

**Proposal to the Council of the British Psychological Society for the formation of a
new Section of the Society on ‘Qualitative Methods in Psychology’**

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In this proposal we argue that qualitative psychology is growing in popularity and that there is a need to support this development within the framework of the British Psychological Society as qualitative psychologists have a set of unique, identifiable, and specific needs. We envisage this support in the form of a Section on Qualitative Methods in Psychology that will provide a focus for researchers interested in qualitative approaches.

What is Qualitative Psychology?

The need for a new Qualitative Methods in Psychology Section stems from the fact that qualitative approaches constitute a form of inquiry that is, in many important ways, distinct from that of quantitative methods that currently dominate the discipline of Psychology. ‘Qualitative Psychology’ is a general term referring to a cluster of data gathering techniques, research approaches, and research findings characterised by the absence of quantification and statistical analyses with results being expressed in words rather than numbers. Qualitative approaches lend themselves to the exploration of fields in which there is not yet enough understanding to formulate meaningful hypotheses, however they are also valid research methods in and of themselves. Qualitative methods are ideal for investigating topics on which it would be unethical or impossible to manipulate variables, to address research questions which do not boil down to something being greater or less than something else, and to provide rich and contextualised understandings of particulars. Qualitative approaches have been utilised to further understanding of some of the central concerns of Psychology, such as communication,

beliefs, and emotions, but have also been essential in interdisciplinary psychological research such as that with Sociology, Health, and Gender Studies.

Qualitative Psychology incorporates a diverse collection of approaches, epistemologies, and perspectives, however Hayes (1997) identifies several dimensions which capture the common ways in which qualitative methods, as a whole, tend to differ from quantitative methods:

- natural versus artificial settings.
- focus on meaning rather than behaviour.
- human science versus natural science.
- induction versus deduction.
- identifying cultural patterns versus seeking scientific laws.
- idealism versus realism.

Although commonalities exist, an important feature of Qualitative Psychology is its diversity. Data gathering techniques include many different forms of interviewing, focus groups, observations, open-ended questionnaires, internet communications, television and radio programmes, letters, diary entries, magazine and newspaper articles. Approaches to research include forms of discourse analysis (Potter & Wetherell, 1987; Parker, 1992), grounded theory (Glaser & Strauss, 1967), narrative analysis (Sarbin, 1986), conversation analysis (Sacks, 1972), metaphorical analysis (Lakoff & Johnson, 1980), interpretative phenomenological analysis (Smith, 1996), empirical phenomenological analysis (Walsh, 1995), and co-operative enquiry (Reason & Heron, 1995). Some of these approaches can be conducted within post-positivist epistemology, others within a critical realist epistemology, while yet others require constructionist

frameworks (Madill, Jordan, & Shirley, 2000; Stiles, 1997). Overarching perspectives include feminism and post-feminism, psychoanalysis, post-structuralism, symbolic interactionism, Marxism, and Foucauldianism.

This diversity promotes an invigorating series of debates within Qualitative Psychology; realism -v- relativism, intra-psychic -v- radically non-cognitive accounts, interpreting -v- discovering. Diversity also raises issues about identifying good practice and whether or not to articulate standard evaluative criteria (Parker, 1997). However, there is widespread agreement that evaluative criteria developed within the quantitative paradigm are not appropriate to all forms of qualitative research (Elliott, Fischer, & Rennie, 1999; Stiles, 1993). There is also growing interest in the methodological and epistemological issues created in the mixing of qualitative and quantitative methods which has hardly yet been tapped (e.g., Todd, Nerlich, McKeown & Clarke in press).

