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Module M5X00913 Research Design and Analysis

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Module Handbook

2017-18

Module M5X00913 Research Design and Analysis

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This handbook has been designed to provide you with the necessary information required for your progression throughout the module. It is very important that you keep this in a safe place as it is your essential guide to module content and the learning outcomes required to complete the module.

Good luck with your studies. If you have any queries regarding this module, please contact the module leader.

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M5X00913 Research Design and Analysis: Module Requirements

MODULE CODE: **M5X00913**
TITLE: **Research Design and Analysis**

MODULE LEADER: **Dr Paul B. Hutchings**

LEVEL: **5**
SEMESTER: **1 & 2**
CREDITS: **20**

AIM(S)

- To provide students with further understanding of the ethical, practical, and theoretical issues in research and how these are applied in creating strong research studies;
- To provide students with practical experience of quantitative research design and more advanced statistical analysis techniques; and
- To provide students with a more in-depth exploration of qualitative research design and the application of qualitative analysis techniques.

LEARNING OUTCOMES

Upon the successful completion of this module, the student should be able to demonstrate the ability to:

1. Understand and evaluate the link between theory and research design;
2. Demonstrate a strong awareness of ethical issues associated with qualitative and quantitative research design;
3. Carry out and report a quantitative study using appropriate tools and software; and
4. Analyse and evaluate qualitative data using appropriate data analysis tools and software.

Allocations of teaching in 2017/18 to deliver the module are:

Activity type	Hours	Percentage
Scheduled learning: Lecture = 20 hours Workshops = 20 hours	40	20%
Independent learning	160	80%
Total	**200**	**100%**

Assessment

Learning Outcomes	Assessment Criteria *To achieve each outcome a student must demonstrate the ability to:*
1. Understand and evaluate the link between theory and research design.	Discuss the reasons a researcher may choose a specific study design in terms of theory, measures, ethical implications, and potential results.
2. demonstrate a strong awareness of ethical issues associated with qualitative and quantitative research design	Critically consider the ethical implications of different study designs.
3. Carry out and report a quantitative study using appropriate tools and software	Conduct and report a quantitative study appropriately.
4. Analyse and evaluate qualitative data using appropriate data analysis tools and software	Analyse and report a qualitative study appropriately.

		Weighting	Deadline
1	**1,500 word qualitative study report:** Students will be expected to collect interview data from fellow students and analyse it appropriately as a 1,500 word qualitative study report.	25%	Midday Tuesday 7th November 2017
2	**1,500 word quantitative study report:** Students will collect and analyse empirical data and complete a 1,500 word report involving a complex statistical design.	25%	Midday Tuesday 23rd January 2018
3	**Ten minute academic interview:** Students will be assessed on their knowledge and understanding of the theoretical, practical and ethical issues associated with their research proposal for their final year dissertation.	25%	Interviews will take place on Thursday 26th April 2018 (non-assessed proposal submitted by midday Tuesday 24th April 2018).
4	**Completion of 4 hours of research participation plus a 1,000 word reflective log:** Students will be required to complete four research hours by the end of this module, and to complete and hand in a reflective log demonstrating their awareness of ethics and design in five research topics and studies that they have taken part in.	25%	Midday 27th March 2018

A message about RDA from the Module Leader

The Research, Design and Analysis (RDA) module has been designed to give you a greater understanding of the research techniques required to carry out and understand research in psychology, and also to develop an appreciation of the elements of thought and practice that go into study design and report writing. No matter what the topic area or question, as psychological scientists it is our job to ensure that we approach research of it in the right way; understanding what questions we are looking to answer, what the best way is to address the issue, and how to control the research so that we can have confidence in the answers that we get. Similarly, by developing this knowledge it can also aid us in our critical thinking when we review the work of others; did the researchers in that journal article carry out the research in the most appropriate way? Were there weaknesses in their methodologies or analyses?

