants will not be given feedback, although as part of the debrief process immediately after the completion of the questionnaire study, participants will be reminded of the aims, procedure and purpose of the study. Participants will also be given the opportunity to contact the research team if they wish to do so during the study and the contact details of lead researchers will be provided in case of any issues following completion of project.

Informed consent 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.
Participants will be informed through providing a brief summary of the project for the Qualtrics online questionnaire. They will then be informed on the nature of the questions to expect, aims and objectives of the research to be carried out and then to provide them with the choice to opt in or out of the research. Participants information will be anonymous for Qualtrics as there is no way of identifying the participant, they can withdraw up until submitting the questions (GDPR guidelines).
Confidentiality / Anonymity 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.
All quantitative data collected through Qualtrics will be anonymised to ensure participants details are kept confidential. Subsequently, the data collected online will be stored under a password protected computer only accessible to the Primary Investigators.

SECTION J: Data Protection and Storage

In completing this section refer to the University's Research Data Management Policy and the extensive resources on the University's Research Data Management web pages (<http://uwtsd.ac.uk/library/research-data-management/>).

	YES	NO
Does the research activity involve personal data (as defined by the Data Protection Act)? <i>“personal data” means data which relate to a living individual who can be identified—</i> <i>(a) from those data, or</i> <i>(b) from those data and other information which is in the possession of, or is likely to come into the possession of, the data controller, and includes any expression of opinion about the individual and any</i>	☒	☐

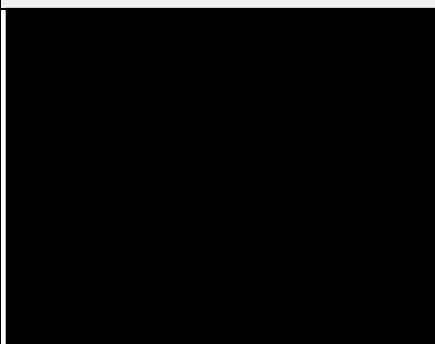
indication of the intentions of the data controller or any other person in respect of the individual.		
If YES, provide a description of the data and explain why this data needs to be collected:		
The number of participants required minimum 12, maximum 14, 2 researchers per interview, participant each will be given a different name to protect their identity. The response of the participant overall knowledge will be gained through human experience understanding the interaction between the researcher and the participant is so crucial in data gathering. The researcher's perceptions are determined the willingness to share their experiences good or bad.		
Does it involve sensitive personal data (as defined by the Data Protection Act)? "Sensitive personal data" means personal data consisting of information as to – (a) the racial or ethnic origin of the data subject, (b) his political opinions, (c) his religious beliefs or other beliefs of a similar nature, (d) whether he is a member of a trade union (within the meaning of the Trade Union and Labour Relations (Consolidation) Act 1992), (e) his physical or mental health or condition, (f) his sexual life, (g) the commission or alleged commission by him of any offence, or (h) any proceedings for any offence committed or alleged to have been committed by him, the disposal of such proceedings or the sentence of any court in such proceedings.	☒	☐
If YES, provide a description of the data and explain why this data needs to be collected:		
The inclusion criteria of this study require the individuals to be non-British EU citizens and is crucial for the analysis of the study which requires us to collect ethnic origins of the data subject. Although this study does not directly collect political opinions, the background of this research is based upon the 2016 EU referendum and its influence, which in itself is a political event itself.		

Will the research activity involve storing personal data on one of the following:	YES	NO
Manual files (i.e. in paper form)?	☐	☒
University computers?	☒	☐
Private company computers?	☐	☒
Home or other personal computers?	☐	☒

Laptop computers/ CDs/ Portable disk-drives/ memory sticks?	☐	☒
“Cloud” storage or websites?	☒	☐
Other – specify:	☐	☒
For all stored data, explain the measures in place to ensure data confidentiality, including details of password protection, encryption and anonymisation:		
The research team intends to collect data through the Qualtrics online survey system licenced to Yr Athrofa, with all identifying data like IP address, and GPS location masked in accordance with the ethical guidelines stipulated by the British Psychological Society for Internet Mediated Research (2013) disabled prior to data collection. Data will be stored on the Qualtrics cloud system under control of their secure systems. Data downloaded from Qualtrics to the university computer in Psychology Lab for analysis in SPSS will be anonymised so that no identifying features are downloaded, with raw number scores from questionnaires being the only data available on the SPSS database stored on this computer which will be password protected. In accordance with BPS ethical guidelines (British Psychological Society Ethical Guidelines for Internet, Mediated Research, 2013; British Psychological Society with Human Participants, 2014)		
Will the research activity involve any of the following activities:	YES	NO
Electronic transfer of data in any form?	☒	☐
Sharing of data with others at the University?	☐	☒
Sharing of data with other organisations?	☐	☒
Export of data outside the European Union or importing of data from outside the UK?	☐	☒
Use of personal addresses, postcodes, faxes, emails or telephone numbers?	☐	☒
Publication of data that might allow identification of individuals?	☐	☒
Use of data management system?	☐	☒
Data archiving?	☒	☐
If YES to any question, please provide full details, explaining how this will be conducted in accordance with the Data Protection Act (and/or any international equivalent):		

Anonymised data will be password protected, and no participant data will be retraceable to participants. All our online psychology-related data will be transferred using the Universities Drive and all data will be treated this way in order to ensure participants anonymity and confidentiality.

List all who will have access to the data generated by the research activity:



List who will have control of, and act as custodian(s) for, data generated by the research activity:



Give details of data storage arrangements, including where data will be stored, how long for, and in what form. Will data be archived – if so how and if not why not.

Data will be stored on a computer with password protection in the Psychology laboratory located in the SA1 IQ building. Only the research team has access to this computer, and it is password protected.

Data will be stored in accordance with UWTSD data research management protocols and any journal data requirements. In general, as specified in the RCUK 'Guidance on best practice in the management of research data' the UK Research Councils expect data that underpins findings in publications should be accessible for at least ten years after publication.

Evidence B:
Questionnaire Disc-
12 Scale
&
Qualtrics

Adapting Questionnaire Scale: Version One

(See original Disc-12: Appendix A)

Questionnaire section 1

Demographic data:

1. What age group best describes you?
18-25 26-35 36-45 46-55 56+
2. What do you identify yourself as?
Female Male Transgender Other (please specify)
3. County: (Wales)
4. What is your employment status?
Full time
Part time
Self-employed
Retired
Other (please specify)
5. What is the highest level of education you have attained?
Left school before 16 (no formal qualifications)
Left school at 16 (GSCE, CSE, O levels or equivalent)
Left school at 18 (A levels or equivalent)
College certificate or diploma
University degree or higher
Other (please specify)

As ... and I took the lead on adapting the Disc-12 scale. We chose to add demographics and we were particularly interested in capturing the county as we wanted to know which places in Wales if any experienced high levels of prejudice, stigma and discrimination in relation to the referendum.

