

Research in action

**Portfolio of
competencies**

Acknowledgment of the use of Artificial Intelligence

I confirm that I have not presented any AI generated text as my own work. I confirm I have copies of my drafts, notes, and other resources I used before, and after the use of AI tools which I may be asked to provide in evidence.

Competency 1: Proposal Form



Research Proposal

Research proposal (1,000 words overall)

Student Name and University ID number:	Michele Bradley (2308405), Hannah Bennett (2004810) & Louis Cursio (2314129)
Proposed Supervisor's name:	Katie Sullivan

Psychology Research Area (tick all that apply)

☒ Social Psychology	☐ Developmental Psychology
☐ Health Psychology	☒ Individual Differences
☐ Cognitive Psychology	☐ Clinical Psychology
	☐ Counselling Psychology
	☒ Occupational Psychology
Other: indicate briefly (not included in word count)	

Collectively, we discussed the various ways in which we are researching psychology and the different study designs that were applicable. I applied my previous knowledge from both Research Methods 1 and 2, to understand the areas of Psychology that we were researching for this project.

We also came up with a research title after conducting a thorough literature search via a System Literature Search (SLS). This is where we used different databases in which we put in the key words, dates and other factors to find research that is relevant to the topic we are interested in.

☐	☐ Applied (with UWTSD students)	☒ Online Questionnaire Survey
☐ Internal	☐ Focus Groups	☐ Online
☐ External	☐ Interviews	☒ Lab-based study
If <u>Applied</u> , and involving an external organisation, please indicate your plans for gaining appropriate approvals from the organisation: (not included in the word count)		Other study design: indicate briefly (not included in word count)

R:
I found the SLS to be a simple yet effective process. However, this process was a foreign concept to me, having not previously conducting one in this manor. However, having this meet the APA criteria is something I found difficult as there are many specifics that we had to adhere to.

between 10-15 words and must reflect the essence of your proposed research topic and should be more specific than a broad topic area).

and workplace gender discrimination affect candidates' chances of

R:
I found myself taking charge of this section. Unfortunately one of our members was not present at this time, dealing with illness. In light of this I felt I stepped up and took a leadership role in completing this section of the proposal form. This felt natural to me, stepping up and taking on leadership responsibilities in these scenarios seemed to be second nature to me.

Through a Systematic Literature Review (SLR) we created the background for our study and further literature allowed us to find a relevant scale to use i.e the Ambivalent Sexism Inventory (ASI; Glick, 1996). Scale development takes a lot of time and it was time we did not have, therefore we found it easier and quicker to find a relevant scale for this study. McIver and Carmines (1981) suggest that using developed scales allows us to have more accuracy and reliability when studying underlying themes.

this reflects the analogy that disadvantages based on gender. Occupational psychology often informs us that female roles. (Tabassum & Nayak, 2021). Kim (2022) discusses a deep-rooted perception on what is a normal role for perceived.

SLR are unstructured research using key words in known databased to understand the topic better, it allows one to find research gaps and save time by only finding relevant pieces of literature (Bolt and Islam, 2024).

R:
I took a backseat in the development of the research questions. I felt that due to the disruptions that the group experienced, it was vital we were on the same page. Thus, I allowed for other group members to develop the research questions based on my research and background. Taking a backseat on this felt a little difficult to me, although working together as a team was a key part in this module. Therefore, although at times I wanted to take charge, I felt elated seeing how my team working skills were coming along.

Post completion of the background and Systematic Literature Review, we developed four main research questions. A research question (and supported hypothesis) is a necessity to having relevant results and is more likely to help us with a strong study design (Farrigua et al., 2010).

alona, J., & Galvez, G. (2023). Development and validation of the workplace scale. *Journal of Occupational & Organizational Psychology*, 96(3), <https://doi.org/10.1111/joop.12435>

Question(s) or hypotheses(s): (100 words max)

RQ 1. Does an individual's gender affect their likelihood of receiving an internal promotion?
We hypothesise that males are more likely to receive internal promotion than females.

RQ 2. Does the participants gender affect their choice of candidate for promotion?
We hypothesise that female participants are more likely to promote a female to a management role than male participants, and males are more likely to promote a male.

RQ 3. Does a participant's gender affect the likelihood of ambivalent sexism?

We Hypothesise that participants score on the ASI and will be reflective of societal sexism within the workplace for promotion of management roles.

RQ 4. Does a participant's gender affect the likelihood of promotion?

R:

When we are required to do this process again for the Empirical Project and other research activities, splitting this section up formally would allow for us to focus on other parts of the proposal form and complete the project in a more timely manor.

- *Procedure: How will you carry out the study – details from the point of consent to the study debrief.*

Participants: minimum of 30 participants are required and these participants will be students at UWTSD recruited via the Experiment Management System (EMS) in exchange for course credits.

Design: this research will have a quantitative approach with the IV being current roles & responsibility descriptions of HR Administrator & promotional job description of a HR Manager. A DV of presented levels of Ambivalent sexism on hostile sexism (measured using the ASI) and the workplace gender discrimination scale. Analysis will be conducted via an independent samples t-test.

Procedure:

Study can be completed online or in the Psychology Laboratories via Qualtrics. Participant will be presented with an information sheet describing the research study and the right to withdraw at any time. Prior to undertaking the online study participants will be asked to read and complete a consent form. Consent needs to be given to proceed with online study. The study will contain a description of the male and female candidates and current job roles of HR administrator and their responsibilities. A brief synopsis of their age, time at the company and experience within the role will be provided. A job description with roles and responsibilities for a HR Manager will be shown to participants. The participant will then be asked to complete an ASI question with the sub scales of, hostile sexism (Glick and Fiske, 1996), and workplace gender discrimination scale. (Kim et al, 2019) These will be scored on a 5-point Likert Scale (Likert, 1932).

Ambivalent Sexism Scale

Hostile Sexism

1. Women exaggerate problems they have at work.
2. Women are too easily offended.
3. Most women interpret innocent remarks as being sexist.
4. When women lose to men in a fair competition, they typically complain about being discriminated against.
5. Many women are seeking special favours, such as hiring policies that favour them over men, under the guise of

As a team we created the methodology collectively, and as we have all had previous experience in creating these proposal forms, we had a good idea of what we needed to include.