RDA is a module that many students approach in the wrong way; it is a 'dry' topic, it is difficult, it involves incomprehensible equations… these are common assumptions and are often incorrect if you approach it in the right way. Understanding how research works, from study inception to analyses, can give a whole new level of understanding to the exploration of every topic you cover. However, you need to be systematic and methodical in your approach to studying and understanding RDA; dipping in and out of the subject as and when you think something is interesting and/or important for you to learn for your assessment rarely works.

The Module Series Information on page 12 of this document sets out what you will be doing across the course of Level Five and the suggested readings that go with each session. Before you engage in the readings for this module please consider three important points:

1. I have set the core texts that I use in my research (e.g., Brace et al., [2012]) but if you prefer a different text that is fine (for example, some people prefer the Pallant [2010] over the Brace et al., text on using SPSS), just so long as it contains a similar level of coverage to the core text (you are not going to get the same level of understanding of a research methods and statistics book in a 'research for dummies' book). The Coolican (2014) and the Pallant books are available in our online library system whilst the Brace et al., book is only available as a hard copy, but your choices regarding access to these books should only play a small part in your choice.
2. The level of the readings and the classes for this Level Five module assume prior reading, engagement and understanding with materials that have been

covered at Level Four (understanding basic descriptives and inferentials, how to carry out basic analyses, etc. If you don't feel confident in your knowledge of these areas, the chapters that will help you are there in the very same core texts – read them! If you are feeling rusty in your use of SPSS, sit down at a computer with the programme and the book and work through it step by step. As long as you approach things in a logical, linear way then you should have no problems with this module.

3. If you do struggle with this module, if you hate statistics, if you don't understand design… that is even more of a reason for you to attend and engage with the readings, lectures and workshops of this module. Research lies at the heart of all areas of psychology. Anywhere you go on to work, whether it be in science, mental health support, or an office job, will (or should) always use evidence-based policy and procedures. Research tells us what works and what does not work. It is a skill you should master and then use for the rest of your life.

Your developing academic skills and research knowledge will be assessed through two academic reports, one interview and one reflective log. In addition you will be required to complete four hours of research participation by the end of this module. For each written assignment you will receive guidance on the academic proforma which will be posted on Moodle and you will be expected to demonstrate appropriate academic standards and referencing in each assessment component.

In the Module Information section of this handbook you will see that time has been allocated to each of the four summative assessments for this module. This should provide you with ample time to complete your assessment but also emphasises the need to plan ahead and ensure that you spend the required time on your assessed work.

Please see the individual Assessment Proformas on the Research Design and Analysis Moodle page for specific information regarding the assessment questions, requirements, and submission deadlines.

For this module you **must** submit all four pieces of work for assessment, but to pass the module you require a combined mark of 40% or higher [please note that for the Academic Interview assessment submitting in this instance means attending the interview].

Assessment Criteria at Level 5

At Level 5 it is expected that the student will demonstrate the following qualities:

- More highly developed ability to complete a variety of written tasks effectively, including discursive essay, reports, and case study presentations.
- Be able to participate orally in a variety of different groups and settings in a confident and articulate fashion.
- Be able to use language with increasing complexity and sophistication.
- Be practised in hypothesis formation and knowledgeable about the means for testing hypotheses.
- Have the capacity to develop a major research interest evolving from the course and to prepare for an involvement with it.
- Be able to apply a range of theoretical models.
- Be able to synthesise theories, concepts and information in relatively novel ways.
- To have become more practised in critically appraising the competing claims of alternative primary and secondary sources.
- A growing ability to manage learning in a self-organised manner with a particular view to the importance of achieving desired outcomes within limited time periods.

Reading List

Module Core Texts

Brace, N., Kemp, R., & Snelgar, R. (2012). *SPSS for psychologists* (5th ed.). Hants: Palgrave Macmillan.

Coolican, H. (2014). *Research methods and statistics in psychology* (5th ed.). London: Hodder & Stoughton.

Smith, J. A., Flowers, P., & Larkin, M. (2008). *Interpretative phenomenological analysis*: *Theory, method and research*. London: Sage.

Background Reading

APA (2010). *Publication manual of the American Psychological Association* (6th ed.). APA: Washington, DC.

Howell, D. C. (2012). *Statistical methods for psychology* (8th ed.). Belmont, CA: Thomson Wadsworth.

