

Research In Action

Portfolio of Competencies

Reflective Log

When I started the Research In Action (RIA) module, I started with the hopes of learning more about the different ways of carrying out research. As I have done previous research studies in the past, predominantly using a quantitative research design, I was not expecting qualitative research to have been very different. However, when my group and I first started planning out our research, I soon found out how difficult it is and the vast differences between the two. Zoe, the module lecturer in-charge, separated us into groups of 5 where we are each to carry out a study based on the general topic of student wellbeing.

This proved to be difficult for me as I have never done any assignments, much less research studies, where student wellbeing was the main focus for the study. After much discussion, my group and I were able to agree on a particular topic which everyone approved of and was happy to carry out a research study based on that study. After determining our research topic, we had to carry out a systematic literature review in order to find previous literature which was to help us find previous literature regarding our research topic. This way, anyone can easily find the literature that we have used in our literature review.

A challenge for me during the beginning of the course was the aspect of working in groups. I had previously worked in groups before, some of which were not particularly pleasant experiences. Therefore, going into this RIA module, I was skeptical at first. However, from the get go, my group mates have been nothing but amazing colleagues to be working together with. Everything was communicated to each other well and the work of each member was not only of high quality but also always done within the deadlines that were set internally within the group. Besides that, working in groups also helped me develop my teamwork skills as well as my communication skills which is the most crucial part of not only working in groups but also getting along with any colleagues now or in the future. Students that work together cohesively in a group setting, often handle and tackle more intricate tasks than they would individually which provides more opportunities for the students to learn and grow (Hrelac, 2022). This highlights the benefits of working in a group setting which I can understand from my own experience.

When we were doing the systematic literature review, I took it upon myself to find the keywords needed in order to find the previous literatures that we used when crafting the proposal to send to the lecturer. The systematic literature review yielded many journal articles which were key to completing the rest of the research study. Following the completion of the systematic literature review, we could then start with the research design in order to complete the rest of the research study. There were no hiccups when it came to getting the proposal form done as my group mates and I delegated our tasks equally, ensuring that we were individually able to submit our tasks on time. After compiling all of our parts together, we were then able to send our proposal form to the lecturer in order to get the approval as well as the green light to carry out

our study. The delegation and segregation of tasks allowed my group and I to complete the proposal form within a short amount of time which was very beneficial as it meant we had more time to carry out the rest of the study within the academic semester. Elaborate and complex tasks are then able to be broken down into smaller components which can then be completed quicker and easier by the individual members (Hrelac, 2022).

The experiences within the duration of the RIA module have given me plenty of research applications. Seeing as I have never done an in-depth research proposal or an ethics form, I had a difficult time producing perfect work as I am new to completing a research proposal and an ethics form. However, with the help of Zoe and the examples she gave, as well as amazing group discussions with my group mates during class, I was able to obtain constructive feedback which helped me produce better and better work during the duration of the module. This experience, as well as previous experiences, of working in a group setting really helped me work on my teamwork skills as well as my communication which is vital when moving on into the professional and working sector. Teamwork is seen as an important experience by credentialing organisations for students to have during the duration of their studies (Colbeck et al., 2000).

Following the completion of the research proposal, my group and I then promptly continued on with completing the ethics form which will be submitted to the board of ethics in order to approve and green light our research study. Again, my group and I worked together immaculately whereby we delegated the tasks equally in order to meet the internal deadline set by ourselves for ourselves. Research Ethics Boards were established in order to uphold ethical standards whenever research is conducted where previous unethical research practices are used as justifications to upholding ethical standards in the modern day era (Sharpe & Ziemer, 2022).

Besides that, I worked on the information sheet which were to be given out to participants of the research study in order for the participants to understand fully what they are getting themselves into, what they will be asked to do, as well as the confirmation that they are able to withdraw from the study with no questions asked or any penalties. I had issues in the beginning when crafting the information sheet as I had never done it before and I did not know exactly how to write it. Thankfully, with the help of Zoe, she provided examples of a complete and valid information sheet which helped me to craft the information sheet for our research study. However, it was not done perfectly or to a satisfactory level the first time, but Zoe as well as the rest of my group mates gave me pointers as well as suggestions which helped me to perfect my information sheet. This taught me the importance of being brave enough to ask for help and suggestions from my peers and lecturers, something I was not used to doing prior to attending this RIA module. This taught me to be more courageous to speak up when I needed help, something which proved to be fruitful and not as frightening as I initially thought it was.

After completing my information sheet, as well as lending a helping hand when my group mates needed assistance with their work, we managed to complete all the necessary documents needed to further progress in finishing this research study.

As the RIA module has come to the end of the academic semester, I am very pleased with the work that I, personally, have produced along with the equal effort from my group mates in order to bring this research study to life. This RIA module proved to be very fruitful in my growth as a researcher along with helping broaden my portfolio.

Competency One: Systematic Literature Review

Competency One: Systematic Literature Review

I determined the keywords that should be included, as well as the words and phrases to be excluded from the search results in the UWTSD along with the filters which are applied in order to find the literature which can be used in the literature review for this research study.