However, one inaccuracy is that we state that the study could be conducted in the Labs or online, when in actual fact we only made the study for online completion. For future projects we need to ensure we are paying close attention to the details of the study to be as accurate as possible. Vaughan (2006) suggests that to create excellence and maintain the highest standards, careful attention to detail is paramount. As we aim to provide the best study we can, getting these details correct is vital.

asking for "equality".

6. Feminists are making entirely reasonable demands of men.*

7. Feminists not seeking for women to have more power than men.*

8. Women seek power by getting control over men.

9. There are very few women who get a kick out of teasing men by seeming sexually available and then refusing male advances.

10. Once a woman gets a man to commit to her, she usually tries to put him on a tight leash.

11. Most women fail to appreciate all that men do for them.

Gender Workplace Discrimination Scale

Assuming the same level of capability/experience among men and women

1. Men are recruited more easily than women

2. Men are promoted more frequently than women

3. Men are given more pay and benefits than women

4. Men and women are allocated different job

5. Men are given more opportunities for job d

6. Women are laid off more than men

As I personally took charge and completed the research for the background of the study; through the SLR I gained an understanding of the ASI and therefore, it allowed me to identify the relevant subscales that were relevant to our study. We did not want to use the full ASI as some of the subcategories were not relevant to the study, therefore, we had to decide on the categories we wanted to use to best suit our study.

Following completion of the study participants will be given an opportunity to ask questions and a debrief sheet that gives the names of researchers to contact for any further information.

Key Ethical considerations (150 words)



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

The main risk for participants is the risk of distress. There may have been sexual discrimination or accusations of such which have led to someone being overlooked for promotion in the workplace. In line with BPS guidelines, it is necessary to be sensitive to participant's psychological health avoiding any potential harm. (British Psychological Society, 2018). The researcher will provide a consent form identifying that participants may withdraw at any time. Following the study, a debrief form will be given where participants can identify suitably qualified persons who can answer any questions that they may have on the project, alleviating any further distress.

I completed this section of the proposal form as I felt I was best suited to outline specific ethical considerations within the study. I ensured that I read the Ethical Guidance for completing a Psychological study, this allowed one to understand the various considerations that needed to be adjusted for, prior to the study. Ethical considerations are the predominant consideration we must uphold to protect participants and ensure the validity of the results (University of Pennsylvania, 2024). I will discuss the ethics further, in competency 2.

R:
When considering this section in future, I would focus in on one main consideration and develop it further, after advice from Katie Sullivan who pointed out the key word count restraint on this section. This would allow us to develop this section more.

To reflect on the proposal form further, I believe that clear task allocation would have aided us better and would have allowed us to manage our time better as a team. I found the Systematic Literature Review to be educational and relevant to other studies going forward and feel confident in completing one again. Additionally, I feel my skills as a team member have improved significantly and my ability to write a proposal form has also increased. I feel as if going forward I would know how to write a better proposal form and would have less things to change when receiving feedback.

As this was the first aspect of the research activity we completed as a group it was paramount that we ran a cohesive team in this process. It was fairly demoralising at times as during this process, we had a number of improvements to make, however, it was very rewarding to see everything get accepted after the adjustments were made. This form was particularly hard to complete as the information had to be condensed to comply with the small word count. University of New South Wales, (2022) suggest that condensing information is a key skill to obtain as it allows you to demonstrate your understanding of key elements of larger pieces of information.

Competency 2: Ethics form

APPLICATION FOR ETHICAL APPROVAL

RESEARCH STUDENTS

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

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

This document is also available in Welsh.

RESEARCH STAFF ONLY

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

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

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

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

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

Examples of research activity include: routine audits, performance reviews, quality assurance studies, testing of products, and literary or artistic criticism.

Please read the form carefully before completing ALL sections of the form.

Research activity must be approved prior to undertaking any research activity. Please see the different categories of application.

SECTION A: About You (Principal Researcher)

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

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

SECTION B: Approval for Research Activity

1	Has the research activity received approval in principle? (please check the Guidance Notes as to the appropriate approval category)	☐
2	If <u>Yes</u> , approve Approved obtained prior to	2025

All of the study has been approved and will be conducted in a professional and ethical manor. This will be assured by myself and the other two researchers always adhering to the BPS ethical guidelines which state a study must be conducted with, respect, integrity, competence and responsibility (BPS, 2021). Prior to us taking on this form. We had to read each of these Codes in order to gain a full understanding of the processes we needed to consider for this study.

SECTION C:

	Please list the core ethical guidance documents that have been referred to during the completion of this form (including any discipline-specific codes of research ethics, location-specific codes of research ethics, and also any specific ethical guidance relating to the proposed methodology). Please tick to confirm that your research proposal adheres to these codes and guidelines. You may add rows to this table if needed.	
1	UWTSD Research Ethics & Integrity Code of Practice	☒
2	UWTSD Research Data Management Policy	☒
3	<i>UWTSD Student Code of Conduct</i>	☒
4	<i>BPS Code of Human Research Ethics (2021)</i>	☒
5	<i>BPS Code of Ethics and Conduct (2021)</i>	☒
6	<i>BPS Ethics Guidelines for Internet-Mediated Research (2021)</i>	☒

SECTION D: External Collaborative Research Activity

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

Within the creation of the Ethical approval form, I was given the task of researching the various different ideas as a group, within the topic area of Gender Bias. When conducting the SLS, I found that sexism in the workplace was a topic of contention and subsequently found that not only is it still around today but research into it is still in its infancy. We discussed this possible research idea as a team and agreed that the project will explore Gender Bias within an occupational setting.

Within the occupational psychology research field, there is a general perception that workplace sexism still exists today. Warren et al. (2023) found that although sexism has been researched in its infancy. Additionally, Cassidy et al. (2022) discussed the issue within the quest for a safe workplace. There is a need for further research into this field of occupational management, with employees not wanting to experience sexism. This is also a shared perception with our target population.