Howitt, D. (2010). *Introduction to qualitative methods in psychology.* Harlow: Prentice Hall.

Howitt, D., & Cramer, D. (2010). *Introduction to research methods in psychology* (3rd ed.). Harlow: Pearson Education.

Howitt, D., & Cramer, D. (2010). *Introduction to statistics in psychology: A complete guide for students* (5th ed.). Harlow: Pearson Education.

Pallant, J. (2013). *SPSS survival manual* (5th ed.). Maidenhead: McGraw-Hill.

Willig, C. (2013). *Introducing qualitative research in psychology: adventures in theory and method.* Maidenhead: McGraw-Hill Open University Press.

Taught and Independent Study

Taught sessions

This is a Level 5 research module and has therefore been designed to be a highly practical learning experience. Whilst the lectures will introduce you to different design choices and related forms of analysis, the practical experience of both research design and computer-based statistical analysis is essential. Therefore, it is very important to **attend the practical workshop sessions** as well as to attend lectures for the module.

The taught sessions (lectures and workshops) are two separate classes in this module and you are expected to attend both a lecture and a workshop every week in semester one. This handbook clearly sets out the requirements for your individual learning and it is expected that students will engage in the readings set out in this handbook.

Readings

Readings and preparation for this module are set out in the Module Information section of this handbook. There are a number of core texts outlined for this module; a research methods textbook and statistics textbooks. Some weeks will require a chapter from one of these books, other weeks will require a chapter from two of them; please ensure you are aware of what we are covering week by week and prepare accordingly.

Lectures and seminars can only provide you with a scaffold of information – it is your wider reading that will help you to develop a comprehensive understanding of the academic requirements of your degree and psychological research methods and statistical analysis. It is suggested that you carry out the essential readings as we go along as this will enhance your understanding of the overall topics. It is often best to consolidate your learning by reading the text again; not only will this help you learn it will give you the opportunity to digest any information provided in the lecture/workshop in your own way.

This module has been structured in such a way that the readings and lectures/workshops are integrated; someone who has prepared by carrying out the reading, attending the lecture and then reviewed the material should develop a good understanding of the material. A student who attends the lecture but does not carry out any of the readings will, in all likelihood, struggle to even understand what is

being talked about in the lecture; they certainly will not develop the knowledge that will be required at more advance levels of their degree.

While the scheduled practical sessions are essential, it is also beneficial that you practice using the software as much as possible, whether that is at home or on campus. It has been shown experimentally that the best learning occurs cognitively when you reach a problem solution yourself. Please try to remember this when you feel stuck or frustrated (or both) during the practical workshops. Read the handouts carefully and in order. It is often a case of slowing down, going back over the steps of the procedure and making sure you haven't missed something out. It is much less useful to simply ask for help and an answer – you are much less likely to remember the solution or understand it that way! Therefore, when you are working practically try to find a solution before you ask for help. At certain points in the procedure (and specifically at the end of the session) we will all stop and consider the analysis together as a group, so you can check whether you feel confident of the analysis you have produced.

Please note: Lectures will start promptly at 2:05pm on Thursdays. Late entry will only be permitted at points where the academic staff feel it is appropriate, as it is unfair on students who have arrived on time when their lecture is disrupted by late-attending students. Please note that no materials will be repeated for those arriving late.

SPSS Discs: You can obtain a copy of SPSS for your own use from the library in Townhill. At the main reception desk they have computer disks that you can borrow in the same way that you would borrow a book. The disk has a code provided with it which is required to activate the software licence. Please note that the licence is usually renewed in November of each year, and so it is important for you to update your home SPSS when required (we will send an email from Moodle when we know the date of the renewal); do not find yourself at home in the Christmas holidays needing to use SPSS only to find that your licence has expired!