It is certainly an exciting time to be involved in qualitative research and a glance at recent book-lists avow to the growing popularity of Qualitative Psychology within the discipline (Banister et al., 1994; Creswell, 1998; Hayes, 1997; Hollway & Jefferson, 2000; Smith, Harré, & Van Langenhove, 1995a&b; Willig, 2001). A search of the Amazon Books web-page identified 1048 current titles that including the word 'qualitative' of which 75 had 'qualitative psychology' and 240 'qualitative methods' in the title. A number of journals have also appeared which are dedicated to qualitative research and the debates it inspires. Journals include *Discourse & Society* (first issue 1990), the *Journal of Qualitative Health Psychology* (first issue 1991), *Qualitative Inquiry* (first issue 1995), *The Qualitative Report* (first issue 1997), *Discourse Analysis Online* (first publication, 2002), *Qualitative Research in Psychology* (first issue due in

2004). Moreover, many older traditional journals are beginning to accept qualitative research (e.g., *British Journal of Psychology*, *British Journal of Medical Psychology*, *British Journal of Clinical Psychology*, *Journal of Counseling Psychology*).

A Precedent for a Methodological Section

Although most of the Sections of the BPS relate to substantive areas of the discipline, there is a precedent for a section on methodology. The Mathematical, Statistical and Computing Section of the BPS promotes “the advancement and diffusion of the use of mathematics and statistics in psychology” (http://www.bps.org.uk/sub-syst/subsystems_sections2.cfm#7). There would be no overlap between this and the proposed Qualitative Methods in Psychology Section since qualitative psychologists do not use mathematics or statistics; rather, the two would operate in parallel, constituting valuable forums for methodological debate and development in their respective fields.

A Brief History of Qualitative Psychology

Qualitative methods are not new to Psychology. Sequential narrative case studies are the founding block of psychoanalytic theory (e.g., Freud, 1909) and qualitative observational methods and interviews have been central to the development of key theories such as those proposed by Jean Piaget. What is new is the development of qualitative research as method, with a concern for rigour and an interest in epistemology. The resurgence of qualitative methods within Psychology in the late 1980s and early 1990s developed initially through contact with other cognate disciplines in the wake of the ‘turn to language’. However, the field has evolved rapidly and produced a series of debates within the discipline as demonstrated by the ongoing publications within *The Psychologist* (e.g., Burt & Oaksford, 1999; Dorahy & Millar, 2000; Hardman, 1999;

Henwood & Nicolson, 1995; Jankowicz, 2000; Morgan, 1998; Rowen, 1999; Shevlin, 2000; Smith, 1999).

Potter and Wetherell (1987) articulated the basis for a new qualitative paradigm in Social Psychology which brought together many strands of thought on the philosophy of language and methods of discourse analysis, eventually leading to the formulation of a new Discursive Psychology (Edwards & Potter, 1992).

The first major article on qualitative methods in Psychology appeared in the British Journal of Psychology in 1992 (Henwood & Pidgeon, 1992) and the authors have continued to influence the development of qualitative approaches throughout the 1990s and beyond (e.g., Henwood & Pidgeon, 1994; Pidgeon & Henwood, 1997). Moreover, from 1992-1994, a series of workshops on qualitative research methods took place at Cumberland Lodge, organized by John Richardson, and funded by the ESRC, with support from the Scientific Affairs Board of the BPS. The workshops resulted in a book, *Handbook of Qualitative Research Methods for Psychology and the Social Sciences*, edited by John Richardson and published by BPS Books. Qualitative methods are now a part of the undergraduate Psychology curriculum in most departments. At postgraduate level, the ESRC expects Psychology students to have knowledge and critical awareness of the “use of qualitative methods in psychology, such as focus groups and diary techniques; the characteristics of qualitative material including narrative records, text, audio and video recordings, and transcribed materials; and protocol analysis” (ESRC Postgraduate Training Guidelines, 2001). In the early 1990s, Paula Nicolson set up the Qualitative Research Network for psychologists, which passed to Zazie Todd in 1996. The Network has provided information about and to qualitative researchers in

Psychology, although in a slightly ad-hoc way. As we enter a new millennium, there is growing acknowledgement of the importance of Qualitative Psychology as evidenced in the fact that the RAE 2001 panel for Psychology included Nick Pidgeon who is a qualitative methods expert. Nor is interest in the current exciting developments within UK Qualitative Psychology confined to this country. In a highly significant development, in 2003 the American Psychological Association will publish its first handbook of qualitative research methods (Camich et al., 2003) which will include three chapters from UK specialists in the field (Henwood & Pidgeon, Potter, and Yardley).