References

Cassidy, A., Hunt, B., McFarlane, A., & B. (2022). *Sexism in the workplace: A review of the literature*. (John Wiley & Sons, Inc., 58(4), 1-10).

Warren, C., Wax, A., Brush, O. T., Magal, J. (2023). Benevolent Sexism in the Workplace. *Journal of Management*, 96(3), 473–502. <https://doi-org.ezproxy.uwisc.ac.uk/10.1111/jomp.12435>

Once the topic of sexism in the workplace was agreed upon by the group, we collectively decided to conduct further Systematic Literature Reviews (SLR) and figure out our research question and the aims of the research. I found that although we did all of this collectively, I felt personally driven to work on this topic and take lead on figuring out the aims.

This is the same process as I introduced above in Competency 1.

Research Question

Does a participant's levels of ambivalent sexism influence hiring decisions and the way they treat male and female candidates? Does an individual's gender affect the way they treat male and female candidates?

Reflection (R):

I found that not having a designated leader of the team to be challenging and at times detrimental to the project. Additionally, I felt that taking a lead on certain parts to come naturally to me and would look to take more of a leadership role in future tasks.

Aims of Research Activity

The aim of this research is to use the ambivalent sexism scale to explore whether ambivalent sexism affect the likelihood of hiring a male or female that have similar qualifications. Also, to explore whether the participants gender plays a role in how the job candidate is treated in the workplace.

All participants will use Experiment Management System (EMS) to be recruited anonymously into the study ensuring the BPS guidelines (2023) are adhered to. I have used the EMS before as a participant, but it was interesting to see this from the researcher's point of view. I will be discussing the EMS in more detail in competency 3.

R:

It is vital that the team had both clarity and direction, especially when void of a designated leader. CIPD (2023) suggest that it is vital that leaders can grow and be effective for a team to achieve a common goal. Due to the team not having a set leader, each of us took on some leadership roles in various areas. I found myself taking leadership when developing the aims, objectives and the purpose of the task at hand.

ethical approval for those methods will be needed. You do not need to describe how you intend to collect the data necessary for the project.

graduate psychology students from the University of Wales Trinity Saint David via the Experiment Management System (EMS) in exchange for course credit. The study will be completed online via Qualtrics.

Participants will be provided with an information sheet, that will provide a clear explanation of the topic area being explored, what the participant will be expected to do during the study, and why this topic is being researched. Participants will then be asked to complete a consent form prior to that

	start of the study, which study at any point without will be made aware that study; however, as their the study, they can no longer researchers and supervisors to be asked prior to the start the study. The study will consist of a participant being asked to complete Ambivalent Sexism Inventory (ASI;1996, Glick and Fiske, 1996) point Likert Scale (Likert, 1932), with 1 representing "strongly agree". Three subscales within the ASI will be used as they research questions; the subscales selected are Hostile sexism, Complementary Gender Differentiation. An example of a question would be "women exaggerate problems at work". An example of a sexism subscale would be "men should sacrifice to provide for the complementary gender differentiation subscale would be "few men possess". The participant will then be shown one job description for a candidate this will include the job title, roles and responsibilities within requirements. Following this, participants will be presented along with a brief CV explaining the candidate's demographic qualifications and prior experience. Then, the participant will be asked to rate how likely they are to hire this candidate, and based upon how likely they are to hire this candidate, and based on a set of qualities (e.g., how competent, ambitious candidate is). Next, participants will be presented with an information candidate – the employment history, qualification and prior information provided for the male candidate; the key differences. Participants will then be asked the same set of questions re candidate and the rating of the candidate's qualities. Finally, participants will then be provided with a debrief form, which will explain the aims of the study, and remind participants that their data is anonymous and cannot be traced back to them; therefore, they are no longer able to withdraw their data. Again, the researchers and supervisors email addresses are provided to ensure participants have the opportunity to ask any questions. (this box should expand as you type)
	Location of research activity Identify all locations where research activity will take place.
8	University of Wales trinity saint Davids and online via Qualtrics (this box should expand as you type)

Although I did not take lead on the creation of the proposed methods section of the ethics form. I did oversee and conduct the various changes that were needed to ensure the form was created to a high standard. Additionally, I specifically ensured that the inclusion of the Ambivalent Sexism Inventory (ASI) was at the forefront as it was an integral part of the literature review and the data collection side of the study.

R:
I found that taking a back seat and not taking lead on certain aspects to be a challenge in itself, especially with no identified leader among the group. I felt uneasy about taking a backseat, part of me felt as if I was the best person to do this element. However, teaching myself how to be part of a team was a key part and although I found it frustrating at times, I took great pride in developing my team working skills.

To gain ethical approval for a study, it is vital that the ethics committee would know exactly what we were conducting. Therefore, we created a small piece of text that allows the reader to visualise the way the study would run as if they were to take part themselves. Bobek and Tversky (2016) suggests that visualisation allows for a deeper understanding of the process and materials. With this in mind, we found that it was paramount that we provide the best description we can of the study to help aid the reader in understanding our proposed study.

that local ethical
ht. Specify any local
cities) that exist and
(provide details of any
c ethical issues raised

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

10	Use of documentation not in the public domain: Are any documents NOT publicly available?	NO	☒
		YES	☐
11	If <u>Yes</u> , please provide details here of how you will gain access to specific documentation that is not in the public domain and that this is in accordance with the current data protection law of the country in question and that of England and Wales. <i>(this box should expand as you type)</i>		

	Does your research relate to one or more of the seven aims of the Well-being of Future Generations (Wales) Act 2015?	YES	NO
12	A prosperous Wales	☐	☒
13	A resilient Wales	☐	☒
14	A healthier Wales	☐	☐
15	A more equal Wales	☐	☐
16	A Wales of cohesive communities	☐	☐
17	A Wales of vibrant culture	☐	☒
18	A globally responsible Wales	☐	☐
19	If YES to any of the above		
	This study is exploring sexism in the work environment with hiring and promotion. <i>(this box should expand as you type)</i>		

With the topic we were researching. It was clear that there would be no deception needed to research the topic in this was. With this in mind, completing the scope was made seamless with the only thing ticked yes being the use of a questionnaire.