Section 2 (in this section you will be asked about the times you have been treated unfairly because of your national identity. There are 20 questions in this section. Please choose one answer for each question).

1. Have you been treated unfairly in making or keeping friends?
2. Have you been treated unfairly by the people in your neighbourhood?
3. Have you been treated unfairly in your experiences of dating or intimate relationships?
4. Have you been treated unfairly in housing? (including becoming homeless)
5. Have you been treated unfairly in your education? (includes college, university, and on the job training or vocational courses).
6. Have you been treated unfairly in finding a job? (includes full time, part time, paid and unpaid work).
7. Have you been treated unfairly in keeping a job?

8. Have you been treated unfairly when using the public transport? (free public travel pass, passengers, drivers, etc).
9. Have you been treated unfairly in getting welfare benefits or disability pensions? (e.g. income support, disability support and living allowance).
10. Have you been treated unfairly in your religious practices? (attending church, other church members, church leaders).
11. Have you been treated unfairly in your social life? (socialising hobbies, attending events, leisure activities).
12. Have you been treated unfairly by the police?
13. Have you been treated unfairly when getting help for physical health problems? (GP practices, dentist, nurses, A&E).
14. Have you been treated unfairly by mental health staff? (treatment and behaviour of staff towards you, feeling disrespected or humiliated by the staff).
15. Have you been treated unfairly in your levels of privacy? (in hospitals and in community settings e.g. private letters, phone calls, medical records, criminal records bureau check).
16. Have you been treated unfairly in your personal safety and security? (verbal abuse, physical abuse, assault)
17. Have you been treated unfairly in starting a family or having children? (behaviour of health care professionals during pregnancy or childbirth).
18. Have you been treated unfairly in your role as a parent? (other parents, teachers, healthcare professionals).
19. Have you been avoided or shunned by people? (pre and post referendum)
20. Have you been treated unfairly in any other areas of life? (e.g. experienced any kind of treatment/ behaviour because of your national identity).

Section 3 (In this section you will be asked about the times when you have stopped yourself from doing things that are important to you because of how others might respond to your national identity. There are 4 questions in this section. Please choose one answer for each question).

21. Have you stopped yourself from applying for work?
22. Have you stopped yourself from applying for education or training courses?
23. Have you stopped yourself from having a close personal relationship?
24. Have you concealed or hidden your national identity from others?

Section 4 (Needs review- 2 questions)

Section 5 (In this section you will be asked about the times when you have been treated more negatively because of your national identity after the 2016 referendum).

- 25. Have you been treated more negatively in getting welfare benefits or disability pensions?
- 26. Have you been treated more negatively in housing?
- 27. Have you been treated more negatively in your religious activities?
- 28. Have you been treated more negatively in employment (finding work, keeping work, adjustments in the workplace).
- 29. Have you been treated more negatively in any other areas in your life?

All questions to be answered using the following scale:

Not at all

A little

Moderately

A lot



In relation to this first version of the adapted questionnaire, we decided to pick the questions we felt best would capture stigma and discrimination in relation to the referendum. As can be seen like the original Disc-12 (see appendix a) the questions were split in to four sections just changing 'mental health' to being treated differently because of national identity. As just ... and I were only working on this, we felt that we would leave out the two questions in section 4 as it needed to be revised by the whole research team in order to critically discuss whether this was required. We also removed questions that were related to family interaction as we felt that this was not necessary to ask. The last section of the questionnaire was changed from positive experiences to negative experiences as we felt that this is the data we wanted to capture. However, when looking at the final version there was modification made in relation to this as feedback suggested it needed to be changed.

Adapting Questionnaire Scale: Final Version

(Pilot)

Screening Question

Are you a non-British EU National?

Yes ☐ No ☐

As part of the pilot, ..., ... and I, came to an agreement that a screening question was required in order to ensure that the participants were eligible to take part and if not that it would screen them out with a thank you message to end the survey.

Section 1 (Demographics)

The following section will ask you basic demographic questions before the questionnaire begins. Please answer all the questions.

D1) Please state your age? _____

D2) What do you identify yourself as?

- ☐ Female
- ☐ Male
- ☐ Transgender
- ☐ Other (please specify) _____

D3) Please specify what Country in Wales you live in _____

D4) How long have you lived in Wales? (Please state) _____

D5) What is your occupation? (Please state) _____

D6) What is your employment status?

- ☐ Full time
- ☐ Part-time
- ☐ Self-Employed
- ☐ Retired
- ☐ Other (Please specify) _____

D7) What is the highest level of education you have attained?

- ☐ Left school before 16 (no formal qualifications)
- ☐ Left school at 16 (GCSE, CSE, O Levels or equivalent)

- ☐ Left school at 18 (A levels or equivalent)
- ☐ College certificate or diploma
- ☐ University degree or higher

Study Frame

Following the 2016 EU Referendum the UK voted to leave the European Union. As a result of this the questionnaire aims to explore your experiences as a non-British European Citizen in relation to prejudice, discrimination and or/stigma.

When answering the questions please select only one of the options provided.

After feedback from ..., it was identified that there were a lot of questions and that it was likely for participants to lose track of the nature of the questions. As a group we decided that in every section there would need to be a study frame or display reminding participants to keep in mind the referendum when answering the questions in order to capture the correct information.

Section 2

In this section you will be asked about the times you have been treated unfairly because of your national identity. There are 20 questions in this section. Please choose one answer for each question.

Q1. Have you been treated unfairly in making or keeping friends since the referendum?

- ☐ Not at all
- ☐ A little
- ☐ Moderately
- ☐ A lot
- ☐ Prefer not to say
- ☐ Not Applicable

Q2. Have you been treated unfairly by people in your community? (e.g. in your neighbourhood, or whilst out shopping)

- ☐ Not at all
- ☐ A little
- ☐ Moderately
- ☐ A lot
- ☐ Prefer not to say
- ☐ Not Applicable

Q3. Have you been treated unfairly in your experiences of dating/intimate relationships?

- ☐ Not at all
- ☐ A little
- ☐ Moderately
- ☐ A lot
- ☐ Prefer not to say
- ☐ Not Applicable

In relation to the scoring of the questionnaire as a group we critically discussed that we would allow the participants to omit questions as this would provide more information on a number of reasons to why the questions were skipped. The reason for not allowing this in version 1 is because the original questionnaire did not have this and we felt that it was essential that every question was answered for analysis. We also allowed not applicable as not all questions will be relevant.