Systematic literature search –

Search 1 (Basic Search)	
Database used	All Databases
Key word(s) included	Perspectives on student wellbeing
Search Results	3993

Search 2 (refined search)	
Database used	All Databases
Key word(s) included	Perspectives on student wellbeing
Included	Different cultures
Search Results	150

Search 3 (refined search)	
Database used	All Databases
Key word(s) included	Perspectives on student wellbeing
Included	Different cultures
Excluded	Systematic review
Search Results	146

Search 4 (refined search)	
Database used	All Databases
Key word(s) included	Perspectives on student wellbeing
Included	Different cultures
Excluded	Systematic review
Material type	Articles
Search Results	74

Competency One: Systematic Literature Review

Search 5 (refined search)	
Database used	All Databases
Key word(s) included	Perspectives on student wellbeing
Included	Different cultures
Excluded	Systematic review
Material type	Articles
Filters	1. Full Text Online 2. Peer-reviewed Journals 3. Open Access 4. Articles 5. Social Sciences 6. Sociology 7. Psychology 8. Culture 9. Social Psychology 10. Well-Being 11. Social Aspects 12. Students 13. Cultural Pluralism 14. English
Search Results	42

I determined the keywords that should be included, as well as the words and phrases to be excluded from the search results in the UWTSD along with the filters which are applied in order to find the literature which can be used in the literature review for this research study.

Search 6 (refined search)	
Database used	All Databases
Key word(s) included	Perspectives on student wellbeing
Included	Different cultures
Excluded	1. Systematic review 2. COVID-19 3. Gender
Material type	Articles
Filters	1. Full Text Online 2. Peer-reviewed Journals

Competency One: Systematic Literature Review

I determined the keywords that should be included, as well as the words and phrases to be excluded from the search results in the UWTSD along with the filters which are applied in order to find the literature which can be used in the literature review for this research study.

	3. Open Access 4. Articles 5. Social Sciences 6. Sociology 7. Psychology 8. Culture 9. Social Psychology 10. Well-Being 11. Social Aspects 12. Students 13. Cultural Pluralism 14. English
Search Results	26

Search 7 (refined search)	
Database used	All Databases
Key word(s) included	Perspectives on student wellbeing
Included	Different cultures
Excluded	1. Systematic review 2. COVID-19 3. Gender 4. Industrial
Material type	Articles
Filters	1. Full Text Online 2. Peer-reviewed Journals 3. Open Access 4. Articles 5. Social Sciences 6. Sociology 7. Psychology 8. Culture 9. Social Psychology 10. Well-Being

Competency One: Systematic Literature Review

With the Systematic Literature Review, my group and I were all able to equally provide the same 5 literature and journal articles which were used in the research study's literature review.

11. Social Aspects
12. Students
13. Cultural Pluralism
14. English

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Key Journals from this search:

- Exenberger, S., Banzer, R., Christy, J., Höfer, S., & Juen, B. (2018). Eastern and Western Children's Voices on their Well-Being. *Child Indicators Research*, 12(3), 747–768. <https://doi.org/10.1007/s12187-018-9541-8>
- Hill, J. L., & Seah, W. T. (2022). Student values and wellbeing in mathematics education: perspectives of Chinese primary students. *ZDM – Mathematics Education*. <https://doi.org/10.1007/s11858-022-01418-7>
- Lino, M., & Mohd Hashim, H. (2020). Cultural tolerance, positive relationships and well-being in Malaysian multicultural communities. *Malaysian Journal of Society and Space*, 16(4). <https://doi.org/10.17576/geo-2020-1604-17>
- Pitard, J. (2022). The Ethnographer Unbared: Revealing Insider Knowledge of Cultural Adaptation. *DOAJ (DOAJ: Directory of Open Access Journals)*. <https://doi.org/10.17169/fqs-23.1.3833>
- Reyes-García, V., Gallois, S., Pyhälä, A., Díaz-Reviriego, I., Fernández-Llamazares, Á., Galbraith, E., Miñarro, S., & Napitupulu, L. (2021). Happy just because. A cross-cultural study on subjective wellbeing in three Indigenous societies. *PLOS ONE*, 16(5), e0251551. <https://doi.org/10.1371/journal.pone.0251551>

Competency Two: Applied Research- Completion of Research Proposal

Competency Two: Applied Research- Completion of Research Proposal



Research Proposal

Research proposal (1,000 words overall)

Student Name and University ID number:	
Proposed Supervisor's name:	<i>Only complete this if you have already been in contact with a potential supervisor who has agreed to supervise you in principle.</i> Zoe Cooke

Psychology Research Area (tick all that apply)

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

My group mates and I discussed and agreed on the research design as well as the data collection methods in order for all of us to be on the same page when completing the research study.

Proposed Study Design (tick all that apply)

Quantitative	Experimental	Applied (with UWTSD students)	Online Questionnaire Survey
Qualitative	Quasi Experimental	Focus Groups	Online
Mixed Methods	Applied (with external organisation)	Interviews	Lab-based study

Competency Two: Applied Research- Completion of Research Proposal

If Applied, and involving an external organisation, please indicate your plans for gaining appropriate approvals from the organisation: (not included in the word count)

Other study design: indicate briefly (not included in word count)

Suggested Research Title/Area: (between 10-15 words and must reflect the essence of your proposed research question, study design and study population and should be more specific than a broad topic area).

Cross-Cultural Insights: An In-Depth Exploration of Student Wellbeing through Interview-Based Perspectives of Undergraduate Students

This research title originated from me and another group mate's idea, which the rest of the group expanded on in order to be a research title which we were all satisfied with.

Competency Two: Applied Research-Completion of Research Proposal

Background: 250 words

Why is your study important? What theory and empirical research evidence supports your research question? (Please provide a rationale for your study including a brief review of relevant psychological literature and theory and a minimum of five references).