Module Series Information

Semester One			
Lecture Date (please see Moodle for allocated Workshop session)	**Lecture/*Workshop***	**Preparation outside of scheduled learning (Readings, tasks and expected hours required)**	
5th Oct	Lecture: Introduction to Research, Design and Analysis *Workshop: None (EMS training will take place this week).*	*None*	0
12th Oct	Lecture: Qualitative research: IPA *Workshop: Designing an IPA study & in-depth interviewing*	Smith et al. (2008): Chapters 3 & 4	3 hrs
19th Oct	Lecture: IPA part two *Workshop: Data analysis in IPA*	Smith et al. (2008): Chapter 5	3 hrs
26th Oct	Lecture: Reporting IPA *Workshop: Reporting IPA for assessment*	Smith et al. (2008): Chapter 6	3 hrs
9th Nov	Lecture: Correlation to regression *Workshop: SPSS refresher workshop*	Coolican (2014): Chapter 19 pp520 – 555. Brace et al. (2012): Chapters 2 & 4.	5 hrs
16th Nov	Lecture: Regression	Coolican (2014): Chapter 19 pp556 – 567.	5 hrs

	Workshop: Ethics for experimentation (inc. Assignment 2).	Brace et al. (2012): Chapter 9.	
23rd Nov	Lecture: Multi-level analysis *Workshop: Experimental study design I*	Coolican (2014): Chapter 20. Online SuperLab tutorial	4 hrs
30th Nov	Lecture: Multi-factorial designs *Workshop: Experimental study design II*	Coolican (2014): Chapter 21. Working with research group on SuperLab programme	5 hrs
7th Dec	Lecture: Multi-factorial designs cont.: Anova and General linear models *Workshop: Analysing multi-factorial data in SPSS I: Data*	Coolican (2014): Chapters 20, 21 & 22 (need to ensure understand how these three chapters fit together to provide info). Brace et al. (2012): Chapter 8.	5 hrs
14th Dec	Lecture: Report writing for different designs *Workshop: Analysing multi-factorial data in SPSS II: Interpreting outputs and writing up*	Coolican (2014): Chapter 24. Brace et al. (2012): Chapter 8 + research papers	4 hrs

Semester Two			
Date	**Lecture/*Workshop* Title**	**Preparation outside of scheduled learning (Readings, tasks and expected hours required)**	
1st Feb	Lecture: Midpoint review and test Beyond p-values – confidence intervals and power analysis *Workshop: None*	Revision of Semester One learning Use Coolican (2014) index to read up on confidence intervals (pp392 – 401) and power for each type of test	2 hrs
8th Feb	Lecture: Introduction to the psychology dissertation *Workshop: None*	Readings to be indicated on Moodle	2 hrs
15th Feb	Lecture: Creating a proposal *Workshop: None*	Readings to be indicated on Moodle	2 hrs
22nd Feb	**No scheduled session (BPS visit)**		
1st Mar	Lecture: Ethics in dissertation research *Workshop: see note below*	Readings to be indicated on Moodle	2 hrs
8th Mar	Lecture: Choosing appropriate measures *Workshop: see note below*	Readings to be indicated on Moodle	2 hrs
15th Mar	Lecture: Quality in research *Workshop: see note below*	Readings to be indicated on Moodle	2 hrs
22nd Mar	Lecture: Preparing for the dissertation *Workshop: see note below*	Readings to be indicated on Moodle	2 hrs

29th Mar	Lecture: Research Design and Analysis review *Workshop: None*	Readings to be indicated on Moodle	2 hrs
	Hours allocated to Taught elements = 37 - 47 ***Hours allocated to Reading for module = 55***		
26th Apr	***Assessment day: Academic interviews will take place from 11am to 5pm.*** ***Individual interview times will be allocated and placed up on Moodle***		
May 2018	*Deadline for submission of dissertation proposals*		
June 2018	*Final confirmation of dissertation topics and provisional supervisors*		

Note: From Thursday 1st March to Thursday 22nd March we will provide specific drop-in sessions with Technical Tutors to discuss dissertation research ideas, and appointments with academic staff can be arranged via email. These workshops are therefore designated as 'optional' as it is expected that students will engage with the research process for their dissertation on an individual basis.