Q4. Have you been treated unfairly when applying for housing since the referendum? (i.e. renting, private landlords, council placements, family housing, becoming homeless).

- ☐ Not at all
- ☐ A little
- ☐ Moderately
- ☐ A lot
- ☐ Prefer not to say
- ☐ Not Applicable

Q5. Have you been treated unfairly in your education? (includes college, university, on the job training/vocational courses).

- ☐ Not at all

- ☐ A little
- ☐ Moderately
- ☐ A lot
- ☐ Prefer not to say
- ☐ Not Applicable

Q6. Have you been treated unfairly in finding a job? (includes full time, part-time, paid, unpaid work).

- ☐ Not at all
- ☐ A little
- ☐ Moderately
- ☐ A lot
- ☐ Prefer not to say
- ☐ Not Applicable

Q7. Have you been treated unfairly in keeping a job because of the referendum?

- ☐ Not at all
- ☐ A little
- ☐ Moderately
- ☐ A lot
- ☐ Prefer not to say
- ☐ Not Applicable

Q8. Have you been treated unfairly when using any form of transport such as buses, taxis (I.e. by conductors, bus drivers and taxi drivers).

- ☐ Not at all
- ☐ A little
- ☐ Moderately

- ☐ A lot
- ☐ Prefer not to say
- ☐ Not Applicable

Q9. Have you been treated unfairly in getting welfare benefits/disability benefits as a result of the referendum? (e.g. income support, disability support, living allowance).

- ☐ Not at all
- ☐ A little
- ☐ Moderately
- ☐ A lot
- ☐ Prefer not to say
- ☐ Not Applicable

Q10. Have you been treated unfairly in your religious practices? (by other members, leaders i.e. whilst attending religious gatherings).

- ☐ Not at all
- ☐ A little
- ☐ Moderately
- ☐ A lot
- ☐ Prefer not to say
- ☐ Not Applicable

Still thinking about the referendum

Q11. Have you been treated unfairly in your social life? (i.e., during socialising hobbies, attending events, leisure activities).

- ☐ Not at all
- ☐ A little
- ☐ Moderately

- ☐ A lot
- ☐ Prefer not to say
- ☐ Not Applicable

Q12 Have you been treated unfairly by public services/civil servants including the police, ambulance and fire services?

- ☐ Not at all
- ☐ A little
- ☐ Moderately
- ☐ A lot
- ☐ Prefer not to say
- ☐ Not Applicable

Q13 Have you been treated unfairly when getting help for physical health problems? (GP practices, dentist, nurses, A&E)

- ☐ Not at all
- ☐ A little
- ☐ Moderately
- ☐ A lot
- ☐ Prefer not to say
- ☐ Not Applicable

Q14 Have you been treated unfairly by mental health staff? (treatment and behavior of staff towards you, feeling disrespected or humiliated by the staff).

- ☐ Not at all
- ☐ A little
- ☐ Moderately
- ☐ A lot
- ☐ Prefer not to say

☐ Not Applicable

Q15 Have you been treated unfairly in your levels of privacy? (in hospitals and in community settings e.g. private letters, phone calls, medical records, criminal records bureau check).

- ☐ Not at all
- ☐ A little
- ☐ Moderately
- ☐ A lot
- ☐ Prefer not to say
- ☐ Not Applicable

Q16 Have you been treated unfairly in your personal safety and security? (verbal abuse, physical abuse, assault)

- ☐ Not at all
- ☐ A little
- ☐ Moderately
- ☐ A lot
- ☐ Prefer not to say

Q17 Have you been treated unfairly in starting a family or having children as a result of the referendum? (behavior of health care professionals during pregnancy or childbirth).

- ☐ Not at all
- ☐ A little
- ☐ Moderately
- ☐ A lot
- ☐ Prefer not to say
- ☐ Not Applicable

Q18 Have you been treated unfairly in your role as a parent since the referendum? (i.e., by other parents, teachers, healthcare professionals).

- ☐ Not at all
- ☐ A little
- ☐ Moderately
- ☐ A lot
- ☐ Prefer not to say
- ☐ Not Applicable

Q19 Have you been avoided or shunned by people because of the referendum?

- ☐ Not at all
- ☐ A little
- ☐ Moderately
- ☐ A lot
- ☐ Prefer not to say
- ☐ Not Applicable

Q20 Have you been treated unfairly in any other areas of life? (e.g., experienced any kind of treatment/ behavior because of your national identity).

- ☐ Not at all
- ☐ A little
- ☐ Moderately
- ☐ A lot
- ☐ Prefer not to say
- ☐ Not Applicable

As a group we also discussed that it would be interesting if there was a comment box at the end of each section to allow participants to write further information on each section if something that they have experienced that had either not been mentioned or whether they would like to share more in-depth information of experiences.

If you would want to express any comments or would like to elaborate further on any answers in this section, please do so in this comment box.

In this section you will be asked about the times when you have stopped yourself from doing things that are important to you because of how others might respond to your national identity since the referendum. There are 4 questions in this section. Please choose one answer for each question.

Q21 Have you stopped yourself from applying for work?

- ☐ Not at all
- ☐ A little
- ☐ Moderately
- ☐ A lot
- ☐ Prefer not to say
- ☐ Not Applicable

Q22 Have you stopped yourself from applying for education or training courses?

- ☐ Not at all
- ☐ A little
- ☐ Moderately
- ☐ A lot
- ☐ Prefer not to say
- ☐ Not Applicable

Q23 Have you stopped yourself from having a close personal relationship?

- ☐ Not at all
- ☐ A little
- ☐ Moderately
- ☐ A lot
- ☐ Prefer not to say
- ☐ Not Applicable

Q24 Have you concealed or hidden your national identity from others?

- ☐ Not at all
- ☐ A little
- ☐ Moderately
- ☐ A lot
- ☐ Prefer not to say
- ☐ Not Applicable

If you would want to express any comments or would like to elaborate further on any answers in this section, please do so in this comment box.

In this section you will be asked about overcoming stigma and discrimination in relation to your national background as a result of the referendum. There are 2 questions in this section. Please choose one answer for each question.

Q25 Have you made and kept good relations with people from outside your national background?

- ☐ Not at all
- ☐ A little
- ☐ Moderately
- ☐ A lot
- ☐ Prefer not to say
- ☐ Not Applicable

Q26 Have you been able to use your personal skills or abilities in coping with stigma and discrimination against your national identity?