These key milestones demonstrate the growing importance of qualitative methods in Psychology and suggest strongly that organised support is required to nurture their development.

The Research Topics of Qualitative Psychology

Qualitative Psychology incorporates a cluster of research approaches that are designed to investigate research questions that do not readily distil down to 'how much'. Specifically, Elliott (1994) identifies qualitative research as the appropriate approach for addressing open-ended, as opposed to delimited, research questions and he identifies six types of open-ended questions that suit a qualitative approach:

- foundational: what is it?

Example: Goffman (1963) used ethnomethodology to address the question: 'What is stigma?'

- descriptive: what kinds?

Example: Button and Casey (1984) used conversation analysis to address the question; 'In what ways are topics initiated in conversions?'

- explanations: why does it happen? how does it work?
Example: Elliott et al. (1994) used comprehensive process analysis to address the question: ‘How is insight fostered in psychotherapy?’.
- fostering change: what is wrong? how can it be fixed?
Example: McVey, Madill & Fielding (2001) used grounded theory to address the question; ‘Why are problems associated with stoma surgery not decreasing despite technical improvements in stoma care?’.
- evaluative: what assumptions underlie?
Example: Parker (1999) used discourse analysis to address the question; ‘What assumptions underlie the traditional diagnosis of psychopathology?’.

Elliott’s list of questions that suit a qualitative approach suggests that the research topics of Qualitative Psychology are almost limitless. In particular, qualitative approaches have enjoyed substantial development in fields such as Health Psychology, Social Psychology, Educational Psychology, the Psychology of Gender, Gay and Lesbian Psychology, and Psychotherapy Research, and has inspired much methodological and ideological debate.

1. Health Psychology

Qualitative approaches have thrived in health research within the Social Sciences, with a journal dedicated to qualitative research in this field; *Journal of Qualitative Health Research*. Grounded Theory, one of the most popular of the qualitative approaches, was developed within the field of health research (‘*Awareness of Dying*’, Glaser & Strauss, 1965) and, alongside other qualitative approaches, has since been utilised in many healthcare contexts by clinical, academic, and health psychologists. Qualitative research

is well placed to explore the subjective experience of working in healthcare settings and the patients' perspective as recipients of medical interventions and discursive research is being used to understand the ways in which the linguistic and the material interconnect (Yardley, 1997). The current climate of evidence-based practice in the NHS and the recognition of the stresses of a medical career bodes well for the potential of qualitative researchers in Health Psychology. The challenge is to gain entry to the most prestigious journals in the field such as *Health Psychology* and to increase the potential for funding of qualitative health research.

2. Social Psychology

Social psychologists were amongst the first to advocate the use of qualitative methods in Psychology. Harré and Secord (1972) proposed changes to the ways in which psychologists do research, although it was not until the 1980s that qualitative methods began to be used systematically. Potter and Wetherell's (1987) book on discourse analysis proved to be a turning point, with its assertions that language is both constructed and constructive, and that everyday language is worthy of study in its own right.

Acknowledging the growing interest in qualitative methods, a special issue of the *Journal of Community and Applied Social Psychology* dedicated to Qualitative Social Psychology with guest editors Karen Henwood and Ian Parker was produced in 1994 with commentaries by Reicher, Wetherell, and B. Curt. Since this time, social psychological studies of language use and of texts have flourished in the research on diverse topics such as identities (e.g., Antaki & Widdicombe, 1998; Shotter, 1993), conformity (e.g., Lees, 1993), repression (e.g., Billig, 1999), and emotion (e.g., Harré & Parrott, 1996). Critical Social Psychology, with its emphasis on social justice and concern for the ways in which

traditional psychology can maintain the status quo, adopts qualitative methodologies (e.g., Gough & McFadden, 2001; Ibanez, Iniguez, & Spears, 1997; Fox & Prilliltensky, 1997; Hepburn, 2002). The challenge for qualitative social psychologists is to continue to build on this work already undertaken in the field, utilizing different qualitative methodologies without fragmenting the discipline.