Assessment

1 x 1500 word qualitative report = 25%

1 x 1500 word quantitative report = 25%

1 x research participation and reflective log = 25%

1 x ten minute academic interview = 25%

Suggested Study Plans for Assessment

Suggested plan for assessment writing: Qualitative Report		
Task	What it entails	Time assigned for task
Topic readings	Reading related to the research area; basic and more advanced	Basic reading = 4 hours Advanced reading = 3 hours
Creation of interview schedule	Constructing interview questions	Begin this during scheduled workshop; will require an additional 2 hours to refine before being signed off
Carrying out interviews and transcription	Interviewing three people for ten minutes each; transcribing interviews	10 mins per individual plus 1 hour per ten minutes transcription = approx. 4hours
Data analysis – reading and re-reading original transcripts	Reading and re-reading of transcript; making initial notes in margins of transcript	4 hours
Data analysis – exploratory comments	Continue making notes on descriptive, linguistic and conceptual elements within the transcript; reflect and refine ideas	This will be practiced during workshops but will required an additional 5 hours of independent work
Data analysis – emerging themes	Focusing on themes and creating 'map' of themes; organising quotes related to these themes where appropriate. Shift to work primarily with your previous notes rather than the transcript itself	
Report first draft	Write main sections of report; Introduction Method Results Discussion	5 hours

Report second draft	Check for coherence of the report, add abstract	2 hours
Report final draft	Writing the version that you will submit, complete with citations and a full reference list in APA style	2 hours
Proofread and check	Proofread for structure and errors, check for correct formatting and presentation	2 hours
Total time allocated to assessment = 33 hours		

Suggested plan for assessment writing: Quantitative Research Report		
Task	What it entails	Time assigned for task
Topic readings	Reading related to the research area; basic and more advanced	Basic reading = 4 hours Advanced reading = 4 hours
Study design using SuperLab	You will be required to design your study according to the question, and collect data in groups for this assessment	Start study design during scheduled workshops; further design and refinement will take an additional 5 hours.
Data collection	You will carry out data collection from fellow students in a laboratory environment	Per research group member = 3 hours
Data analysis	Enter data into SPSS; analyse data to report descriptive and inferential statistics	This will be practiced during workshops but will required an additional 4 hours of independent work

Report first draft	Write main sections of report; Introduction Method Results Discussion	5 hours
Report second draft	Check for coherence of the report, add abstract	2 hours
Report final draft	Writing the version that you will submit, complete with citations and a full reference list in APA style	2 hours
Proofread and check	Proofread for structure and errors, check for correct formatting and presentation	2 hours
Total time allocated to assessment = 31 hours		

Suggested plan for assessment writing: Academic interview		
Task	What it entails	Time assigned for task
Creation of study proposal	Researching the topic, engage in reading to refine your idea and decide upon the design of your proposed study	Basic reading = 8 hours Advanced reading = 4 hours Selection of measures / design = 2 hours Ethical considerations = 2 hours
Proposal first draft	Write main sections of proposal; you will have **one** opportunity to submit this for feedback prior to your interview.	4 hours
Proposal second draft	Given the feedback received, alter proposal if necessary, check for coherence of the proposal and refine idea.	3 hours
Proofread and check prior to submission of proposal	Proofread for structure and errors, check for correct formatting and presentation	2 hours
Practice before academic interview	Remember that it is your **interview** that is being assessed, not your proposal! The proposal is there to help you focus your ideas and for you to be able to answer the questions asked during interview. These questions will be placed on Moodle for you to engage with.	4 hours
Total time allocated to assessment = 29 hours		

Suggested plan for assessment writing: Reflective log		
Task	What it entails	Time assigned for task
Completion of research credits	Taking part in School of Psychology research studies as a participant	4 hours
Record of studies you have participated in	Making notes following each study you take part in; record details of study, design flaws and ethical considerations	2 hours
Consolidation of research design and ethics knowledge	Revisiting information delivered throughout the module and engaging with textbooks	2 hours
First draft of reflective log	Write up initial draft of reflection including details of the three studies you have chosen (you should have been keeping notes on this in the study record as you participated)	2 hours
Second draft	Refining reflection and including a solid conclusion	2 hours
Final draft of reflective log	Writing final version that you will submit, complete with citations in the text and a full reference list in APA style	2 hours
Proofread and check	Proofread for structure and errors, check for correct formatting and presentation	1 hour
Total time allocated to assessment = 15 hours		