SECTION F: Scope of Research Activity

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

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

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

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

SECTION G: Intended Participants

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

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

As previously stated, participants were from the UWTSD Psychology programmes and were all undergraduate students. The number of participants was based upon the minimum number required to run a structured statistical analysis on the data we received. We applied our knowledge from previous modules, specifically research methods and Cooligan.

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

Participants personal information (e.g., any identifiable information) would not be recorded in any way therefore ethical guidelines were adhered to. Participants were identified only by their unique ID code generated via the EMS.

		A minimum of 40 participants is required to allow for the two groups data to be analysed. <i>(this box should expand as you type)</i>
11	Who will the participants be?	Psychology students within UWTSD. <i>(this box should expand as you type)</i>
12	How will you identify the participants?	Participants will be recruited via the departments Experiment Management System (EMS), in exchange for course credits. Participation is voluntary and participants will sign up to a timeslot which is convenient for them. As data is collected anonymously, no identifiable information will be obtained; however, participants will only be identified via the unique ID code generated by the EMS. <i>(this box should expand as you type)</i>

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

As stated here, no written consent will be obtained as the study would be completed only online; however, if the study was created to also be in person, the people who conduct the study inside the university would be required to provide written consent to the study. This consent process will be further discussed in competency 4.

	Information for participants:	YES	NO	N/A
24	Will participants be paid?	☐	☒	☐

Although the participant is not going to receive anything of any monetary value, they will receive incentive to complete the study in the form of EMS credits needed for part of their Research Methods module.

I felt as though I took a strong lead on identifying the risks to the participant and researcher and subsequently uncovered three main points of contention. George (2020) suggests that risk management is usually unsuitable and that those in charge think they can mitigate a risk without preparing for it. However this can be avoided with planning and collaboration, as she suggests that all stakeholders of the project need to be consulted in identifying the potential risks of the project. With this in mind, I worked closely with the other two group members on this project and we collaborated to be best prepared for any potential outcomes, not matter how unlikely. Although we will never identify every conceivable risk, we came up with a number of risks which may be perceived as most common.

This section of the form is highly important when considering the application of ethics, so paying close attention to ethical guidance, specifically the BPS code of ethics and conduction (2021), was paramount to the study being run accordingly.

PG2 / E1 FORM

☒	☐
☒	☐
☒	☐

SECTION H: Anticipated Risks

	Outline any anticipated risks that may be faced by participants, researchers and/or the University If you have completed a full risk assessment (as a principal investigator or research collaborator) you may append this to the form.
1	Full risk assessment completed and approved
2	Risks to participants For example: sector-specific health and safety, physical or psychological harm, transfer of personal data, social stigma, etc.
	Risk to participants: 1. The topic area discussed via the questionnaire explores gender bias which may cause some personal discomfort or feelings to participants when completing the questionnaire. 2. As participants will be asked to share their personal views on gender bias, there is a potential for participant discomfort or any concerns regarding how their data may be traced back to them. 3. Participants will be required to complete the research via Qualtrics. A potential risk with using Qualtrics to collect data is that there will be no researcher present during their participation if any issues arise. Participants have the right to stop the study at any point and withdraw their data without penalty. In addition, participants are provided with researchers and supervisors contact details to allow the opportunity to discuss the study, and participants will be signposted to student support services if any distress is experienced as a result of the study. 2. Data collected from participants will be automatically anonymous as the study is conducted online and no identifiable information will be asked; therefore,

Gender bias was a main focus of this study. We knew that, this particular element may make some feel uneasy. Therefore, it is referred to throughout the description of the study and the information and the participant is made abundently clear that they can leave the study at any time and they can ask for their data to not be included.

R:
Due to my aspirations of working in a Human Resources role, in future, I would like to take on more responsibility in identifying additional risks and to mitigate them as this is vital to the study.
Being a participant of previous studies, I had a prior understanding to the risks presented to the participant, however, post completion of this form, I understand the risk management for participants is paramount to the study and the safety of the participant. Although I have experience of being a participant, I did not have a true understanding of the potential risk that needs to be considered until I thought about it as a researcher.

It is also vital that the safety of us as researchers is also considered, therefore, we also discussed the various risks to us as researchers. Lindsay and Krysik (2011) conducted a study on 420, it was found that 43.3% of students asked had received some sort of online harassment. Subsequently, we found the need to safeguard ourselves as well as the participants involves by ensuring that we conduct our study in accordance with the BPS ethical guidelines for internet-mediated research (2021) and only allowing participants to have our university email, mitigating the risk as much as possible.

there will be no identifying features that could link any data to any individuals. Participants will be informed of this prior to taking part in the study. The researcher will give reassurance to the participant that the data collected will remain anonymous and will only be used for the purpose of the research. Participants will also be made aware that only members of the research team will have access to their anonymous data and strict data protection guidelines will be followed throughout the process.

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

3	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 is potentially or illegal is discovered during a project, it may need to be disclosed to the proper authorities.	
	N/A <i>(this box should expand as you type)</i>	
4	Risks to the investigator For example: personal health & safety, physical harm, emotional distress, risk of accusation of harm/impropriety, conflict of interest	
	Risk to the investigator: - Researcher emails will be provided to participants. Therefore, a potential risk could be the researcher receiving negative or unwelcomed emails from a participant. - The student researchers may find themselves being asked for information outside of their scope of knowledge as an undergraduate student.	Mitigation of Risks to the Investigator: - Only university student email address will be provided, and not personal ones. If the researcher does receive any unwelcomed emails from a participant, this will be reported to the research supervisor (module lead) immediately. - Any queries sent to the researchers that they are unable to deal with will