A group of emotional and psychological conditions as a result of achieving life contentment accompanied with a greater portion of positive emotions in comparison to negative ones refers to wellbeing (Reyes-García et al., 2021). Life satisfaction amongst three indigenous communities was investigated through studying factors affecting personal well-being. Results displayed an average level of life satisfaction, with participants articulating reasons for dissatisfaction. Main factors driving well-being were health and social interactions (Reyes-García et al., 2021). Research on Chinese students explored levels of mathematical wellbeing, defined as one's ability to actualize their inward beliefs and satisfaction in mathematical education. Students prioritized elements that were congruent to aspects of mathematical well being valued by students in Australia (Reyes-García et al., 2021). Another study on children from Eastern and Western cultures on what constitutes their wellbeing identified three perspectives on cultural influence on wellbeing. Children had identical and globalised causes of happiness with variance in meanings on a personal level, common themes of wellbeing that are acknowledged within specific cultures and obscure concepts of wellbeing only specific to certain cultures (Exenberger et al., 2018). Conducted in a multicultural neighbourhood, this study investigated how individuals from various ethnicities perceive their community and whether the community spirit affects their wellbeing. Findings suggested that a sense of community plays a role in influencing wellbeing (Barbieri & Zani, 2015). Research carried out amongst Malaysian undergraduates found that increased openness towards other cultures was associated with wellbeing. Exceptions were present, however, students' wellbeing depended on their tolerance level besides other factors such as academic issues (Lino & Mohd Hashim, 2020). The rationale is to examine ideas of student wellbeing across cultures.

References (not included in word count):

Barbieri, I., & Zani, B. (2015). Multiple sense of community and its mediation model. *Semantic Scholar*. <https://doi.org/10.1177/0013164415584444>

Exenberger, S., Banzer, R., Christy, J., Höfer, S. (2018). The Well-Being of Children and Their Well-Being. *Child Indicators Research*, 11(1), 1-15.

Hill, J. L., & Seah, W. T. (2022). Student values and wellbeing in mathematics education: perspectives of Chinese primary students. *ZDM – Mathematics Education*, 55(2). <https://doi.org/10.1007/s11858-022-01418-7>

Lino, M., & Mohd Hashim, H. (2020). Cultural tolerance, positive relationships and well-being in Malaysian multicultural communities. *Malaysian Journal of Society and Space*, 16(4). <https://doi.org/10.17576/geo2020-1604-17>

Reyes-García, V., Gallois, S., Pyhälä, A., Díaz-Reviriego, I., Fernández-Llamazares, Á., Galbraith, E., Miñarro, S., & Napitupulu, L. (2021). Happy just because. A cross-cultural study on subjective wellbeing in three Indigenous societies. *PLOS ONE*, 16(5), e0251551. <https://doi.org/10.1371/journal.pone.0251551>

The background of study was done by another group member, however I had a helping hand in giving my ideas and inputs as well as helping craft the version of the background of study that is used in the proposal.

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

I was in charge of writing the main research questions and hypotheses. After writing the research questions and hypotheses I then sent it to my group mates for confirmation that it was satisfactory enough to be submitted to the module lecturer.

Competency Two: Applied Research-Completion of Research Proposal

The main research questions for the study “Cross-Cultural Insights: An In-Depth Exploration of Student Wellbeing through Interview-Based Perspectives of Undergraduate Students” are “How do different cultures define student well-being?”

and to determine “Do students from different cultures share the same or different perspectives on student wellbeing?”

One hypothesis for this study is that different cultures perceive and define student wellbeing differently. Besides that, another hypothesis for this study would be that certain cultures share the same perspectives with one another, but others differ dramatically on the perspectives on student wellbeing.

Methodological Details (500 words)

Please summarise the key methodological approach: (you can add more details if you wish). You must include details of the following:

- *Participants: Who will your participants be, how will you recruit them, and how will you ensure ethical considerations (e.g., informed consent, confidentiality, anonymity, etc.) are met?*
- *Design: Using appropriate terminology clearly define key elements of your design (e.g., experimental design, qualitative design, etc.). How do you plan to analyse your main data?*
- *Materials: What are the main measures, scales, experimental tools or other materials required for your study?*
- *Procedure: How will you carry out the study – define briefly what will happen to a participant in your study from the point of consent to the study debrief.*

I was in charge of writing the main research questions and hypotheses. After writing the research questions and hypotheses I then sent it to my group mates for confirmation that it was satisfactory enough to be submitted to the module lecturer.

Participants:

Undergraduate students ranging from ages 18 until 25, as they are the main target of the study and most common ages for university students. Moreover, recruitment will be accessible since research members are surrounded by the target participants. The participants will be recruited for the Experimental Management System (EMS). As the research requires point of views of student wellbeing from various cultures, the participant recruitment requires no specific inclusion or exclusion criteria. Moreover, participants from all genders, race, religions, and cultures are welcome to be a part of study subjects. Overall, the research requires six to eight participants to be interviewees in which all research members will interview.

Design:

A one-to-one, physical qualitative interview will be conducted as the primary data collection method. The semi structured interview session that makes up the experiment consists of questions that are divided in to 3 sections on the subject of the research. The first section is the demographic part which includes 5 questions to identify our participants' background characteristics. The second section is to answer the research's first research question that includes 6 questions while the last section is to answer the second research question which consists of another 6 questions. After the data is collected from the interview, the transcripts will be organised. The data will be created into codes and then be put into Interpretive Phenomenological Analysis (IPA). The IPA is chosen in this study as they provide detailed explanations of each experience from participants, unlike thematic analysis which are usually based on larger groups.