Total time required to complete this module = 200 hours

Research Participation And The Participant Panel

Participant Panel Co-ordinator: Miss Katie Sullivan

Research Co-ordinator: Dr. Paul B. Hutchings

Research Participation in the School of Psychology

All students engaged in study on a single or joint honours Psychology degree at UWTSD are expected to take part in the experimental work of the School as part of their *Research Methods* (Level Four) and *Research Design and Analysis* (Level Five) modules. For each module students must complete four hours as human participants (four hours at Level Four, and four hours at Level Five = eight hours in total).

Failure to complete these hours without good reason will result in students failing the associated module for their respective level. The deadline for completion of research hours will be provided in the Schedule of Assessment provided on Moodle for each programme of study.

There are a number of reasons why we ask our students to take an active part in the research process. First, participation serves the education aims of the School by giving you an insight into the different types of research carried out. As a participant it will give you familiarity with the procedures and methodologies utilised in experimental research. This will aid you in many ways; in your appreciation of methodologies used in the studies you learn about, in developing your own ideas for your final year dissertation projects, and in completing your reflective logs regarding what you have learned through your experience as a participant.

Secondly, acting as a participant allows research to be carried out within the school simply and efficiently – you will quite literally be a part of the research that future generations of students will study.

Finally, completing your research hours entitles you to utilise the participant research panel to secure participants for your own research project in your final year dissertation. We consider it fair that this resource should only be available to those who have contributed to it.

How do I participate in the Research Panel?

Use of the research panel is maintained through the SONA Experimental Management System (EMS). A link to this system can be found on each of the associated module Moodle pages and at the bottom of all emails sent from the EMS.

When you click on the link you will be taken to a log-in page asking for a user ID and password. These will have been sent to you at your university email address upon completion of your EMS training. Links to instructions for using the system can be found on this log-in page.

You participate by signing up for studies through the EMS. Each study has its own code which consists of the word CREDIT or PAID, the researcher's username, and a number (e.g., "CREDIT eduph55"). You can also see the time credit or payment for participation, and the place where you should meet the researcher at the scheduled time.

Only CREDIT studies go towards your credit requirement. You may choose to participate in PAID studies but these will not count towards your credit requirements. It is the students' responsibility to ensure that they achieve the credit requirement by the deadline.

Please note that 1 credit = 15 minutes of research participation. You are required to complete 16 credits for each of the required modules. So, if a study is reported as being '2 credits' expect it to take half an hour to complete. No other descriptive information about the nature of the study will be given in the title. This is to prevent researchers from trying to 'entice' you to take part in their studies by making it sound exciting. Additional information is provided in the 'Study Description' section. Upon arrival at the study you may be given further information about the nature of the study. Please note that you are free to withdraw without penalty at any stage if you object to the nature of the research in any way.

Each time that you log on to the system the list of available studies is randomised to prevent the same studies appearing at the top of the list. Any special restrictions (e.g., 'Females only', 'English as first language') are also provided. You should check the restrictions carefully before signing up to a study, as you will not be awarded credit (or payment) if you attend a study for which you are not eligible. However, please note that, as part of the remit of the participant panel is for students to experience as many different research studies as possible, restrictions will only be placed upon a study if there is good cause to do so.

It is your choice to participate in any given research advertised on the EMS system – there are no compulsory studies. However, when you do sign up to a study you are accepting responsibility to attend at the time and location specified. Because of this, certain rules have been set out to ensure that you are clear on your rights and responsibilities.

Are there any sign-up restrictions?

Yes. Apart from the specific restrictions highlighted above, the main restrictions are that you may not complete the same study twice, and you may not sign up for studies with overlapping timeslots (the EMS will prevent you from doing this).

What if I sign up for an experiment but then change my mind?