- ☐ Not at all
- ☐ A little
- ☐ Moderately

- ☐ A lot
- ☐ Prefer not to say
- ☐ Not Applicable

If you would want to express any comments or would like to elaborate further on any answers in this section, please do so in this comment box

In this section you will be asked about the times when you have been treated more positively because of your national identity after the 2016 referendum. There are 5 questions in this section. Please choose one answer for each question.

Q27 Have you been treated more positively in getting welfare benefits or disability pensions?

- ☐ Not at all
- ☐ A little
- ☐ Moderately
- ☐ A lot
- ☐ Prefer not to say
- ☐ Not Applicable



As can be seen, the questions were changed back to positive experiences as, ..., ... and I took on the feedback suggesting that the questions are biased as if we were almost trying to make sure we got answers to negative experiences. We soon came to realise that if there are negative experiences this would come through on the total scores regardless. We also felt it was important to end the questionnaire on a positive note.

Q28 Have you been treated more positively in finding housing? (when buying, renting or selling, including student housing. By landlords, housing agents, council).

- ☐ Not at all
- ☐ A little
- ☐ Moderately
- ☐ A lot
- ☐ Prefer not to say
- ☐ Not Applicable

Q29 Have you been treated more positively in your religious activities?

- ☐ Not at all
- ☐ A little
- ☐ Moderately
- ☐ A lot
- ☐ Prefer not to say
- ☐ Not Applicable

Q30 Have you been treated more positively in employment (finding work, keeping work, adjustments in the workplace)

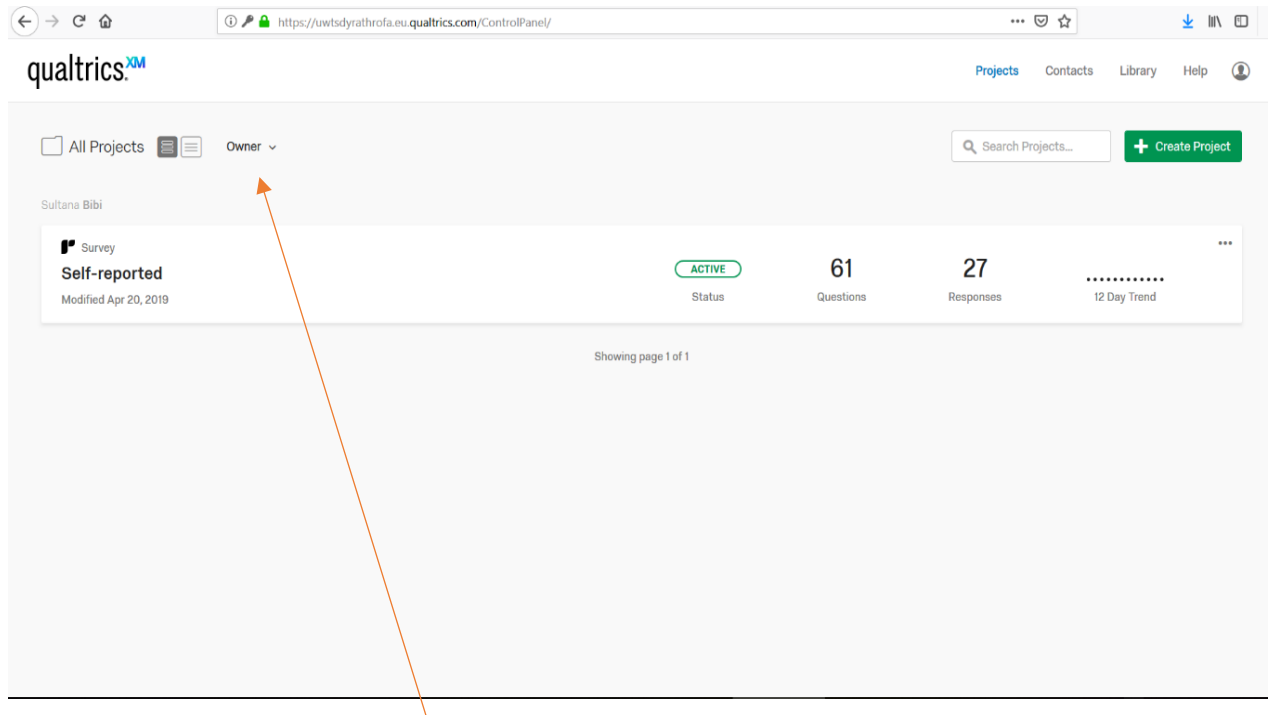
- ☐ Not at all
- ☐ A little
- ☐ Moderately
- ☐ A lot
- ☐ Prefer not to say
- ☐ Not Applicable

Q31 Have you been treated more positively in any other areas in your life?

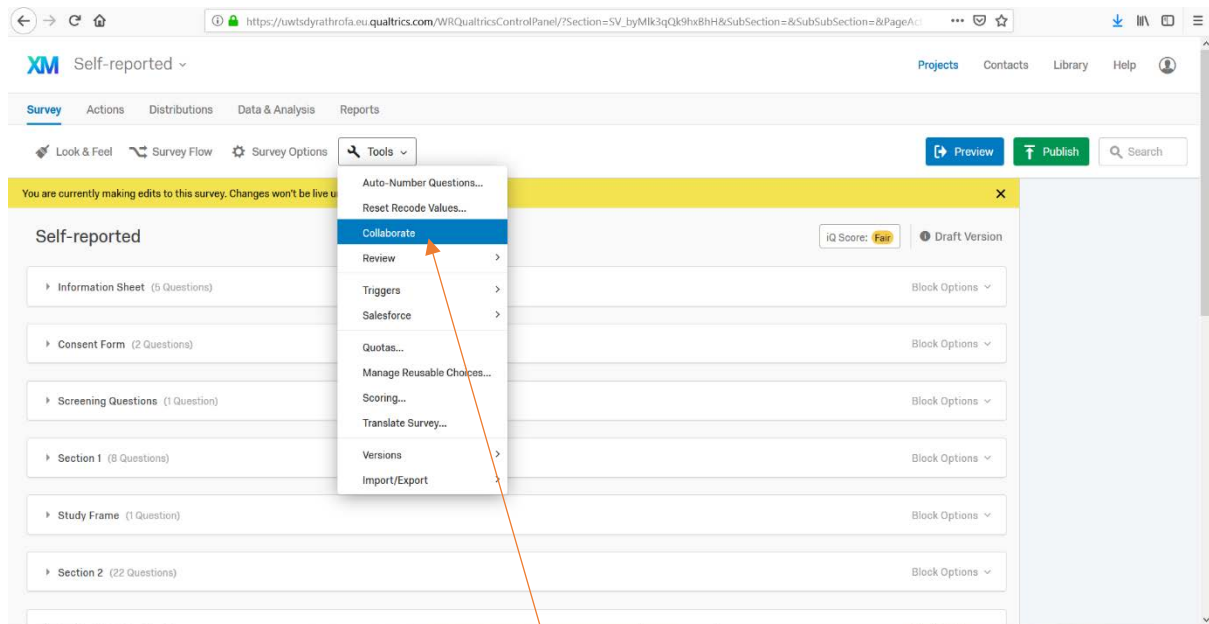
- ☐ Not at all
- ☐ A little
- ☐ Moderately
- ☐ A lot
- ☐ Prefer not to say
- ☐ Not Applicable
- ☐ Please give an example _____

If you would want to express any comments or would like to elaborate further on any answers in this section, please do so in this comment box.