3. Educational Psychology

Educational psychologists were quick to appreciate the potential of qualitative methods for studying classroom behaviour and communication (e.g., Spector, 1984). Moreover, the way in which much Qualitative Psychology acknowledged the workings of ideology allowed researchers to engage with and study the politics and processes of exclusion, discrimination, and disability pertinent to educational institutions (e.g., Kastberg, 1998). Educational psychology has tended to draw on qualitative methods associated with Social Anthropology and Sociology (e.g., ethnography: Biewer, 2002). However, it has also utilised approaches that are more recognisably psychological, such as observational methods, to investigate collaborative and small group working and the behaviour of both children and teachers in the classroom. New professional doctorates, such as the Doctorate of Applied Psychology (Educational) at Nottingham or the Doctorate in Educational Psychology at Dundee, illustrate educational psychologists' interest in developing high quality applied qualitative (and quantitative) research. Being an applied field at the intersection of different disciplines, educational psychologists are well placed to explore methodological issues and a forthcoming issue of *Educational and Child Psychology* is to be devoted to 'Educational Psychologists and Evidence'. Their

challenge is to continue to clarify and develop qualitative methods appropriate to psychological questions in the field of education.

4. Psychology of Gender

Qualitative research has often been the method of choice for researchers interested in the Psychology of Women and feminist approaches in general. This is due to the strength that qualitative approaches have in tapping lived experience, which is often a focus of standpoint research on women. Moreover, quantitative approaches, and particularly those conducted within a positivist framework, can be theorised as oppressive in de-emphasising social context and institutionalised power differentials which are the topics of much feminist analysis. Qualitative approaches can be more compatible with a feminist ethic in that many can be conducted within a context acknowledging and engaging with the power differentials between the researcher and participant so that this can be minimised and/or reflected upon and problematised within the research. Careful scrutiny and critique of such issues has meant that feminist analysis and research on the Psychology of Women have been incredibly fruitful areas for the development and sophistication of qualitative research (e.g., Wilkinson & Kitzinger, 1996).

More recently, there has been an increase in interest in the study of Men and Masculinities and, again, qualitative approaches have been the method of choice in this field (e.g., Gough, 2001). The study of Men and Masculinities has built on the strengths of feminist research on women and their lives and qualitative studies have the potential to offer new understandings of the identities, experiences, and politics of being male. The challenge for qualitative psychologists involved in the study of gender is to increase the appreciation of ways in which gender prejudice can impact the process of research at all

levels and to extend our understanding of the development and implications of gendered identity to that of men.

5. Gay and Lesbian Psychology

From around the mid-1980s Gay and Lesbian Psychology began to explore the ways in which categories of sexual identity can be understood to be socially constructed and to develop a major strand of qualitative research rejecting the traditional methods of positivistic social science (e.g., Kitzinger & Wilkinson, 1995). As in the study of the Psychology of Gender, many researchers in the field of Gay and Lesbian Psychology find qualitative approaches compatible with their personal ethics in that it can engage in a meaningful way with political and ideological influences on identity formation and experiences of an oppressed minority. There is also scope to acknowledge and work to decrease power differentials inherent in the research process. Qualitative methods are becoming of increasing importance in Gay and Lesbian Psychology, although essentialist and quantitative methods still dominate the mainstream. The challenge of Gay and Lesbian Psychology is to maintain the momentum of social constructionist approaches as a challenge to traditional understandings of sexual identity and to provoke fruitful debate in the field.