You are free to cancel your sign-up through the EMS, **but this is only possible before 5pm on the day preceding your timeslot** (this includes weekends, so cancellation of a Monday timeslot can be done before 5pm on a Sunday). The experimenter will be notified by email and can also check their EMS account. **Similarly, the researcher can cancel your participation at any point up to 5pm of the preceding day.** You will be notified by email of this cancellation.

If a participant cancels after 5pm on the preceding day they will be penalised.

Similarly, if the researcher cancels after 5pm on the preceding day the participant will be credited.

What happens if I sign up for a session but do not attend?

If you do not attend a session for which you have signed up you will be penalised by having the amount of credit hours for that study **added** to your overall credit requirement for that module. We feel that this is fair, as the researcher will have set aside time to run the study with you and will also have lost the opportunity to test another participant in that timeslot.

Punctuality is also extremely important. If a study timeslot is for half an hour and the study will take twenty-five minutes to run, it is vital for a participant to arrive on time otherwise it is not possible to run the study. Whilst this is at the discretion of the researcher, if you arrive more than five minutes late for a timeslot you should not expect to be able to participate in the experiment and may be reported as absent from the study on the EMS.

If you contact the researcher beforehand via email (their email address will be available through the EMS) they may be forgiving and not penalise you, but do not expect this – they will still be losing research time and lab space.

What if I am absent for a good reason?

The EMS will automatically translate missed timeslots into penalties. Should you feel that you have a clear and valid case for missing a timeslot, appeals may be made in writing to the Participant Panel Co-ordinator, including any documentary evidence to support the claim.

What if I turn up and the researcher doesn't?

In order to be fair, you will be awarded credit for a study if a researcher is more than five minutes late for a timeslot. In addition, absent researchers will be penalised through reduction of their participant panel entitlement. If the researcher is present but the study is running late, you should be awarded credit if you are asked to wait for longer than 10 minutes.

How will I be informed about timeslot cancellations?

All information about sign-ups and cancellations will be sent to your university email account. You are responsible for checking both your email and the EMS for possible cancellations. Researchers will not give credit to students who claim to have shown up to a timeslot that has been correctly cancelled (e.g., before 5pm the previous day).

How do I receive credit for participation?

Credits are managed by the EMS, with individual researchers assigning credit to participants after each timeslot. This may take up to 48 hours to be credited to your account. If you feel that you have not been correctly credited for participation in a study you should contact the Participant Panel Co-ordinator with details of the study.

What if I fail to complete my credit requirements?

Research participation hours are part of the course requirement for *Research Methods* (Level Four) and *Research Design and Analysis* (Level Five) coursework. Failure to complete these hours will be considered in the same way as failure to submit coursework. It will also mean that you will be ineligible to use the participant panel or laboratory for your final year dissertation project.

How can I check my credits?

All assigned credits are logged by the EMS. You can view your personal credit score by logging on to the system.

What if there are reasons for me preferring not to participate in research?

We have taken measures to ensure that access to the laboratories in the School and locations where research may take place have adequate disabled access. Similarly, restrictions will only be allowed to be placed on studies if there is good reason for doing so, which should allow all

students to have adequate access to the required number of research hours. Nevertheless, if you have personal reasons for not participating in research you should **inform the Participant Panel Co-ordinator during the first week of the first semester.** An alternative arrangement, in the form of an assignment on research methodologies, will be allocated to you. However, please be aware that opting for the alternative assessment excludes you from use of the EMS or School laboratory for your final year dissertation research.

What can I expect in a research session?

All research carried out in the School must have first been approved by the School Research Ethics Committee (SREC). This committee ensures that all research meets BPS and University standards of experimentation on human participants. Researchers are required to:

- Treat all human participants with dignity, respect, and sensitivity.
- Inform participants before the start of the study what will be required of them during the study, and warn them of any potential unpleasantness.
- Give all participants the explicit opportunity to withdraw without penalty from the study at any time.
- Debrief the participant at the end of the session concerning the true nature of the study, and address any questions or concerns the participant may have.

If you feel that any of these requirements is not met during any session please inform the Participant Panel Co-ordinator or the School Research Coordinator.