Materials:

The research interview will require an audio recording which can be transcribed for further analysis. Interview psychology labs will be used for face-to-face interviews and the application program called Microsoft Teams will be used for online interviews. Lastly, interview questions and schedules will be used for this interview. The interview questions consist of:

Competency Two: Applied Research-Completion of Research Proposal

General Questions

1. What is your name?
2. How old are you?
3. Where do you study?
4. What gender do you identify as?
5. What is your ethnic background?

Research Question 1

1. What is your general understanding of student wellbeing?
2. How does your culture's definition of student wellbeing differ or coincide from other cultures?
3. Does your culture put any emphasis on student wellbeing?
4. Does your culture play a role in your wellbeing as a student?
5. What factors in your culture influence your perspectives on student wellbeing?
6. What are some unique practices or habits in your culture that enhance your wellbeing as a student?

Research Question 2

1. Have you ever encountered a common ground with friends/students from other cultures when it comes to maintaining your wellbeing?
2. What differences on student wellbeing perspectives have you encountered with other friends/students from cultures that have no relation to yours?
3. Do you think that your culture possesses traits and aspects that particularly enhance student wellbeing compared to other cultures?
4. Does your culture negatively impact or neglect your wellbeing as a student?
5. What aspects of other cultures would you like your culture to embrace and adopt to enhance the perspectives on student wellbeing?
6. Has the stigma or opinions from your culture towards wellbeing prevent you from getting the assistance needed to enhance your wellbeing?

Procedure:

If participants are willing to take part in our study, they will have a physical interview with our researcher. To begin, they will be given a short brief about the interview procedure and their rights to withdraw at any time. Participants have the option to withdraw from the study at any time. They will be asked a few questions about their background and the purpose of the interview. Then, they will be asked a few questions about their wellbeing. They will be given opportunity to respond to all of the questions and provide more explanations for any of the questions that participants are required to answer. Throughout the interview, there will be an audio recorder in order to obtain answers and analyze them accurately. The study will end once all questions have been answered, and participants will be debriefed.

The interview questions were a product of extensive group discussions with all the group members in order to formulate in-depth interview questions. Each member including myself equally contributed to the construction of the interview questions.

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 particular project e.g. potential for distress or discomfort, any deception, research with vulnerable

Competency Two: Applied Research- Completion of Research Proposal

populations or sensitive topic areas, and briefly outline how you expect to manage these risks within your project.

Participants of different categories will be fully informed of the purpose of the study, procedures, and potential risks of the study beforehand. This information will be relayed during the debrief, as well as informing them of their rights to withdraw from the study at any point in time without repercussions. The questionnaire will require information on their race and personal experiences based on their cultural practices, which will be apprised before consenting to participation. All personal data obtained will be strictly kept anonymous and confidential per anonymization protocols. Interviews will be held in a timely fashion, ensuring the participants' comfort, along with cultural sensitivity in mind to ensure inclusivity and respect for other backgrounds.

The key ethical considerations were done by another group member. However, I helped in providing my feedback as well as suggestions to make the key ethical considerations more in-depth.

**Competency Three: Applied Research-
Ethical considerations- Completion of
Ethics Form**

Competency Three: Applied Research- Completion of Ethics Form



PG2 / E1 FORM

APPLICATION FOR ETHICAL APPROVAL

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 as a systematic basis in order to increase the stock of knowledge, in society, and the use of this stock of knowledge to devise new applications undertaken by members of staff, postgraduate research students, undergraduate students working on dissertations/projects.

All group members were in charge of one section in the Ethics Form. I was in charge of Section E of the Ethics Form.

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

Ethical approval is not required for routine audits, performance reviews, quality assurance studies, testing within normal educational requirements, and literary or artistic criticism.

Please read the notes for guidance before completing ALL sections of the form.

This form must be completed and approved prior to undertaking any research activity. Please see Checklist for details of process for different categories of application.

SECTION A: About You (Principal Researcher)

1	Full Name:	[Redacted]			
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:	Yr Athrofa: Psychology and Counselling			
4	Campus:	IQ, SA1 Campus, Swansea			
5	E-mail address:	[Redacted]			
6	Contact Telephone Number:	[Redacted]			
For students:					
7	Student Number:	[Redacted]			
8	Programme of Study:	Bachelor of Science (Honours) in Psychology			
9	Director of Studies/Supervisor:	Zoe Cooke			

Competency Three: Applied Research- Completion of Ethics Form



PG2 / E1 FORM

SECTION B: Approval for Research Activity

1	Has the research activity received approval in principle? (please check the Guidance Notes as to the appropriate approval process for different levels of research by different categories of individual)	YES	☒	NO	☐
2	If Yes, please indicate source of approval (and date where known): <i>Approval in principle must be obtained from the relevant source prior to seeking ethical approval</i>	Research Degrees Committee	☐	Date	
		Institute Research Committee	☐		
		Other (Zoe Cooke)	☒	26/2/2024	

SECTION C: Internal and External Ethical Guidance Materials

	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	UWTSD Student Code of Conduct ☒
4	UWTSD Data Protection and Storage Protocol ☒
5	BPS Code of Human Research Ethics (April 2021) ☒
6	BPS Code of Ethics and Conduct (July 2018) ☒
7	BPS Data Protection Regulation- Guidance for Researchers (2018) ☒
8	BPS Ethics Guidelines for Internet-mediated Research (June 2021) ☒