6. Psychotherapy Research

Psychotherapists have maintained a strand of qualitative research in their field since the very first narrative case studies of Sigmund Freud. However, psychotherapy researchers have been influenced by the dominant context of the discipline of Psychology that has valued quantification and positivistic forms of science. It was not until the early 1980s that psychotherapy researchers began to reassess seriously the benefits of qualitative

methods (Elliott, 1983). Arguments for the strength of qualitative approaches have been made and qualitative research has begun to flourish once again in this field (e.g., Elliott et al., 1994; Greenberg, 1984; Hill, Thompson, & Williams, 1997; Madill & Barkham, 1997; Rennie, 1994). The APA journal *Journal of Counseling Psychology* has been open to publishing qualitative studies and the BPS journal *British Journal of Clinical Psychology* has recently published guidelines for the publication of qualitative research (Elliott et al., 1999). The challenge in this field is to maintain these gains and to promote qualitative research in quality journals that have so far eschewed qualitative research such as the *Journal of Counseling and Clinical Psychology* and the *Journal of Abnormal Psychology*.

7. Methodological and Ideological Issues

The increasing popularity of qualitative approaches in Psychology has sparked much methodological and ideological debate. A central debate has regarded the relative merits of qualitative and quantitative methods in Psychology (e.g., Morgan, 1998). This has helped to clarify the areas of the field most conducive to qualitative inquiry, to challenge qualitative researchers to articulate their methods clearly, and to establish quality criteria relevant to their studies (e.g., Fischer et al., 1999). Many qualitative researchers articulate a clear ideological commitment in their approach to research and utilise methods compatible with that stance. For example, qualitative researchers have worked from a feminist (see Griffin, 1995) or Marxist (see Kincheloe & McLaren, 1994) perspective or utilised forms of action research that have an express commitment to participant collaboration and social change (see Taylor, 1994). Since qualitative methods often challenge the objectivity of the research process, acknowledging one's ideological

commitments can be viewed as a legitimate and important aspect of much qualitative research. Such a stance is contrary to the approach of most quantitative paradigms and, hence, qualitative researchers incorporating an ideological stance have had to articulate a strong justification for their approach that has not always been accepted in mainstream Psychology. Debating and clarifying methodological and ideological issues pertinent to qualitative research remains a key challenge for qualitative researchers and a BPS Qualitative Methods in Psychology Section would seek to facilitate progress on these issues to the benefit of the discipline.

Why do we need a Qualitative Methods in Psychology Section?

As documented above, qualitative methods have become increasingly important in several fields of Psychology. However, what draws qualitative researchers together are shared concerns, irrespective of the substantive areas in which they work, and several formal and informal sources lead us to believe that a Qualitative Methods in Psychology Section would be a popular development to help address the needs of this growing specialism.

The 1992-1994 ESRC/BPS workshops on qualitative research methods led John Richardson (1996) to identify several unmet needs of qualitative researchers in Psychology:

- lack of suitable textbooks in qualitative methods for psychologists.
- lack of skilled supervisors for postgraduates using qualitative methods.
- lack of competent examiners for postgraduate research using qualitative methods.

Since Richardson's publication there has been a rapid growth of excellent books on qualitative methods for Psychologists and efforts to provide postgraduates with better

training in qualitative approaches. For example, there now exist two taught Masters dedicated to training in this field; *Masters in Qualitative Methods and Health* (University of Leeds), *Qualitative Methods in Psychology* (part-time, University of West England). However, there is still a shortage of academics able to supervise and examine qualitative research. A recent Learning and Teaching Support Network-funded workshop at the University of Leeds on ‘*Developing Guidelines for the Supervision of Undergraduate Qualitative Research in Psychology*’ revealed that, in Psychology departments where there was expertise in qualitative methods, this was most usually limited to one member of staff. This situation can lead to individual qualitative researchers becoming isolated from each other and difficulties finding appropriate internal examiners for research theses. The need to pool expertise and to create a forum to discuss mutual concerns was demonstrated by the popularity of this workshop in that it attracted 50 staff from 36 different institutions plus additional messages of support.