	3. There is also a potential for the student researcher to be accused of harm if the participant feels they are not happy about something that was contained within the questionnaire.	be passed on to the research supervisor (module lead). 3. It will be ensured that the student researcher follows all UWTSD and BPS researcher codes of conduct and research guidelines, and the study will not take place until all elements have been approved by the supervisor (module lead) and the ethics committee.
5	University/institutional risks For example: adverse publicity, financial loss, data protection	
	Risk to the University: 1. The reputation and integrity of UWTSD and the discipline of Psychology could be endangered if researchers do not adhere to codes of ethics and research protocols. 2. Data could be exposed, leaked, or used for other purposes.	Mitigation of Risk to the University: 1. The University Ethics and Integrity Code of Practice and the BPS Code of Ethics and Conduct will be followed at every stage of the proposed study to minimise any potential risks to the Institution that may arise. Professionalism will always be exhibited by all researchers. 2. The data collected will be stored in accordance with UWTSD Research Data Management (RDM) rules and only used for the intended purpose, in compliance with ethical guidelines set out by UWTSD Research Ethics & Integrity Code of Practice policy and British Psychological Society (BPS) code of ethics. To minimise any risk to UWTSD and the psychology department, all collected data will be stored securely through the Qualtrics platform.
6	Environmental risks For example: accidental spillage of pollutants, damage to local ecosystems	
	Risk to the environment: No risks are identified to the environment.	How you will mitigate the risk to environment:
Disclosure and Barring Service		

Not only were there risks to the researcher and participant but there were also risks to the university itself. To mitigate these, we ensured that we adhered to the ethics and conduct regulations put in place by UWTSD.

Additionally, the data will be collected and stored in accordance with the UWTSD RDM and the data will only be used for the intended purpose.

SECTION J: Data Protection and Storage

	Does the research activity involve personal data (as defined by the General Data Protection Regulation 2016 "GDPR" and the Data Protection Act 2018 "DPA")?	YES	NO
1	"Personal data" means any information relating to an identified or identifiable natural person ('data subject'). An identifiable natural person is one who can be identified, directly or indirectly, in particular by reference to an identifier such as a name, an identification number, location data, an online identifier or to one or more factors specific to the physical, physiological, genetic, mental, economic, cultural or social identity of that natural person. Any video or audio recordings of participants <u>is considered to be personal data</u>.	☒	☐
	If YES, provide a description of the data and explain why this data needs to be collected:		
2	Demographic questions will be asked to participants to be collected due to the nature of the experiment hiring certain applicants. (this box should expand as you type)		
	Does it involve special category data (as defined by the GDPR)?		
3	"Special category data" means sensitive personal data to the data subjects' – (a) racial or ethnic origin, (b) political opinions, (c) religious beliefs or other beliefs of a similar nature, (d) membership of a trade union (within the meaning of the Trade Relations (Consolidation) Act 1992), (e) physical or mental health or condition, (f) sexual life, (g) genetics, (h) biometric data (as used for ID purposes),		
	If YES, provide a description of the special category data collected:		
4	(this box should expand as you type)		
	Will data from the research activity (collected data and materials for publication) be stored in any of the following?		
5	Manual files (i.e. in paper form)?		
6	University computers?		
7	Private company computers?	☐	☒
8	Home or other personal computers?	☐	☒
9	Laptop computers/ CDs/ Portable disk-drives/ memory sticks?	☒	☐
10	"Cloud" storage or websites?	☒	☐
11	Other – specify:	☐	☒

University of Wales Trinity Saint David's RDM was used throughout the study. Zaeem and Barber (2020) suggest that the main short coming of GDPR is that some fail to properly comply, speaking to how transparent one is with what they do with the data. Subsequently, following the University's RDM rules is paramount to the study.

R:
I found the research into the GDPR rules to be very interesting, subsequently, learning of the importance of following them and the importance of taking them seriously to mitigate risks.

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

Data Protection			
	Will the research activity involve any of the following activities:	YES	NO
13	Electronic transfer of data in any form?	☒	☐
14	Sharing of data with others at the University outside of the immediate research team?	☐	☒
15	Sharing of data with other organisations?		
16	Export of data outside the UK or importing		
17	Use of personal addresses, postcodes, fa		
18	Publication of data that might allow identif		
19	Use of data management system?		
20	Data archiving?		
21	If YES to any question, please provide full details, explaining in accordance with the GDPR and Data Protection Act (2018) where appropriate):		
	The data will be collected using Qualtrics and data will be transferred to a secure device in preparation for data analysis using SPSS. The researcher's OneDrive account which is password protected and follows UWTSD data storage guidelines. <i>(this box should expand as you type)</i>		
22	List all who will have access to the data generated by the research activity:		
	Dr Katie Sullivan Louis Cursio Hannah Bennett Michele Bradley <i>(this box should expand as you type)</i>		
23	List who will have control of, and act as custodian(s) for, data generated by the research activity:		
	Louis Cursio Hannah Bennett Michele Bradley <i>(this box should expand as you type)</i>		
24	Give details of data storage arrangements, including security measures in place to protect the data, where data will be stored, how long for, and in what form. Will data be archived – if so how and if not <u>why not</u> .		

Data was collected on Qualtrics and then uploaded to SPSS with only the three researchers having access to the raw data.

R:
Although we had use of Qualtrics and SPSS in previous modules, I found the application of applying our data to these programs to be satisfying and felt a sense of accomplishment when viewing the data. I felt as though we were well prepared to do this through our Research Methods module.

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

Data will be stored on Qualtrics and SPSS. No data that could identify the participant will be saved. we made sure that this is in line with the BPS and University code of conduct's.

SECTION K: Declaration

The information which I have provided is correct and complete to the best of my knowledge. I have attempted to identify any risks and issues related to the research activity and acknowledge my obligations and the rights of the participants. In submitting this <u>application</u> I hereby confirm that I undertake to ensure that the <u>above named</u> research activity will meet the University's Research Ethics and Integrity Code of Practice which is published on the website: https://www.uwtsd.ac.uk/research/research-ethics/		
☐	Hannah Bennett Louis Cursio Michelle Bradley	Date: 10.03.25
☐	Katie Sullivan	Date: 11/03/20925

All relevant stakeholders in this study had digitally signed and dated this form for a copy to be stored.