SECTION D: External Collaborative Research Activity

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

1	Institution	N/A
2	Contact person name	N/A
3	Contact person e-mail address	N/A
4	Is your research externally funded?	YES ☐ NO ☒
5	Are you in receipt of a KESS scholarship?	YES ☐ NO ☒
6	Are you specifically employed to undertake this research in either a paid or voluntary capacity?	Voluntary YES ☐ NO ☒
7		Employed YES ☐ NO ☒
8	Is the research being undertaken within an existing UWTSD Athrofa Professional Learning Partnership (APLP)?	If YES then the permission question below does not need to be answered. YES ☐ NO ☒

Competency Three: Applied Research- Completion of Ethics Form



PG2 / E1 FORM

9	Has permission to undertake the research has been provided by the partner organisation?	(If YES attach copy) If NO the application cannot continue	YES	☐	NO	☒
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Where research activity is carried out in collaboration with an external organisation

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

SECTION E: Details of Research Activity

1	Indicative title:	Cross-Cultural Insights: An In-Depth Exploration of Student Wellbeing through Interview-Based Perspectives of Undergraduate Students			
2	Proposed start date:	March 2024	Proposed end date:	May 2024	
	Introduction to the Research (maximum 300 words per section) Ensure that you write for a <u>Non-Specialist Audience</u> when outlining your response to the points below: <i>Purpose of Research Activity</i> <i>Proposed Research Question</i> <i>Aims of Research Activity</i> <i>Objectives of Research Activity</i> Demonstrate, briefly, how <u>Existing Research</u> has informed the proposed activity and explain <i>What the research activity will add to the body of knowledge</i> <i>How it addresses an area of importance.</i>				
3	Purpose of Research Activity This research activity is part of a level 5 course on Research in Action, whereby we apply and learn skills needed in order to complete a whole research study. This research activity will be focused on exploring how different students from different cultural backgrounds define student wellbeing, as well as determining whether students from different cultures share the same or different viewpoints on student wellbeing. A set of emotional and psychological states that result from achieving life satisfaction and are associated with a greater proportion of positive emotions compared to negative emotions are associated with wellbeing (Reyes-Garcia et al., 2021). The wellbeing of students across different cultural backgrounds may have different definitions and viewpoints on student wellbeing. Therefore, this research activity will be conducted by utilising semi-structured interviews in order to gain insight into different cultures' stance on student wellbeing in order to attain data which will be essential to further understand different cultures' perspectives on student wellbeing. Semi-structured interviews are more flexible, allowing the interviewer to use a variety of means to collect data from the interviewee, shifting questions and prompts around depending on what works best in a certain situation (Bonjo, 2023). The data from the semi-structured interview will give further insight into different cultures' beliefs and views on student wellbeing which will be used when the student researchers use Interpretative Phenomenological Analysis (IPA) in order to understand the data derived from the interview. Interpretive phenomenological analysis (IPA) is a psychological research method that aims to understand how patients perceive experienced events (Ungvarsky, 2023). Former research by Lino and Mohd Hashim (2020) showed that research with Malaysian students shows that increased openness to other cultures is linked to happiness. However, there are				

July 20213PG2 Ethical Approval Form

For Section E of the ethics form, I wrote down the purpose for the research to be carried out. This was solely my contribution to the ethics form.

Competency Three: Applied Research- Completion of Ethics Form

	exceptions where students' wellbeing depends on their tolerance level as well as other factors such as academic problems (Lino & Mohd Hashim, 2020). Another research done by Exenberger et al. (2018) of children from Eastern and Western cultures about what constitutes their happiness identified three perspectives on the influence of culture on happiness. Children have identical, globalised causes of happiness with different meanings at the individual level, common themes of happiness recognized in specific cultures, and dream concepts are specific to certain cultures (Exenberger et al., 2018). This shows that there are a multitude of factors that affect a student's wellbeing, as well as that different cultures have different concepts and perspectives on student wellbeing. Therefore the study intends to close the gap and to further understand different cultures' definition of wellbeing in order to determine the similarities and differences of different cultures' understanding of wellbeing. References: Bonjo, L. (2023). Interviewing (psychology). <i>Salem Press Encyclopedia</i>. Reyes-García, V., Gallois, S., Pyhälä, M., & Miñarro, S., & Napitupulu, L. (2021). Happy just because. A cross-cultural study on subjective wellbeing in three Indigenous societies. <i>PLOS ONE</i>, 16(5), e0251551. https://doi.org/10.1371/journal.pone.0251551 Ungvársky, J. (2023). Interpretative phenomenological analysis . <i>Salem Press Encyclopedia</i>. (this box should expand as you type)	For Section E of the ethics form, I wrote down the purpose for the research to be carried out. This was solely my contribution to the ethics form.
4	Research Question 1. How do different cultures define student wellbeing? 2. Do students from different cultures share the same or different perspectives on student wellbeing? 3. What are the key factors that influence wellbeing in a student population across different cultures (this box should expand as you type)	For Section E of the ethics form, I wrote down the research questions of the study. This was solely my contribution to the ethics form.
5	Aims of Research Activity This research activity aims to investigate perspectives of different cultures by utilising semi-structured interviews of university students who come from varying cultural roots. (this box should expand as you type)	For Section E of the ethics form, I wrote down the aim of the research of the study. This was solely my contribution to the ethics form.
6	Objectives of Research Activity The research activity aims to explore and understand how different cultures define wellbeing as well as find out whether students from different cultures share the same or different perspectives on student wellbeing and the key factors that influence well-being in a student population (this box should expand as you type)	For Section E of the ethics form, I wrote down the objectives of the research of the study. This was solely my contribution to the ethics form.