Psychologists specializing in qualitative methods experience other shared concerns that were discussed at an informal level at the above workshop, but are also evident in conversations we have had with colleagues over the years. These include:

- a growing demand for qualitative methods teaching at all levels which, although welcomed, places particular pressure on the few staff qualified in this area.
- poor access to research funding and many quality journals with the ensuing impact on career development.
- potential for marginalization within Psychology departments and within the discipline itself (see Capdevila & Buchanan, 2002) which leads to a concern (a) to establish our approaches as accepted and valued methodologies in Psychology, (b) to continue to

debate and develop quality criteria appropriate to the different forms of qualitative approach available, and (c) to present the arguments for the legitimacy of ideologically-informed research within a Human Science paradigm.

Aims of the Section on Qualitative Methods in Psychology

A BPS Qualitative Methods in Psychology Section would work towards addressing these shared concerns and facilitate the development of rigour in the use of qualitative methods in Psychology. This would include the encouragement of constructive dialogue between psychologists using different forms of qualitative approach and with those using quantitative methods. The aims of the Section will be:

- *to promote the use of qualitative research methods in both the scientific and professional domains of Psychology:-* this would include the creation of a reservoir of expertise in qualitative methods that would facilitate the selection of suitable examiners for postgraduate research and identification of consultants for supervisors, researchers, and teachers at all levels.
- *to provide a forum for the development of Qualitative Psychology that will draw together those working in different specialisms, using different approaches, and different epistemologies:-* this would include the production of a regular newsletter containing discussion on how to achieve rigour in qualitative research and articulation of evaluation criteria appropriate to its research paradigm.
- *to foster the exchange of ideas, research, and information on Qualitative Psychology through facilitating the organisation of workshops, conferences, symposia, and training sessions of special interest to psychologists using, or wanting to use, qualitative research methods:-* these would be valuable resources to all qualitative

researchers but particularly to those who have little daily contact with others in their field and would, hopefully, contribute to the acceptability of qualitative research in Psychology with the ensuing impact on the publishability of qualitative research in quality journals and accessibility of research funding.

In these ways, the Qualitative Methods in Psychology Section would make an important contribution to discipline through promoting excellence in methods teaching and in research practice.

Conclusion

In this proposal we have argued that Qualitative Psychology constitutes a form of psychological inquiry that is, in many important ways, distinct from quantitative methods, that Qualitative Psychology is growing in popularity, and that this specialism has its own specific set of needs. We believe that a BPS Section on Qualitative Methods in Psychology will benefit the whole discipline through enabling and maintaining excellence in psychological research and teaching and contributing to the vitality of a British Psychology which can thrive through an engagement with diversity.

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Appendix 1

The following Fellows/Associate Fellows/Chartered Psychologists of the British Psychological Society have signed declarations of support for the establishment of a Section on Qualitative Methods in Psychology. These declarations of support were submitted to the BPS along with the original documentation of this proposal.