For STAFF Submissions:

☐	Academic Director/	Date:
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To reflect on the Ethics form as a whole, I would say it was a positive and educational experience; setting us up for the completion of the ethics form for our Empirical Project next year. There are, however, things I would do differently next time I work on a group project such as this. The main thing I would do differently is start with identifying a clear leader for the group - this would allow us to have better structure and time constraints for work. Although I took somewhat of a Lazzier-faire approach to this, I feel more of an affiliation to that of a democratic leader. Democratic leaders make the final decisions but treat the opinions of others in the group as vital in the decision making process and is seen as best suited to a team working environment, fostering team and personal development (Bhatti et al., 2012). This leadership style is one I default to in scenarios where I will be on a short term project and via more towards a transformational leadership style when I am on a project for an extended period of time. As we were only on this project for 10 weeks, one would assume that I took on a leadership role within the capacity that of a democratic leader, however, with no notion of identifying a leader within the group I chose to take on a Laisser-faire leader, taking a step back and relying on the organisation situation, allowing each of us to help mutually for the common goal of this project (Bhatti et al., 2012). I believe we would have benefitted better to having an identified leader within the group.

I found the idea of completing an ethics form to be quite daunting after seeing the size of the form and then for it to be sent off to be criticised by an ethics panel. However, I felt absolute satisfaction and elation when we received the feedback from the ethics committee and found that it was good to go with only minimal changes required. I feel like I have a greater understand of ethics; Ethics is more than just filling out the form, it is process of ensuring that you, the participant and the institudtion are best prepared for any potential issues that may arise.

Competency 3: Experimental Task Creation

As part of the study, we had to create CV's to create a generated person with plausible qualifications and experience.



PROFILE

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

CONTACT

PHONE NUMBER:
07541674772

Email Address: DEMorris23@yahoo.com

HOBBIES

We had to ensure that the format of the CV was both aesthetically pleasing and able to fit onto one page for the qualtrics. Lipovsky (2014) imply that CV's are a combination of text and images which play an integral role in the readability of a CV. Aesthetics of a CV, such as the layout and design, will play a vital role in one being short listed for a role. This implies that the readability of this CV it paramount and has to be consistent with the other CV.

R:

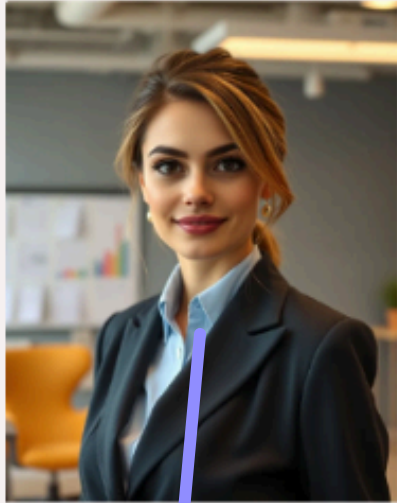
I found that completing this was fairly simple. I did however, take a back seat on this with another member of the group taking president on this. I felt like this was the best for this assignment, as I designed the job description, so having someone else make a CV based on the job description I made, validated the understanding between the group of what was needed. I felt a little uncomfortable in taking a back seat, however, once seeing the CV's made, it put my mind at ease and reinstated my trust within the group.

R:

I found that I took a larger role in designing the layout of these CV's and after taking a backseat on writing these, I found this to be very beneficial as I had to review the CV and take some things out to make it fit on one page. When recreating the study the process would be the same, however, I feel a good avenue to research would be the same principle with one poor CV and one aesthetically pleasing CV.

I felt a sense of accomplishment when these were created as due to it being created based on my job description. I feel more confident in creating these things and feel like I am more confident in designing my own CV and feel like due to my aspirations of working in HR, the skill of creating job descriptions will be beneficial going forward.

I will talk more about the Job description later in this competency.



PROFILE

My name is Charlotte, and I have a

CHARLOTTE BROWN

HR Admin. Assistant

EDUCATION

Sheringham High School
2005-2010

GCSE English Language A
GCSE Maths B
GCSE Triple Science B
GCSE Religious Education A
GCSE Computer Studies B
GCSE History B
GCSE Geography C

Swansea University
2013-2016

BSE Psychology 2:1

Paston College
2010-2012

A Level English A
A Level Business Studies A
A Level History B

WORK EXPERIENCE

September 2019 - to date

Currently working under the HR Manager and deputising for him in his absence. Responsibilities include overseeing junior HR Administrators, dealing with recruitment, disciplinary investigations, collation of departmental appraisals and sickness and absence within the organisation. For the past 6 months I have been involved in a project in conjunction with the CEO of the organisation.

R:

I find the use of AI tools to be very beneficial to my work in particular scenarios. This, however, is the first time I have had to create images using AI. Due to this, I found this prospect to be a little daunting, however, post module, I now feel confident to use AI tools for various things.

SKILLS

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

We had to ensure that the images generated, were of similar attractiveness - to do this, I put the same prompt into a scenario which is an Artificial Intelligence (AI). The prompt read: "Can you generate me a woman/man with average attractiveness in professional attire". Mulford et al., (1996) suggest that their results implied that more attractive people get better interaction and cooperation. Subsequently implying that people of higher attractiveness are more likely to be favoured for a role than others. Therefore, it was vital that both the male and female candidate were of the same level of attractiveness.

way up to
ded responding
assisting with

Cape, South
g Wildlife Parks

I created this Job Descriptions for a Human Resources Manager and used Co-Pilot to aid in the creation of this. Additionally, I looked at various other HR job descriptions to ensure that the work I produced was accurate and plausible for a real one.

R:
I have never created a Job Description prior to this module, therefore, the prospect of this felt a little overwhelming and I felt unsure at every turn. However, with the use of Co-Pilot and other Job descriptions I felt relieved to know that what I was creating seemed to be consistent with everything else that is out there.

job description

job description

Job Title: Human Resources
Manager Location: Llansamlet, Swansea, Wales, United Kingdom, SA7 9RC
Department: Human Resources
Reports to: Direct Manager (People Director)

Position Overview:
We are in search for an individual who exhibits innovative and inclusive behaviours whilst having the relevant experience in Human Resources to join our team or progress into this role. The candidate will play a key role in shaping and devising HR strategies, ensuring the operation of HR processes is kept to a high standard, and ensuring a positive and productive work environment is well maintained. Knowledge of payroll systems and performance management tools is a requirement. The HR Manager will strive to lead recruitment efforts, manage employee relations, oversee performance, and implement initiatives aimed at improving employee satisfaction and development.