Competency Three: Applied Research- Completion of Ethics Form

	Proposed methods (maximum 600 words) Provide a brief summary of all the methods that may be used in the research activity, making it clear what specific techniques may be used. If methods other than those listed in this section are deemed appropriate later, additional ethical approval for those methods will be needed. You do not need to justify the methods here but should instead describe how you intend to collect the data necessary for you to complete your project.
7	The research interviews will be conducted within the psychology labs situated in Swansea SA1 Campus. For the purpose of this study, posters/emails will be sent to all first year students from different cultural/ethnic backgrounds to participate in the study. Participants will be asked to attend the one-on-one interview at the time that suits them best. All data will be kept anonymous throughout the study and will only be accessible to the researcher. After the participants are welcomed by the researcher, they will be taken to a room for the interview. Prior to the interview, the participants will be sent a digital softcopy of an information sheet, which will include the details of the study, participants' rights and a consent form. A day and time will be agreed with the participant. Once the interview has started, they will be reminded that the interview will be audio recorded throughout and this will be mentioned again along with providing them with a hard copy of the information sheet once the audio recording has started and checking their understanding and consent to continue. Participants will be asked to tick the informed consent box if they wish to proceed with the study. After this, participants will be presented with the first section of the study which asks for their demographic information including their ethnicity and age. Following this, participants will be questioned in the second section of the interview which answers our first research question, consisting of six questions. After completion of the second section, the interview will move on to the third section to answer our second research question, which consists of the same number of questions as the second section. An example of the questions is provided below, Research Question 1, Section 2: 1.What is your general understanding of student well-being? 2.What factors in your culture influences your perspective on student well-being? Research Question 2, Section 3: 1.Have you ever encountered a common ground with friends/students from other cultures when it comes to maintaining your well-being? 2.Does your culture negatively impact or neglect your well-being as a student? The completion of this section concludes the interview. At the end of the study, they will be given a debrief consisting of the aims of the study, their rights and the researchers' emails as well as the supervisors' email should they require any more information following the study. Lastly, participants will be thanked for their contribution to the study, concluding at the end of the interview session. Participants will be reminded that their information is confidential, and all data is anonymised removing identifiable information during transcription (this box should expand as you type)
	Location of research activity Identify all locations where research activity will take place.
8	Swansea (this box should expand as you type)
	Research activity outside of the UK If research activity will take place overseas, you are responsible for ensuring that local ethical considerations are complied with and that the relevant permissions are sought. Specify any local guidelines (e.g. from local professional associations/learned societies/universities) that exist and whether these involve any ethical stipulations beyond those usual in the UK (provide details of any licences or permissions required). Also specify whether there are any specific ethical issues raised by the local context in which the research activity is taking place, for example, particular cultural

For Section E of the ethics form, I wrote down the proposed methods of carrying out the study. This was my job to put it into the ethics form. However, this was written after some discussion with the rest of the group.

Competency Three: Applied Research- Completion of Ethics Form



PG2 / E1 FORM

	and/or legal sensitivities or vulnerabilities of participants. If you live in the country where you will do the research 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 Yes, 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 and thriving Welsh language	☐	☒
18	A globally responsible Wales	☐	☒
19	If YES to any of the above, please give details:		
I	The research activity that will be carried out will ensure that student wellbeing is able to be preserved regardless of the cultures of which university students are originally from, allowing for Wales to be more culturally sensitive and respectful towards all cultures. <i>(this box should expand as you type)</i>		

SECTION F: Scope of Research Activity

	Will the research activity include:		
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?	☐	☒

For Section E of the ethics form, this was also my contribution to writing this into the ethics form. This was solely my contribution to the ethics form.

Competency Three: Applied Research- Completion of Ethics Form



PG2 / E1 FORM

26	Are there any financial or other interests to the investigator or University arising from this study?	☐	☒	☐
27	Will the research activity involve deliberately misleading participants in any way, or the partial or full concealment of the specific study aims?	☐	☒	☐
28	If YES to any question, please provide full details			
	N/A			
	(this box should expand as you type)			