1. Jackie Abell University of Lancaster
2. Julie Alderson Leeds Teaching Hospitals
3. Jan Aldridge University of Leeds
4. Peter Ashworth Sheffield Hallam University
5. Peter Banister Manchester Metropolitan University
6. John Blundell University of Leeds
7. Mary Boyle University of East London
8. David Clarke University of Nottingham
9. Jennifer Clegg University of Nottingham
10. Ann Colley University of Leicester
11. Barbara Duncan Glasgow Caledonian University
12. Louise Dye University of Leeds
13. Linda Finlay The Open University
14. Michael A. Forrester University of Kent
15. David Green University of Leeds
16. Karen Henwood University of East Anglia
17. Wendy Hollway The Open University
18. Dennis Howitt University of Loughborough
19. Gary Latchford University of Leeds
20. Rebecca Lawton University of Leeds
21. Sandy Lovie University of Liverpool
22. Carol Martin University of Leeds
23. Andy McKinlay University of Edinburgh
24. Brian McMillan University of Leeds
25. Dorothy Miell The Open University
26. Andy Miller University of Nottingham
27. Jeanne Moore University of Teeside
28. Stephen Morley University of Leeds
29. Chris Moulin University of Leeds
30. Paula Nicolson University of Sheffield
31. Daryl O'Connor University of Leeds
32. Jim Orford University of Birmingham
33. Ian Parker Manchester Metropolitan University
34. Sheila Payne University of Sheffield
35. John T. E. Richardson The Open University
36. John Rodgers University of Leeds
37. Denis Salter University of Leicester
38. John L. Smith University of Sunderland
39. Peter Stratton University of Leeds
40. Richard Velleman University of Bath
41. Sue Wilkinson University of Loughborough
42. Lucy Yardley University of Southampton

Appendix 2

THE BRITISH PSYCHOLOGICAL SOCIETY **QUALITATIVE METHODS IN PSYCHOLOGY SECTION**

DRAFT RULES

These draft rules are modelled on those of existing Sections, and conform closely with those approved for the Psychology of Women Section. They are provided as indicative of the sort of rules we would envisage. We are not committed to the rules remaining exactly as laid out here and would welcome further advice in finalising them, if formation of the Section is approved.

1. Name

The name of the Section shall be the Qualitative Methods in Psychology Section of the British Psychology Society.

2. Aims

The aims of the Section shall be as follows:-

- 2.1 To promote the use of qualitative research methods in both the scientific and professional domains of Psychology.
- 2.2 To provide a forum for the development of Qualitative Psychology that will draw together those working in different specialisms, using different approaches, and different epistemologies.
- 2.3 To foster the exchange of ideas, research, and information on Qualitative Psychology through facilitating the organisation of workshops, conferences, symposia, and training sessions of special interest to psychologists using, or wanting to use, qualitative research methods.
- 2.4 To promote the interests of members of the Section in their activities related to Qualitative Psychology.
- 2.5 To carry on all such activities as may be conducive to the foregoing Aims.

3. Aims

- 3.1 The rules shall be construed with reference to the British Psychological Society, and no Rule shall have any validity or effect if it amounts to, or involves an alteration to the Charter, Statutes and/or Rules of the Society,

which could only legally be made by alteration of or addition to the said Charter, Statutes and Rules of the Society.

- 3.2 Alterations or additions to these Rules shall only be made by resolution passed at an Annual General or Extraordinary Meeting of the Section and approved by the Council of the Society.
- 3.3 The Honorary Secretary of the Section shall send a copy of the Rules to each new member of the Section and shall notify all members of alterations or additions to the Rules.

4. Membership

- 4.1 Membership of the Section shall be open only to Members or Contributors of the British Psychological Society. (Contributors are Foreign Affiliates, Student Subscribers and Affiliates.)
- 4.2 There shall be three classes of members:
 - 4.2.1 Full members. This class of membership shall be open to all Members of the Society.
 - 4.2.2 Student members. This class of membership shall be open to the Student Subscribers of the Society
 - 4.2.3 Affiliate members. This class of membership shall be open to all Contributors of the Society other than Student Subscribers.
- 4.3 The election of applicants shall be by majority vote of the Section Committee at the meeting considering the application.

