

Research question:

In what ways does friluftsliv in Norway respond to and reflect social change and societal challenges?

Friluftsliv: Introduction and rationale

The Norwegian and Nordic concept of friluftsliv is often referred to internationally (Crowley, 2013; Hofmann et al., 2018; Skille et al., 2023). It is cited as an inspiration for Forest Schools in the UK (Knight et al., 2023) and used to critique instrumentalism in outdoor education (Loynes, 2002). Friluftsliv has commonly been defined as a distinct tradition, characterised by “[a]n ecologically responsible life in the open air – in nature” (Repp, 2004, p. 117) and by “simplicity and popularity” in contrast to “commercialized and specialized outdoor life activities of North America and Continental Europe” (Sandell, 1991, p. 134). The conceptualisation of friluftsliv as a unique lifestyle – inclusive, healthy and ecologically conscious – prevails in many recent contributions (Beery, 2013; Hofmann et al., 2018).

While most authors acknowledge the Nordic tradition as distinct, warnings are expressed against essentialism and ethnocentrism (Gurholt, 2008; Aasetre & Gundersen, 2012). Critical researchers call for more attention to friluftsliv as “ambiguous, complex and contradictory” (Gurholt, 2008, p. 65) and the inclusion and exclusion of certain groups, moralities, and practices (Anderson, 2023; Crowley, 2013; Mickelsson, 2021; Skille et al., 2023; Skår, 2009). Historical studies question the presumed legacy of ecological consciousness in friluftsliv (Sandell, 1991) and the presumed distinction between friluftsliv and sports (Horgen, 2022). Survey-based analyses are criticised for overestimating participation (Skår, 2009), and both quantitative and qualitative studies are criticised for underrating how activities are changing:

When nine out of ten Norwegians say they partake in friluftsliv, they are likely using the term in a loose sense that includes activities like skiing on groomed tracks, using motorized equipment like snowmobiles and staying in commercially-run mountain cabins (Crowley, 2013, p. 46).

The present study responds to calls for research into contradictions, challenges, and changes of friluftsliv. Furthermore, it contributes to studies connecting friluftsliv to other societal domains, stakeholders, and political powerholders, as friluftsliv is part of state policy and orchestrated by influential organisations. The instrumentalisation of friluftsliv is seen, for

example, in the way it has been integrated into immigration policy; newcomers in Norway are obligated to learn about it and take part in activities (Anderson, 2023). As Gurholt (2023, p. 10) notes, “there is a need to understand better the complex networks and collaboration of public agencies and dedicated volunteers, their organisations, and interests”.

Aims and objectives

The aim of this study is to contribute to an understanding of how friluftsliv has evolved in Norway over the last decades and illuminate tensions and paradoxes. In particular, the aim is to investigate how friluftsliv reflects and responds to societal challenges and social change, such as the ecological crisis, a more diverse population, urbanisation, and inactivity.

The research has three key objectives:

1. To assess how friluftsliv is instrumentalised in state policy and referred to in public speech. The research traces changes in the definition of friluftsliv through principal statutes and government white papers and maps the connections between friluftsliv and other domains in national and local newspapers.
2. To investigate the changing ideologies and practices of the dominant NGOs for friluftsliv in Norway. The research traces the goals of the promotional “Year of friluftsliv” (organised in 1993, 2005, 2015 and 2025) and draws on press coverage of opening events to access activities and participation.
3. To combine (traditional) documentary analysis with the use of newer digital humanities tools available at the Norwegian National Library and assess the advantages and disadvantages of combining these methods.

Theoretical and methodological basis

The study is relevant in the context of three research paradigms: pragmatic, interpretive and critical. Several authors warn against seeing paradigms as incompatible world views (Cohen et al., 2017; Gorard & Taylor, 2004). According to the discussion of paradigms in Lukenchuk (2013), problem-centred research looking for the “best possible explanation” fits well within a pragmatic paradigm, research focused on description and interpretation of meaning fits within an interpretive paradigm, whereas a critical paradigm explores power relations and the potential for “social and political transformation” (p. 67). Furthermore, all three paradigms understand knowledge produced through research as “provisional, contextual and

contingent” (p. 70), while studies within the pragmatic and critical combine quantitative and qualitative methods (Lukenchuk, 2013).

The present study takes a pragmatic approach in its quantitative mapping of the term *friluftsliv* in documents and newspapers, while critically exploring the instrumentalisation of *friluftsliv* by powerful stakeholders and the meaning of *friluftsliv* in documents from the past. Hence, the study uses a mixed methods approach. Mixed methods investigations may use different designs (Cohen et al., 2017; Gorard & Taylor, 2004). In this study, I explore the benefits of a “parallel” mixed method design (Cohen et al., 2017, p. 39) to triangulate the data and improve validity, i.e. different methods are used simultaneously to answer the same research questions. Specifically, the study combines (traditional) documentary and historical analysis with digital humanities tools to better understand the phenomenon under study.

Documentary and historical methods

The analysis of documents is essential in the humanities and social sciences (Martin, 2017). In historical research, the turn towards cultural history from the 1980s rejected an empiricist notion that history could be extracted from “facts”. Principal documents can be examined as official records, but also to detect “contested meanings and omissions” (Martin, 2017, p. 324).

