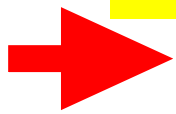


The Cred 7 Checklist For Peer Researchers

Maximising credibility is about doing everything you can to make sure your research can convince people to understand and to respond in the ways you want them to. The different stakeholders you are trying to influence will all have slightly different ideas about what is convincing.

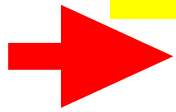
These 7 Credibility Tests can help you to plan your research and to reflect on how you are collecting, analysing and reporting your data. You can use the questions at any point in your research to help you focus what you are doing, or to decide how to report what you found out and to take your ideas out through social action.



Is your overall research question clear and simple?

- Are you clear about why the study is needed and why it is being undertaken?
- Does your question/focus add something new to what is known already?

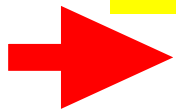
Key question 1 When you write up your research will people who are not part of your research team understand your research question?



Can you give a full explanation of your research methods?

- What research activities did you use? (interviews, focus groups workshops, arts etc)
- What questions and ideas did you present to participants for discussion?
- How did you make sure the approach was safe and ethical?

Key question 2 When you write your report, can you describe your methods in enough detail that someone who wasn't involved could use the same approach? (like a recipe)



Can you fully explain who your research participants are?

- How did you find your participants? (e.g. probability sampling - identifying places experiencing high levels of youth violence and inviting everyone there; or experience sampling - identifying relevant youth groups and asking all attending to take part; or snowball sampling – interviewing people you know are affected by the issues and then asking them to introduce you to other affected people).
- How many people were involved, and what are their important characteristics? (eg 27 white, non-binary teenagers, aged 13-16, excluded from school, living in postcode M33).
- Which participants gave your study depth or breadth by taking part in which activities, and how often? (eg 100 took part in a survey and of these, 20 met four times to take part in creative focus group activities)

Key question 3 Can you describe your participants and how you got them in enough detail that someone who wasn't involved could use the same approach? (like a recipe)

Can you fully explain your approach to reflection and analysis?

- How did you reflect on how you were affected by what you found out and how you interpreted things?
- How did you reflect on how the place(s) you did the research, the people who were there, or your relationship to the participants affected what participants felt they can say to you?
- How did you try to find patterns in your research data by using hashtags in Fatima or identifying common themes or looking for contrasts?

Key question 4 Can you describe the process of analysing your data in enough detail that someone who wasn't involved could use the same approach? (like a recipe)

Can you explain the strengths and limitations of your research?

- What worked well about what you did and the way you did it?
- Could you have found out other things by using different methods?

Key question 5 Can you clearly describe the limitations of your research? (eg If a study analyses community safety among people aged 11-16 who use a youth club in Manchester, the findings may not be the same for young people of other ages or in other places).

Are you reporting a balanced story about what you found out?

- Does your report/ film/ verbal presentation share accurate, factual, and relevant information?
- Are you able to separate what you know from your data from your own opinions?
- Is what you present a fair story? Does it represent everyone who took part?
- Do you include enough rich description and quotes from participants' to provide evidence that will help people really understand the detail of what you have found out?
- Can you include links to things other research to show how your findings are backed up by other research; or to show how it suggests other research is wrong?

Key question 6 Are you able to make clear and accurate conclusions (=credible) or are you generalising wildly from just a few examples (=unconvincing)

Are you making specific calls to action based on your research?

- Is there a clear link between the context of your research and who you identified as needing to take action (eg all teachers in your local area or all professionals working with children across England and Wales)
- Have you explained the ways in which small changes people can make can help create take steps towards a larger goal?

Key question 7 Is there a clear link between a) what your participants have told you about the issue, b) the suggestions and solutions you developed through your analysis and c) the changes you using your research to ask and campaign for?