SECTION H: Anticipated Risks

Outline any anticipated risks that may adversely affect any of the participants, the researchers and/or the University, and the steps that will be taken to address them. If you have completed a full risk assessment (for example as required by a laboratory, or external research collaborator) you may append that to this form.					
1	Full risk assessment completed and appended? <table border="1"> <tr> <td>Yes</td> <td>☐</td> </tr> <tr> <td>No</td> <td>☒</td> </tr> </table>	Yes	☐	No	☒
Yes	☐				
No	☒				
2	Risks to participants For example: sector-specific health & safety, emotional distress, financial disclosure, physical harm, transfer of personal data, sensitive organisational information <table border="1"> <tr> <td> Risk to participants: 1. The scope of this research requires participants to answer sensitive and personal questions about their life experiences, which might involve the recollection of potentially painful and upsetting experiences. Participants might also find some questions uncomfortable. 2. Participants may be afraid to disclose their cultural beliefs </td> <td> How you will mitigate the risk to participants: 1. Prior to the interview, participants will be informed of the nature and objectives of the study according to UWTSD ethics guidelines as well as provided with a general debriefing of the study. Interviewees will also be informed of their right to withdraw their participation at any point during the study, therefore, if they feel uncomfortable or do not wish to answer a certain question, they have the right to withdraw from the study without any penalties. 2. Participants will be provided with the student email of the researchers and principal investigator involved in the study if they wish to voice any concerns or have any questions regarding the study. 3. Participants will not have to disclose any information if they do not want to, however as they are 1-2-1 interviews they will not be disclosing this to anyone outside of the research team and will be reminded that any information gathered is completely confidential and will not be linked to them in any way (this box should expand as you type) </td> </tr> </table>	Risk to participants: 1. The scope of this research requires participants to answer sensitive and personal questions about their life experiences, which might involve the recollection of potentially painful and upsetting experiences. Participants might also find some questions uncomfortable. 2. Participants may be afraid to disclose their cultural beliefs	How you will mitigate the risk to participants: 1. Prior to the interview, participants will be informed of the nature and objectives of the study according to UWTSD ethics guidelines as well as provided with a general debriefing of the study. Interviewees will also be informed of their right to withdraw their participation at any point during the study, therefore, if they feel uncomfortable or do not wish to answer a certain question, they have the right to withdraw from the study without any penalties. 2. Participants will be provided with the student email of the researchers and principal investigator involved in the study if they wish to voice any concerns or have any questions regarding the study. 3. Participants will not have to disclose any information if they do not want to, however as they are 1-2-1 interviews they will not be disclosing this to anyone outside of the research team and will be reminded that any information gathered is completely confidential and will not be linked to them in any way (this box should expand as you type)		
Risk to participants: 1. The scope of this research requires participants to answer sensitive and personal questions about their life experiences, which might involve the recollection of potentially painful and upsetting experiences. Participants might also find some questions uncomfortable. 2. Participants may be afraid to disclose their cultural beliefs	How you will mitigate the risk to participants: 1. Prior to the interview, participants will be informed of the nature and objectives of the study according to UWTSD ethics guidelines as well as provided with a general debriefing of the study. Interviewees will also be informed of their right to withdraw their participation at any point during the study, therefore, if they feel uncomfortable or do not wish to answer a certain question, they have the right to withdraw from the study without any penalties. 2. Participants will be provided with the student email of the researchers and principal investigator involved in the study if they wish to voice any concerns or have any questions regarding the study. 3. Participants will not have to disclose any information if they do not want to, however as they are 1-2-1 interviews they will not be disclosing this to anyone outside of the research team and will be reminded that any information gathered is completely confidential and will not be linked to them in any way (this box should expand as you type)				
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 potentially or actually illegal is discovered in the course of a project, it may need to be disclosed to the proper authorities N/A				

For Section H of the ethics form, this was done by another member of my group. I helped this member into wording the sentences into easier to understand phrases which are more concise.

Competency Three: Applied Research- Completion of Ethics Form

	(this box should expand as you type)	
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: 1. Questions might arise from participants that are out of the scope of the student researchers' knowledge as undergraduate students. 2. Researchers' emails will be provided to the participants of the study which poses a potential risk of unwelcomed/negative emails. 3. There is a potential for the student researchers to be accused of harm/impropriety if the participant feels they are not happy about something that has occurred during the research. (this box should expand as you type)	How you will mitigate the risk to the investigator: 1. Any questions that the student researchers struggle to answer will be passed on to the research supervisor for further advice. 2. If reports of negative/unwelcomed emails do occur, they will be reported immediately to the research supervisor 3. It will be ensured that the researchers follow 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. (this box should expand as you type)
5	University/institutional risks For example: adverse publicity, financial loss, data protection	
	Risk to the University: 1. If researchers do not adhere to codes of ethics and research protocols, the reputation and integrity of UWTSD as well as the discipline of Psychology will be endangered. 2. Data could be exposed, leaked, or used for other purposes.	How you will mitigate the 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 from arising. Professionalism will always be exhibited by all researchers. 2. The data collected from the research 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. (this box should expand as you type)
6	Environmental risks For example: accidental spillage of pollutants, damage to local ecosystems	
	Risk to the environment: N/A (this box should expand as you type)	How you will mitigate the risk to environment: N/A (this box should expand as you type)

For Section H of the ethics form, this was done by another member of my group. I helped this member into wording the sentences into easier to understand phrases which are more concise.

Competency Four: Applied Research- Completion of Information Sheet

Competency Four: Applied Research- Completion of Study Information Sheet



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

Study Information Sheet

This information sheet contains vital information when it comes to the study that you are about to partake in. Therefore, please read this study information sheet carefully as it contains the details of the study.

During the period of this study, you as a participant will have to:

1. Read and sign an informed consent form in order to continue with the study.
2. Go through an audio-recorded interview with a student researcher.
 - a. Each question in the interview will be based on the research questions of the study.

After the interview has completed, you will have a debrief entailing that your interview will be transcribed and that the data from your interview will be used in order to complete the research study. The debrief form will then be given to you via email which will contain the researcher's details and contact if you have further questions or if you wish to withdraw from the study at any given point in time.

If you do not feel comfortable with sharing personal information, emotional intelligence or details regarding your cultural background, then you are not advised to partake in this research study. If this is the case for you, then you may close the browser now and all data which has been given to the study will not be used.