5. Meetings

- 5.1 The Section shall hold such meetings, conferences, and workshops and engage in such other activities as may be conducive to its aims.
- 5.2 The Section shall hold an Annual General Meeting within each calendar year.
- 5.3 A least twenty-one days notice of the Annual General Meeting, and of the business to be transacted thereat, shall be given to all Full Members of the Section.
- 5.4 The following business shall be transacted at the Annual General Meeting, in addition to any business which the Section Committee may decide to put to the meeting:

- 5.4.1 The election of Officers and Members of the Committee;
- 5.4.2 Consideration of a report of the proceedings of the Section during the year, this report to include a statement of attendance at Committee Meetings;
- 5.4.3 Consideration of a report of the income and expenditure of the Section during the year to be reported to the Council.
- 5.5 An Extraordinary Meeting of the Section may be convened at any time by the Committee. It shall also be convened by the Honorary Secretary of the Section at the request in writing of not less than twenty Full Members of the Section.
- 5.6 At least fourteen days notice of an Extraordinary Meeting, with the reasons for convening it, shall be given to all members of the Section.
- 5.7 Voting on business, other than the election of Officers and Members of the Committee, shall be conducted in person or by post in the same manner as is provided for General Meetings of the Society.
- 5.8 The quorum necessary for the transaction of business by any Annual General Meeting or Extraordinary Meeting shall be ten Full Members personally present and entitled to vote. In the event of an Annual General Meeting being inquorate, it shall be re-convened at a time and place deemed suitable by the Committee but not later than three months after the inquorate meeting. In the event of any Annual General or Extraordinary Meeting being inquorate, Statute 16(5) shall apply.

6. Visitors

Each member of the Section shall be entitled to introduce visitors to any meeting of the Section, other than Annual General or Extraordinary Meetings.

7. The Committee

- 7.1 The business of the Section shall be conducted by a Committee composed as follows:-

Officers: A Chair
 An Honorary Secretary
 An Honorary Treasurer

Members: 3 further members of the Section

In addition, the Committee may at any time co-opt up to three further Committee members. Membership of the Committee will ideally reflect the diverse interests of Section members, and will aim to represent their interests in Qualitative Psychology.

7.2 All officers shall be elected for a period of three years and shall retire from office at the Annual General Meeting in the third year following their election. The Honorary Secretary and Honorary Treasurer shall be eligible for re-election for one further period of office on one consecutive occasion only, after which a period of three years shall elapse before again becoming eligible for election as officers of the committee. A period of six years shall elapse before the Chair is again eligible for election.

7.3 Members of the Committee shall normally serve a three-year term, except that resignations shall be staggered, by lot or by agreement among Committee members, in order to ensure a workable continuity of committee membership. Committee members shall be eligible for re-election for one further term on one consecutive occasion only, after which a period of three years shall elapse before again becoming eligible for election as members of the committee. Committee members who attend less than two meetings a year shall not be eligible for re-election on a consecutive occasion (unless this rule is set aside by the Chair of the Section in cases where good cause for non attendance has been shown).

8. Election of Officers and Members of the Committee

8.1 Officers and members of the Committee may be nominated by any two or more Full Members of the Section who shall deposit with the Honorary Secretary before voting takes place, the names of such candidates in writing, together with the written and signed consent of the nominee to accept office if elected.

8.2 The Committee may, and in the event of there being no other nominations the Committee shall, nominate candidates for election.

8.3 Where there are more nominations than vacancies, voting for the election of Officers and members of the Committee shall be by Full Members of the Section in accordance with the prevailing practice of the Society.

9. Committee Procedure

9.1 A least seven clear days notice of meetings of the Committee shall be given to all members of the Committee.

9.2 No business shall be transacted unless there be a quorum, the quorum at any committee meeting shall be five members together in session.

- 9.3 The Committee shall act notwithstanding any vacancy to their body providing that if the membership falls below five, the continuing members act only for the purpose of filling vacancies on the Committee or for convening an Annual General or Extraordinary Meeting, but for no other purpose.
- 9.4 Each year, at the first meeting after the Annual General Meeting, the Committee shall appoint from its membership a representative of the Section to serve on the Council and a representative to serve on the Scientific Affairs Board.
10. Fees
- The annual fee to be paid by the members shall be as recommended from time to time by the Section Committee and decided by Members of the Section at the Annual General Meeting and shall be reported to the Council in accordance with the Rules of the Society.

The Proposers, September 2002