- Key Responsibilities:**
- Recruitment & Onboarding
 - Employee Relations
 - Performance Management
 - Compensation & Benefits
 - Compliance & Legal
 - Training & Development
 - HR Strategy & Reporting

- Qualifications:**
- Bachelor's degree in a related field of study (HR certification is a plus).
 - 3+ years of experience in Human Resources
 - Strong understanding of HR best practices, labor laws, and compliance regulations.
 - Proven ability to develop and execute HR strategies
 - Exceptional interpersonal and communication skills, with the ability to build strong relationships at all levels of the organisation.
 - Strong problem-solving and conflict-resolution skills.

- Preferred Skills:**
- Master's degree in human resources or related field.
 - Experience in talent management and organisational development.

I created the “qualifications” and “preferred skills” sections of the job description which meant that what I put on here had to be relayed onto the CV’s showing that the candidates were suitable for this role. Therefore, I had to work cohesively with other members of the team to ensure that consistency was kept throughout both tasks.

When creating the Qualtrics study, I had to ensure that the skip logics were all up to standard and people would only see what they needed to and what they were supposed to. Therefore, getting these correct was paramount to the study being uploaded. Skip logics are required so that people who do not give proper consent do not see any further information within the study.

I have only ever used Qualtrics once before, therefore, getting the skip logics correct was a necessity to ensure the consent process is followed.

R:
I found the idea of doing the skip logics to be manageable. Although I had never done these before, I took great comfort in having support from the team and Katie to get this done accurately. However, I felt a great sense of accomplishment when I figured out how to do this, but it was reinforced by finding out that there was a far easier way to achieve the same goal. In future projects, I know two ways to achieve the skip logic process and feel confident in doing so.

Survey Workflows Distributions Data & Analysis Results Reports

Tools Saved at 3:26 AM Published

Edit question

Question type

Text / Graphic

Content type

Text

Response requirements

Add validation

Question behavior

Display logic

Skip logic

JavaScript

consent

Skip to

Thank you for your interest in this s... if I am aged 18 years and over Is Not Selected

Skip to

Thank you for your interest in this s... if I understand I can withdraw... Is Not Selected

Skip to

Thank you for your interest in this s... if I understand my data will b... Is Not Selected

Skip to

Thank you for your interest in this s... if I understand all the above ... Is Not Selected

Skip to

Thank you for your interest in this s... if I consent to taking part in... Is Not Selected

Please select each of the options below to confirm yout consent to take part in this study:

If Please select each of the options below to confirm yout consent to take part in this study: I understand I can withdraw at any time without penalty. Is Not Selected

And Please select each of the options below to confirm yout consent to take part in this study: I am aged 18 years and over Is Not Selected

And Please select each of the options below to confirm yout consent to take part in this study: I understand my data will be held confidentially with a code assigned in place of my name. Is Not Selected

And Please select each of the options below to confirm yout consent to take part in this study: I understand all the above information on this consent form. Is Not Selected

And Please select each of the options below to confirm yout consent to take part in this study: I consent to taking part in this study. Is Not Selected

Skip to

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

Skip destination

Go to skip origin

Skip destination

Go to skip origin

Skip destination

Go to skip origin

Skip destination

Go to skip origin

Skip destination

Go to skip origin

It was vitally important to get this right as if consent was not given or the right requirements were not met, the participant could not continue, therefore ethically should be removed from the study.

We viewed many different content types to ensure that the questions within the study were readable and the study was easy for the participant to do. Therefore, we tried different layouts but settled on asking the questions individually rather than in a matrix table, as it felt the most natural for a Likert scale. In addition, we chose to display the questions vertically across the screen as it was the most user-friendly way to display the questions on a laptop/computer and a mobile device.

R:
I took a backseat for this section of Qualtrics, which I found to be a little relieving. I felt as though it played to the strengths of others within the group better than mine, therefore I was happy to assist and provide input when needed. Though, I felt a massive sense of accomplishment when this was completed.

Question type

Text / Graphic

Content type

Text

Response requirements

Add validation

Question behavior

Display logic

Skip logic

JavaScript

intro

Thank you for providing that information. You will now be required to fill out a set of questions, based on the Ambivalent Sexism Inventory, rating your answers from strongly agree to strongly disagree.

+ Add page break

hostile1

Women exaggerate problems at work

Strongly agree

Somewhat agree

Neither agree nor disagree

Somewhat disagree

Strongly disagree

hostile2

Women are too easily offended

Strongly agree

Somewhat agree

neither agree nor disagree

somewhat disagree

strongly disagree

hostile3

Most women interpret innocent remarks as sexist

Strongly agree

Click to write Choice 2

Click to write Choice 3

Click to write Choice 4

Click to write Choice 5

hostile4

Competency 4: Data Collection

We had to complete the Experiment Management System (EMS) as a researcher to display our study to participants. This was the first time anyone in the group had completed this. However, It was completed efficently and effectively.

Louis Cursio (Researcher)

Study Menu

Study Information

Study Name	SWAN_CREDIT_LHM
Abstract	Exploring the link between gender bias and hiring decisions within and organisational setting.
Description	Participants will be given a questionnaire on the Ambivalent Sexism Inventory. After, you will be provided with a Job Descriptions and two CV's of potential candidates for the role. You will be asked to judge each candidate on a set of qualities and the likelihood of you hiring them for the position.

Restrictions

Prescreen Restrictions

No Restrictions

View/Modify Restrictions

Set Prescreen Response Distribution

Study Information

Duration	100 hours (approximately 300 signups)
Sign-Up	1 hours before the study is to occur
Link	https://uwtssd-uk.sona-systems.com/default.aspx?p_ This is a direct URL for participants to access the study. You may use this in an email or study advertisement.
Date Created	6 May 2025

Researcher Information

Researchers	Hannah Bennett
	Michele Bradley
	Louis Cursio
Principal Investigator	Katie Sullivan

The university of Sussex (2024) suggest that feedback is paramount as it allows us to consider and work on the weaknesses of the study. It also allows us to understand our behaviours from an outside perspective increasing self awareness and our ability to evaluate and develop. As this was one of the first studies we had conducted, any feedback was appreciated and taken on board to allow us to further develop. Therefore, it was vitally important to ensure that the participant knows who is involved in the study and who is overseeing the project, so if they need to they can contact the relevant person.