Qualtrics Set-up

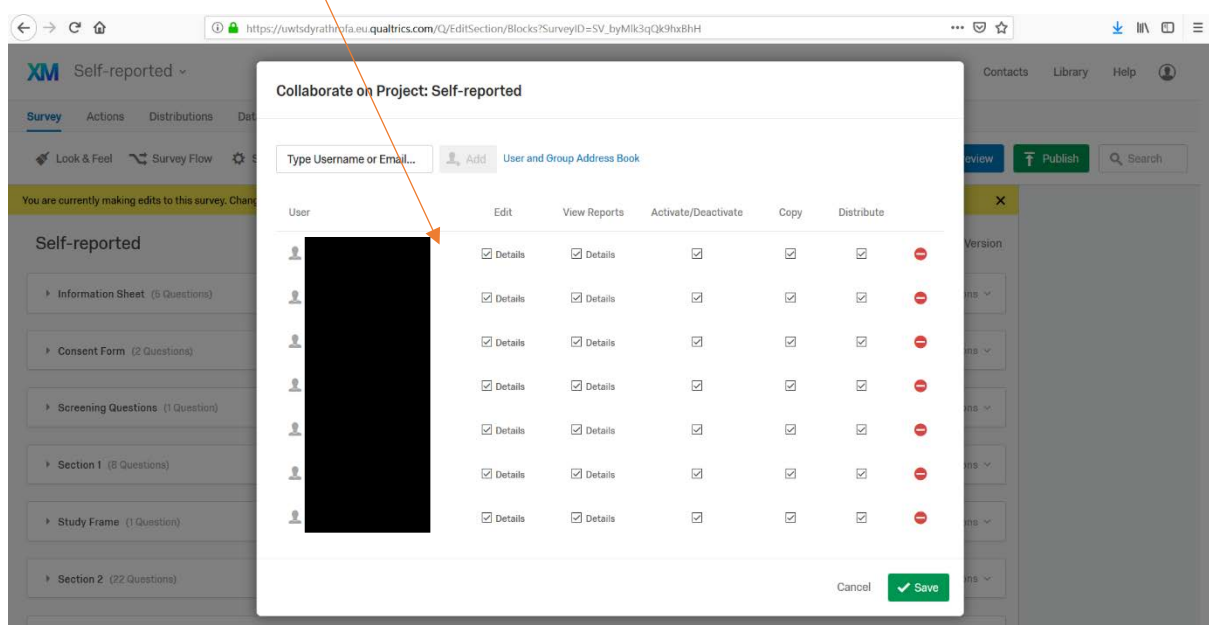


This screenshot shows that I had created this survey in order to start putting in the required information for the questionnaire. This included what we as a group worked on such as the information sheet, consent, the adapted questions and the debrief form followed by contact details.



Once the survey had been created, I had a thought of whether it was possible to collaborate the whole team to have access to the same questionnaire to provide the opportunity for input and to work on it as we were with the documents on the OneDrive. I understood how to use Qualtrics and soon came to realise that it was possible to collaborate the team.

As can be seen in this final screenshot I was able to email the team and Psychlab through Qualtrics to allow them to be able to make the same changes as I could allowing everyone with the opportunity to make any contributions.



Evidence C: Quantitative Materials

Information Sheet: Version One

(31/1/19)



Information sheet

Research Title: Exploring the impact of the 2016 referendum on self-reported experiences of stigma, prejudice and discrimination of European citizens residing in Wales

What is the project about?

As a result of the majority voting leave in the UK EU referendum in 2016. This research project is an attempt to further understand the experiences of Non-British European citizens that reside in Wales, UK. Furthermore, this research will identify if participants experience any stigma, prejudice or discrimination as a direct result of the 2016 EU referendum. Whilst there appears to be a lot of research on British residents and their perception on the referendum, there is a lack of research on European citizens that chose to live in Wales.

The researchers' aim is to understand the issues facing European citizens living in Wales, and by identifying these issues if any, will provide a better understanding and form a sound basis for future research in this area.

I took on the role of working on the information sheet as I acknowledged that it was important to ensure the correct information was provided to the participants. As part of this document I created the subheadings as guidance on what should be included based on research carried out. In order to ensure that the work was complete ... and ... further collaborated to finalise the document for use on Qualtrics.

What is involved in this study?

The data collection period for this study is for (one month/ one week)
_____ starting from 14th February 2019

Who is responsible for the data collected?

The research team will be responsible for collecting the data and the principal investigators will be also be involved when required. Data collected will be anonymous and password protected to prevent participant identification and to protect their privacy.

Are there any risks of taking part in this study?

There are no possible risks for this study as the information provided will be anonymous and you will not be identified at any point. You will be provided with the opportunity to opt out of this study at any given point by simply closing the browser up until you submit your answers. When closing the browser all data entered will be discarded, however, if you choose to submit your answers you will not be able to withdraw.

What are your rights as a participant?

As this study is voluntary, you have the right to not participate or cease participation at any time.

What are the benefits of taking part?

There will be no monetary benefits in relation to this study. However, the benefits of taking part will be to further understand your experiences of prejudice, stigma and discrimination in relation to the 2016 EU Referendum.

Researcher information if required

The study has been approved by the University of Wales Trinity St Davids. If you have any further questions, please contact the Research Team or the Principal Investigators (Supervisors).

Contact Details

Research Team:

- [Redacted]
- Email: [Redacted]
- [Redacted]
- Email: [Redacted]
- [Redacted]
- Email: [Redacted]
- [Redacted]
- Email: [Redacted]
- [Redacted]
- Email: [Redacted]
- [Redacted]
- Email: [Redacted]

Principal Investigators:

- [Redacted]
- Email: [Redacted]
- [Redacted]
- Email: [Redacted]

The contact details of the research team and the principal investigators were provided on the information should the participants required further information or help.