I wrote the whole information sheet myself as this was the task that was delegated to me. I had help from other group members as well as my lecturer, Zoe, as they provided critical suggestions and feedback which allowed me to produce a more concise information sheet.

Competency Five: Applied Research- Completion of Interview Schedule

Competency Five: Applied Research- Completion of Interview Schedule

Schedule	Rationale
Thank you for agreeing to participate in this interview. I've got a few questions for you centred around student wellbeing and how culture plays into it. There are two sections to this interview, just for your knowledge. We will provide a break for you in between. <Check for consent and start recording.>	Useful text to acknowledge the participants in the interview as well as to act as a recollection to check on consent and other planning.
Before we dive straight into the interview, I just wanna get to know you a little. So if you don't mind, please introduce yourself, your age, what you study, what gender you identify as, and last but not least, what your ethnic background is.	This is a warm-up question designed to elicit additional information about the participants. The main purpose of the questions is to check the participants are relevant to the study by asking questions about their demographics. able to mark the demography as checked on the list.
1. So you're currently a student in Swansea, can you tell me from your perspective and experience, what do you think constitutes your well-being as a student?	This is the first relevant experience question. The question helps researchers determine the participants' overall perceptions of students well-being.
2. Thinking back to your own culture, how would your culture describe student wellbeing? Probe: (if any connection is raised.) → <i>With your culture's definition, have you found any similarities or differences with other cultures' definitions of student well-being? If so, please elaborate.</i>	The second substantive question seeks to determine the definition of culture in students' well-being, as well as the participants' understanding of the relationship between them. If the answer is ambiguous, probing allows for greater clarification.
3. What role does your culture play in your well-being as a student? Probes: → <i>How do your own perspectives on student well-being correlate with your culture's view?</i> → <i>What does your culture focus on regarding your well-being?</i>	This question provides greater insight into the participants' awareness of culture playing a role in student well-being. Probing questions helps if the participants find it hard to elaborate.

The interview schedule was done by another group member. However, I assisted in helping complete the interview schedule within the deadline that was set internally within the group.

Competency Five: Applied Research- Completion of Interview Schedule

4. What factors in your culture influence your perspectives on student well-being? 5. Do you practice any cultural habits from your culture that impact your wellbeing? Probes: → <i>What are some habits that you practice that enhance your well-being?</i> → <i>Out of all these habits, which is your favourite habit/practice?</i> → <i>Is there any particular reason why it's your favourite practice?</i> → <i>In contrast, please share some practices that you think harm your well-being.</i> → <i>Why do you think it affects you negatively?</i>	This question tests participants' comprehension of their culture and how it affects the well-being of students. Alongside providing insight on cultural practices that they have. Probing helps in giving a sense of normality of doing the culture habits and plants the opportunity of other experiences.
Thank you so much for answering the first half of this interview. If you'd like, we can continue with it, otherwise, we can take a five-minute breather.	This may differ between participants, however some participants may need to take a break as it takes a lot out of them to share their experiences. Therefore, if needed, the participants are able to take a 5-minute break in order to collect themselves.
Let's proceed with our next set of questions. 6. Now if you don't mind, can you tell me about a moment when you encountered any similarities with any of your friends from other cultures when it comes to taking care of your wellbeing? → <i>What happened?</i> → <i>Who were you with?</i>	This sentence acts as a redirection for the interviewer and interviewee to pick up where they left off. This helps both individuals to bring their attention back to the interview. The question here aids us in identifying the participants' experiences with a different culture and what they find is similar.
7. Moving on, could you tell me about the differences you have encountered with other students' cultures' views on student wellbeing, and whether they have any similarities to the views of your culture. → <i>What happened? Who were you with?</i>	This question allows us to gain some insight into the participants' life experiences with other cultures regarding their differences regarding student wellbeing. The more detailed answer we get from the participant, the more comprehension we have regarding the differences the participants faced regarding student wellbeing.

The interview schedule was done by another group member. However, I assisted in helping complete the interview schedule within the deadline that was set internally within the group.

Competency Five: Applied Research- Completion of Interview Schedule

8. Looking back to your culture's definition of student wellbeing, how do you think your culture excels when it comes to being considerate of your wellbeing as a student. → <i>How did it help you as a student?</i>	This allows the student researchers to understand the student's own perspective on their culture's viewpoint of student wellbeing, as well as how it helps them as students.
9. Now moving on, are there any aspects from other cultures that you think you'd like to see being adopted by your culture? → <i>If so, please share with me some of these aspects.</i>	This allows for the participants to share what is lacking when it comes to student wellbeing in their culture, as well as allowing the participants to give insights as to what they would like being adopted into their culture.
10. Has the stigma or opinions from your culture towards well-being prevented you from getting the assistance needed to enhance your well-being? → <i>If so, please elaborate on the time when you felt like your wellbeing as a student was neglected in your culture.</i>	This allows the student researchers to understand the limitations of a culture's understanding towards student wellbeing, as well as getting insights as to how cultures can be more thoughtful towards students' wellbeing.
11. Is there anything else that you would like to add or share?	Opportunity for the interviewee to add on any other information they would like. This allows us to collect rich and meaningful data.

The interview schedule was done by another group member. However, I assisted in helping complete the interview schedule within the deadline that was set internally within the group.

References

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- Sharpe, D., & Ziemer, J. (2022). Psychology, ethics, and research ethics boards. *Ethics & Behavior*, 32(8), 1–16. <https://doi.org/10.1080/10508422.2021.2023019>