I had to design the breif description of this task, with keeping as much detail as possible.

I had to ensure that participants had time to cancel their study, so we allowed them to cancel up to one hour before they were meant to attend.



My Studies

All Studies

Add New Study

Prescreen Results

My Profile

Logout

Louis Cursio (Researcher)

System Message: Timeslot added : 22 May 2025 09:00

Study Menu

+ Add A Timeslot

Print

All Timeslots

Recent Timeslots

Upcoming Timeslots

Older Timeslots

Timeslots : SWAN_CREDIT_LHM

Timeslots for this study are listed below, with any sign-ups listed below the timeslot.

Search for available timeslots on :

Tuesday, 6 May 2025

GO

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

We allowed for up to 100 sign ups to this study, with a deadline of the 22nd of may.

R:

I have never used the EMS to create a study, subsequently, it was a daunting task to complete, however, with support from Katie, I found this task to be simple. I felt very pleased with the outcome of this task and feel very confident with doing this again.

Study Information

This information sheet contains important information regarding the study you have signed up to take part in, so please read this information sheet before continuing to the consent form.

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

1. Complete a short questionnaire regarding your demographic factors: gender and age.
2. Complete an 18-item questionnaire based on the Ambivalent Sexism Scale (ASI; 1996, Glick and Fiske, 1996).
 - a. Each question will require you to rate your agreement to the statement provided on a 5-point scale of Strongly Agree to Strongly Disagree.
3. Be provided with a job description for a HR Manager followed by an image of a potential applicant along with their CV.
4. Complete a set of questions regarding how likely you are to hire this application.
 - a. You will be asked to rate your agreement to each statement on a scale of Strongly Disagree to Strongly Agree.
5. Be provided with a job description for a HR Manager followed by an image of a potential applicant along with their CV.
6. Complete a set of questions regarding how likely you are to hire this application.

We created an information sheet, in here we outline all the relevant details of the study to ensure that all participants know what is happening so they can make an informed decision to whether they want to continue to take part in the study. The University of Cambridge (2023) suggest that information sheets provide information of the motivation of the study, ensuring that the participant is fully aware of what the study entails. They should be clear and readable for the participant and should outline the key points so the participant is aware of what is expected of them and how the data will be used.

R:

We had created many practice information sheets previously; therefore I felt quite relaxed when the prospect of completing this form came around. I feel more confident than ever in completing this and felt validated when we submitted the information sheet and had little amendments to make.

Study Debrief Sheet (Online study)

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

Thank you for participating in this study.

Debriefing a participant is paramount to the study running correctly and to the overall experience of the participant. I have completed debrief forms prior to this, however, with this being the first one I have created on a study that I created. Therefore, it was important that I was aware of the way the study was going to run and the proper channels were in place for the participant if they had any additional questions or feedback they would like to raise. Additionally, it is important for us as researchers to provide an opportunity for participants to provide feedback. Evans et al., (2023) imply that the aim of debriefing is to allow opportunity for discussion and reflection, they provide a way for us to negate negative experiences due to the feedback. This implies that debriefing is vital for the participant and for the researcher so that we can improve the study for others to have the best experiences possible.

DOWN BUTTON at the bottom of this page. If you participate in this study, please ensure you click this button, your data will be anonymous and will remain anonymous and will not be able to be traced back to you.

gender bias within a workplace setting. Based on the research, it is specifically hypothesised that those with Ambivalent Sexism (AS) will show a preference to the male candidates over the female candidates and will exhibit Hostile sexism (Hostile sexism and Benevolent sexism).

Data collected during this research study will be kept anonymous. If you wish to withdraw your data from the study at any time, please do not select to submit at the end of this page. Your data will be anonymous, and we will not be able to trace it back to you.

If you have any questions, please contact the researchers. If you wish to participate in this study, you can contact the researcher at research@uwtsd.ac.uk.

research@uwtsd.ac.uk
research@uwtsd.ac.uk
research@uwtsd.ac.uk

research@uwtsd.ac.uk

If you wish to participate, please click here: [Debrief Form](#)

Thank you for your time to participate in this study.



Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David

Study Consent Form (Online study)

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

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

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

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

Hannah Bennett – 2004810@student.uwtsd.ac.uk

Louise Cursio – 2314129@student.uwtsd.ac.uk

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and/or the research supervisor

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To download a copy of this consent form:

Please select each of the boxes below

I did not take a lead role in the creation of this form. However, I assisted where I could and ensured that my team were supported in every way I could. This led me to getting the reference for the GDPR section of this form which has aided our form.

R:

In future, I would like to take a lead role within completing these forms as I feel particularly confident in designing these forms for participants. I felt like allowing others to take charge on these to be quite challenging as I personally felt like I had a good idea on what was required. However, I felt happy to assist and take the workload off a little more.

Additionally, I now feel like I have solid templates for my forms going forward.

R:

I felt as though I have achieved all I wanted within this competency. I felt frustrated at times when I had to take a backseat and allow others to complete work in place of me. However, I felt a real sense of accomplishment when things came back and passed. Going forward, I think I would like to voice my desire to take charge more on certain aspects where I feel particularly strong.

Using EMS for the first time as a researcher was a daunting experience; I had never used it in that capacity before and was worried about making a mess of it. However, with the support from Katie, I feel like I completed this to a high standard and now feel particularly confident in using the system accurately.

These were some of the last things we completed as a group, therefore, even though I wanted to take charge at times, I had trust in my team to complete the work in a timely manor and to a high standard. The team worked in cohesion and I believe this module has allowed me to build my team working skills, identify my strengths and weaknesses and evaluate myself as a team player and as a leader. I now feel more confident to take charge in team situations, but I also feel more trust in team work, where I can now trust those around me to complete things on time and to the best of their ability.

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