Lay Summary Information Sheet: Final Version

(31/1/19)

Information sheet

Research Title: Exploring the impact of the 2016 referendum on self-reported experiences of stigma, prejudice and discrimination of European citizens residing in Wales

What is the project about?

As a result of the majority voting leave in the UK EU referendum in 2016. This research project is an attempt to further understand the experiences of Non-British European citizens that reside in Wales, UK. Furthermore, this research will identify if participants experience any stigma, prejudice or discrimination as a direct result of the 2016 EU referendum. Whilst there appears to be a lot of research on British residents and their perception on the referendum, there is a lack of research on European citizens that chose to live in Wales.

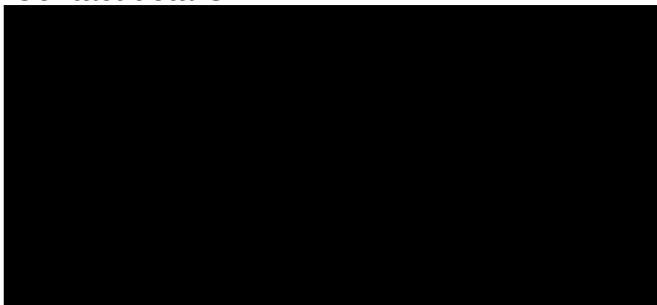
The researchers' aim is to understand the issues facing European citizens living in Wales, and by identifying these issues if any, will provide a better understanding and form a sound basis for future research in this area.

Data Collection

There are no possible risks for this study as the information provided will be anonymous and you will not be identified at any point. You will be provided with the opportunity to opt out of this study at any given point by simply closing the browser up until you submit your answers. When closing the browser all data entered will be discarded, however, if you choose to submit your answers you will not be able to withdraw. As this study is voluntary, you have the right to not participate or cease participation at any time.

(if Qualtrics allows a link to a more in depth information sheet?)

Contact details



There was no initial feedback on the information sheet, however ... and I through discussion, identified that the information sheet was academically written. With the target population we acknowledged that it may be difficult for participant to understand. We then worked together to ensure that only relevant details were included in a lay summary format. Further providing a link to an in depth information sheet for more information if required.



Principal Investigators:



PARTICIPANTS NEEDED!

Are you a Non-British European citizen currently living in Wales?

As part of a research team for an MSc module at University of Wales Trinity Saint David, we are conducting a study on the topic of Brexit.

As a team we are seeking to recruit participants to take part in an online questionnaire study about self-reported experiences of stigma, prejudice and discrimination as a result of the 2016 EU Referendum leave vote.



To take part you need to be over 18, be a non-British European citizen currently living in Wales. If you are potentially interested in taking part in this study, please click the link below to find out more information about the study.

Link to Qualtrics Questionnaire study:



In relation to advertising our study once it had been finalised and ready for distribution. ... and I took the lead on working together on the first version of ensuring the simplest and catchy poster was completed. This was done in order to ensure the correct participants were recruited via online platforms. We also ensured that a brief description was provided of the study.

Evidence D: Interview Schedule

Interview Schedule: Version One

Opening:

Introduce ourselves and what the purpose of the interview is

Thank you for sparing some time to take part in this interview today. The interview should take about _____ mins. Are you happy with that?

I would like to clarify that the interview today will be recorded, is that ok with you?

Great!

Introduction:

Can you tell me a little bit about your current position in the education sector?

(How long have you been training? How long have you been working?)

References

Exiting the EU: Higher Education. (2016). *Education Journal*, (288), 21.

Retrieved from

<https://ezproxy.uwtsd.ac.uk/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=eue&AN=120014935&site=ehost-live> (Many masters courses are populated with European student's Dr Rupa Huq suggests that after Britain leaves the EU masters courses could collapse unless funding is assured). Possible question could be;

“What are your feelings on Britain leaving the EU?”

“Do you feel Brexit will have any effect on you continuing training or working?”
Can you tell me more about that?

Fowler, S., Direito, I., Rich, J., & Mitchell, J. (2018). Initial impact of brexit on european students and academic staff in UK's engineering higher education. *Research Gate. (conference paper)*

<https://www.independent.co.uk/news/uk/politics/brexit-latest-news-uk-university-eu-academics-resign-immigration-brexodus-citizens-europe-a8143796.html> [Assessed on 07/03/2019] [online, January 6th 2018].

“Have you experienced any changes in the number of European colleagues in your workplace/ training since the referendum?”

“Have you noticed any changes in your work place or in training since the 2016 referendum? If so what? Can you explain?”

Do you feel Brexit changed your future work plans or aspirations?

Finally, can you tell me if you have directly experienced any positive and/or negative consequences as a direct result of the Eu referendum?

In relation to the interview schedule, ..., ... and I worked together in creating our first version of the interview questions. As we were looking at professionals in an education setting whether it was their job or training. We felt that based on the research it was important to ask questions in relation about their work in relation to the referendum and whether they had experiences any consequences as a result of this.

REVISED QUESTIONS

1. Can you tell me how long you have lived in Wales and tell me a little bit about your experiences whilst living here?
2. Can you tell me a little bit about your current position in the education sector or training? (How long)
3. Have you noticed any changes in your work place since the referendum? If so, can you tell me a little bit about it? (For example, have there been a decline in EU staff members?)
4. Ok, we have discussed work so now can you tell me a little bit about your experiences outside work? For example, have you noticed a difference in how people interact with you?
5. Do you feel Brexit changed your future work plans or aspirations? (Tell me why you think that?).
6. Can you tell me if you have directly experienced any positive and/or negative consequences as a direct result of the Eu referendum?

These were the revised questions that were used in our individual interviews when practicing our good interview skills. As part of my experience in conducting the interview, I soon came to realise that the interview did not flow and that it was very difficult to capture relevant information in relation to what we wanted to achieve. However, based on what the participant provided I was able to tailor the questions to stay on task. At the end of this session we got back to our groups to further discuss and analyse more appropriate questions which resulted in the final version the following week.

Interview Schedule: Final Version



Sample Interview Questions

Project Title: Understanding the impact of the 2016 EU referendum on European working citizens who live in Wales. A qualitative study exploring personal experiences of working within the Education sector.

Introduction:

Hello, my name is I am one of the MSc researchers conducting this interview today.

Just to remind you, the purpose of this interview is to find out your personal experiences of working within the Education Sector. Taking into consideration the 2016 referendum and the uncertainty of the Brexit plans for March 29th.

Just for the record, the interview today will be audio recorded, and you are free to stop the interview at any time. Any information you give today will be transcribed within 24hrs and the recording kept confidential. Is that ok with you?

After conducting individual interviews, we felt that it was important to introduce ourselves and provide details to the participant to ensure that verbal consent was also given and what would happen to the data provided. As a group we also felt that it was essential to remind participant on the context of the study.

1. Ok just to start us off, please can you tell me a little bit about how long you have lived in Wales and what is your current role in education?

Prompts: That's great. So, can you tell me a bit about your role?

Thanks for that, moving on.

As I'm sure you are aware, we are currently finalising the Brexit deal. So, I would like to explore your thoughts about whether and how you feel BREXIT has had an effect on your experiences in the workplace....

2. With this in mind, can you tell me a little bit about your average day in work? Is there anything that immediately comes to mind in terms of how you feel about your job in relation Brexit?

If so, can you tell me a little bit about that?

Prompts: For example, have you noticed that there have been any changes since the referendum?

How has this impacted your thoughts about your job?

Do you feel that this has influenced the discussions around you?

Thank you for sharing that with me. That's very insightful.

Bearing in mind your average working day since the referendum...

3. Can you tell me if you have noticed any changes in terms of how others interact with you at work?

Prompts: For example: student interactions or colleagues

Why is that?

Can you tell me more?

That's interesting...

Take your time to think through

Thank you for sharing that, keeping that in mind

4. Having talked about how others interact with you. Do you wonder whether Brexit may change your work situation?

Prompts:

Can you tell me why? Can you give me an example? Can you tell me more?

How do you feel about that?

That was very insightful, thank you for sharing that.

What you have said has been very helpful for our research

5. We are coming to the end of the interview now so, is there anything else you would like to add regarding your job in the education sector?

Thank you for taking the time to discuss these issues today, your input has been very useful to our research. You will be given a debrief with an explanation of what we plan to do with your information, just to remind you the interview was recorded, the information will only be used for transcription and analysis, the interview recording will be disposed of within 24 hours. Data may be used in publications, presentations and posters however, your contribution will be anonymised. If you would like any further information, please contact us on the email provided on the debrief form. Once again thank you for your time today, it was lovely to meet you.



..., ... and I further worked on revising the questions allowing us to make the interview flow such as identifying appropriate prompts and avoiding leading questions. As part of the pilot interview I conducted, I felt that the questions worked well and the flow of the interview was what we expected. However, the last question we originally asked was whether the participant had experienced negative or positive consequences as a result of the referendum. It was evident that the question did not ask in relation to their job and discrimination but rather an opportunity for a more political answer. With the feedback given, we revised the question on whether there was anything else they would like to add in relation to their jobs and the referendum. We then agreed to finalise the interview by thanking the participants and reminding them of the process of the data collected.

Appendices

Appendix A – Original Disc-12 (2008)

Discrimination and Stigma Scale (DISC-12)

Version 22/04/09

Instructions for interviewer to read to participant

(Note to interviewer: Please use the below paragraph to introduce the scale to the participant, with further explanation if necessary)

“Discrimination and stigma occur when people are treated unfairly because they are seen as being different from others. This interview asks about how you’ve been affected by discrimination and stigma **because of mental health problems.**”

There are four parts to this interview. Each part asks about how you have been treated or what you have done in different situations:

1. In the first part, I will ask about times when you have been treated **unfairly** because of mental health problems
2. In the second part, I will ask about times when you have **stopped yourself** from doing things because of how others might respond to your mental health problem
3. In the third part, I will ask about how you may have **overcome stigma and discrimination** because of mental health problems
4. In the fourth part, I will ask about any times when you have been treated **more positively** because of mental health problems

In each part of the interview, I will ask you to let me know whether each event has happened **not at all, a little, moderately or a lot.** I will also ask you to give me an example of this.

(Note to interviewer: Choose the timeframe for the study and adapt the below paragraph as appropriate)

For each question, please think about events which have happened **at any stage of your life since you first experienced mental health problems/during the last 12 months/during (specify timeframe).**

Here is a card with the choices for each answer for you to use throughout the interview. (Give participant the response choices card).

(Instructions for interviewer to read to participant)					
"In this section I would like to ask about times when you have been treated <u>unfairly because of mental health problems</u>. There are <u>22 questions</u> in this section. Please choose <u>one</u> answer for each question"					
1.	Have you been treated unfairly in making or keeping friends?	Not at all	A little	Moderately	A lot
	Not applicable ☐	☐	☐	☐	☐
Give an example: _____					

2.	Have you been treated unfairly by the people in your neighbourhood?	Not at all	A little	Moderately	A lot
	Not applicable ☐	☐	☐	☐	☐
Give an example: _____					

3.	Have you been treated unfairly in dating or intimate relationships? <i>(excluding treatment by spouse/co-habiting partner as covered by Q6)</i>	Not at all	A little	Moderately	A lot
	Not applicable ☐	☐	☐	☐	☐
Give an example: _____					

4.	Have you been treated unfairly in housing? <i>(including becoming homeless)</i>	Not at all	A little	Moderately	A lot
	Not applicable ☐	☐	☐	☐	☐
Give an example: _____					

		Not at all	A little	Moderately	A lot

5.	Have you been treated unfairly in your education? (<i>ask about school, college, university and on the job training or vocational courses</i>) Not applicable ☐	☐	☐	☐	☐
Give an example: _____ _____					

6.	Have you been treated unfairly in marriage or divorce? (<i>including cohabiting or civil partnership, ask about ability to find a partner or spouse, problems during the relationship, divorce settlements</i>) Not applicable ☐	Not at all	A little	Moderately	A lot
		☐	☐	☐	☐
Give an example: _____ _____					

7.	Have you been treated unfairly by your family? (<i>ask about family of origin i.e. parents, brothers, sisters and other relations as well as any children. Exclude treatment by spouse / co-habiting partner as covered by Q6</i>) Not applicable ☐	Not at all	A little	Moderately	A lot
		☐	☐	☐	☐
Give an example: _____ _____					

8.	Have you been treated unfairly in finding a job? (<i>this means finding full or part-time, paid work</i>) Not applicable ☐	Not at all	A little	Moderately	A lot
		☐	☐	☐	☐
Give an example: _____ _____					

9.	Have you been treated unfairly in keeping a job? Not applicable ☐	Not at all	A little	Moderately	A lot
		☐	☐	☐	☐

Give an example: _____

10.	Have you been treated unfairly when using public transport? <i>(ask about using free travel pass, passengers, drivers, etc)</i>	Not at all	A little	Moderately	A lot
		☐	☐	☐	☐
Not applicable ☐					

Give an example: _____

11.	Have you been treated unfairly in getting welfare benefits or disability pensions? <i>(ask about applying for benefits (e.g. income support, disability living allowance), level of benefits, support)</i>	Not at all	A little	Moderately	A lot
		☐	☐	☐	☐
Not applicable ☐					

Give an example: _____

12.	Have you been treated unfairly in your religious practices? <i>(ask about attending church, other church members, church leaders)</i>	Not at all	A little	Moderately	A lot
		☐	☐	☐	☐
Not applicable ☐					

Give an example: _____

13.	Have you been treated unfairly in your social life? <i>(ask about socialising, hobbies, attending events, leisure activities)</i>	Not at all	A little	Moderately	A lot
		☐	☐	☐	☐
Not applicable ☐					

Give an example: _____

14.	Have you been treated unfairly by the police? <i>(ask about any contact with police because of mental health problems or any other reasons)</i>	Not at all	A little	Moderately	A lot
		☐	☐	☐	☐
Not applicable ☐					
Give an example: _____					

15.	Have you been treated unfairly when getting help for physical health problems? <i>(ask about GP, dentist, nurses, emergency treatment including A&E)</i>	Not at all	A little	Moderately	A lot
		☐	☐	☐	☐
Not applicable ☐					
Give an example: _____					

16.	Have you been treated unfairly by mental health staff? <i>(ask about treatment and behaviour of staff, feeling disrespected or humiliated by contact with mental health staff)</i>	Not at all	A little	Moderately	A lot
		☐	☐	☐	☐
Not applicable ☐					
Give an example: _____					

17.	Have you been treated unfairly in your levels of privacy? <i>(ask about privacy in hospital and in community settings, e.g. private letters or phone calls, medical records, criminal records bureau check)</i>	Not at all	A little	Moderately	A lot
		☐	☐	☐	☐
Not applicable ☐					
Give an example: _____					

		Not at all	A little	Moderately	A lot

18.	Have you been treated unfairly in your personal safety and security? <i>(ask about verbal abuse, physical abuse, assault)</i>	☐	☐	☐	☐
Not applicable ☐					
Give an example: _____					

19.	Have you been treated unfairly in starting a family or having children? <i>(ask about behaviour of health professionals, friends and family, as well as how they or their partner were treated during pregnancy or childbirth)</i>	Not at all	A little	Moderately	A lot
		☐	☐	☐	☐
Not applicable ☐					

Give an example: _____					

20.	Have you been treated unfairly in your role as a parent to your children? <i>(ask about behaviour of other parents, teachers, family or mental health staff)</i>	Not at all	A little	Moderately	A lot
		☐	☐	☐	☐
Not applicable ☐					

Give an example: _____					

21.	Have you been avoided or shunned by people who know that you have a mental health problem?	Not at all	A little	Moderately	A lot
		☐	☐	☐	☐
Not applicable ☐					

Give an example: _____					

		Not at all	A little	Moderately	A lot
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22.	Have you been treated unfairly in any other areas of life? (e.g. experienced kind of treatment/behaviour because of your mental health problem)	☐	☐	☐	☐
	Not applicable ☐				
Give an example: _____					

(Instructions for interviewer to read to participant)					
“In this section I would like to ask about times when you have <u>stopped yourself from doing things</u> that are important to you <u>because of how others might respond to your mental health problem</u>. There are <u>4 questions</u> in this section. Please choose <u>one</u> answer for each question”					
23.	Have you stopped yourself from applying for work?	Not at all	A little	Moderately	A lot
	☐	☐	☐	☐	☐
	Not applicable ☐				
Give an example: _____					

24.	Have you stopped yourself from applying for education or training courses?	Not at all	A little	Moderately	A lot
	☐	☐	☐	☐	☐
	Not applicable ☐				
Give an example: _____					

25.	Have you stopped yourself from having a close personal relationship?	Not at all	A little	Moderately	A lot
	☐	☐	☐	☐	☐
	Not applicable ☐				
Give an example: _____					

		Not at all	A little	Moderately	A lot

26.	Have you concealed or hidden your mental health problem from others?	☐	☐	☐	☐
Not applicable ☐					
Give an example: _____					

(Instructions for interviewer to read to participant) “In this section I would like to ask you about examples of overcoming stigma and discrimination because of mental health problems. There are 2 questions in this section. Please choose one answer for each question”					
27.	Have you made friends with people who don't use mental health services?	Not at all	A little	Moderately	A lot
		☐	☐	☐	☐
Not applicable ☐					
Give an example: _____					

28.	Have you been able to use your personal skills or abilities in coping with stigma and discrimination?	Not at all	A little	Moderately	A lot
		☐	☐	☐	☐
Not applicable ☐					
Give an example: _____					

(Instructions for interviewer to read to participant) “In this section I would like to ask about times when you have been treated more positively because of mental health problems. Being treated “more positively” means any times when you have received special treatment. I would like to know if you have experienced any favorable treatment compared with how you were treated before you developed a mental health problem or compared with how people who don't have a mental health problem are treated. There are 7 questions in this section. Please choose one answer for each question”				
	Not at all	A little	Moderately	A lot

29.	Have you been treated more positively by your family? (Includes family of origin, spouse/partner, children, relatives)	☐	☐	☐	☐
	Not applicable ☐				
Give an example: _____					

30.	Have you been treated more positively in getting welfare benefits or disability pensions?	Not at all	A little	Moderately	A lot
		☐	☐	☐	☐
	Not applicable ☐				
Give an example: _____					

31.	Have you been treated more positively in housing?	Not at all	A little	Moderately	A lot
		☐	☐	☐	☐
	Not applicable ☐				
Give an example: _____					

32.	Have you been treated more positively in your religious activities?	Not at all	A little	Moderately	A lot
		☐	☐	☐	☐
	Not applicable ☐				
Give an example: _____					

33.	Have you been treated more positively in employment (<i>ask about finding work, keeping work and adjustments in the workplace</i>)?	Not at all	A little	Moderately	A lot
		☐	☐	☐	☐
	Not applicable ☐				
Give an example: _____					

34.	Have you been treated more positively in any other areas of life? (e.g. <i>any kind of support that is not available to other people</i>) Not applicable ☐	Not at all	A little	Moderately	A lot
		☐	☐	☐	☐
Give an example: _____ _____					

[[Instruction to Interviewer: please tear off this sheet at the beginning of the interview give it to the participant to assist their ratings]

Rating Guide Sheet

For all questions please choose **one** of these answers

Not at all	A little	Moderately	A lot
☐	☐	☐	☐