The study explores the changing meaning of *friluftsliv* in state and organisational documents. State documents include the principal statutes (1957) and three Government White Papers on *friluftsliv* (1986-87, 2000-2001 and 2015-2016). Organisational documents describe the goals of the promotional “Year of *friluftsliv*” organised by *The Norwegian Association for Outdoor Organisations* in 1993, 2005 and 2015 (and planned for 2025) (NEA, 2016; NF, 2024; Vistad et al., 2006).

Historical and documentary research is always based on a selection of sources. The key principles for selection are authenticity, credibility, representativity and meaning (Martin, 2017). The above documents authoritatively represent the voice of influential stakeholders. However, newly digitised archives and tools enable analyses where more voices from the past can be heard. To explore contradictions, challenges, and changes in *friluftsliv*, it is helpful to go beyond official records (Martin, 2017). In this case, I include visualisations and stories of how *friluftsliv* is portrayed in public speech.

Digital Humanities

Digital humanities is not a separate field, but describes new scientific methods and tools (Boasson & Malvik, 2019). Sinclair and Rockwell (2012, p. 242) describe it as “the use of computers as an aide in the interpretation of electronic texts.” Recent research calls for more studies using tools such as Google Ngram to study conceptual and cultural change (Teepe et al., 2023; Younes & Reips, 2019; Zeng & Greenfield, 2015). In Norway, the digitised National Library archive is uniquely comprehensive, and researchers point to how its tools can expand our understanding of key terms, professional roles and power relations, and collective meaning in different historical periods (Boasson & Malvik, 2019; Kveim Lie et al., 2022).

In this study, I will examine the relative frequency of the concept of *friluftsliv* in the corpus of local and national newspapers and its relationships to other domains. The tools can create visual images of how often the concept is used, which other terms appear in close proximity, and how this is changing. The principal advantage of such methods is that large amounts of articles and documents can be examined, including many that would not usually interest historians (Boasson & Malvik, 2019; Sinclair & Rockwell, 2012).

While the methods are promising, there are concerns about accuracy, including scanning errors, biases and doubles, and the disproportional influence of authors who use some terms repeatedly (Boasson & Malvik, 2019; Younes & Reips, 2019). These concerns point to the need to triangulate and include a closer inspection of specific documents. In this case, authoritative documents and a closer examination of newspaper articles from the “Year of *friluftsliv*” opening events will be consulted to explore the benefits of mixing methods.

The use of quantitative tools challenges traditional interpretive paradigms in the humanities. When an analogue book or article is digitised, it is no longer continuous from start to end (Sinclair & Rockwell, 2012). It becomes a data set, which changes its nature as an epistemic object (Boasson & Malvik, 2019). However, using quantitative methods does not require an empiricist approach. The point is not to produce reliable statistics but to combine tools and methods to get a fuller picture of the meaning of historical documents (Boasson & Malvik, 2019).

Ethical considerations

The present research does not include participants or the collection of personal data.

Relevant ethical considerations are linked to how documents and tools are treated and my overall responsibility as a researcher. To operate ethically, researchers should ask relevant questions, examine sources carefully and rigorously, and reflect on biases and shortcomings (Cohen et al., 2017). The fact that friluftsliv is deeply meaningful to many people should be considered when interpreting the data. All sources are publicly available in the National Library and elsewhere. Concerning the use of newspaper articles, however, one must remember that people portrayed years ago would not have expected articles to be easily accessible in a digitised format. Hence, personal information from such articles should be treated with care.

Since the research takes place in Norway, it must comply with the principles of both countries. The study will follow the NESH, UWSTD and BERA guidelines (see ethics form).

Timeline

ACTIVITY	PERIOD	COMMENT
Read literature, prepare proposal	February, March	Literature review, 'friluftsliv', Norwegian academic database
Analysis: Political documents	March (18-31)	Four key documents (statues and white papers): Lov om friluftslivet 28 juni 1957 St meld. 40 (1986-87) St meld. 39 (2000-2001) St meld 18 (2015-2016)
Analysis: Documents "year of friluftsliv"	March (18-31)	Key goals and evaluations of the four "years of friluftsliv" organised so far: 1993, 2005, 2015, 2025 (so far)
Analysis: National library material, digital tools	April (1-14)	Attend workshop in digital humanities. Select tools to use, create a corpus, analysis of data
Analysis: Selected newspaper reports, "year of friluftsliv"	April (1-14)	Select newspaper reports from January each "year": opening events of the "year of friluftsliv" 1993, 2005, 2015
Interpretation, discussion, presentation	April and May	Electronic poster, reflective paper

References

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Appendix: Application for ethical approval

APPLICATION FOR ETHICAL APPROVAL

RESEARCH STUDENTS

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

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

This document is also available in Welsh.

RESEARCH STAFF ONLY

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

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

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

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

The 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:	Trine Syvertsen			
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:	Sport and healthy living UWTSD			
4	Campus:	Carmarthen			

5	E-mail address:	trine.syvertsen@media.uio.no
6	Contact Telephone Number:	+47-97505843
For students:		
7	Student Number:	2206722
8	Programme of Study:	MA Outdoor education Part-time
9	Director of Studies/Supervisor:	Nalda Wainwright

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	☒
					Date
2	If Yes, please indicate source of approval (and date where known): Approval in principle must be obtained from the relevant source prior to seeking ethical approval	Research Degrees Committee	☐		
Institute Research Committee		☐			
Other (write in)		☐			

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	Norwegian code of ethics: Guidelines for Research Ethics in the Social Sciences and the Humanities Published: 5/26/2022 Given by The National Committee for Research Ethics in the Social Sciences and the Humanities (NESH) in 2021 (5th edition). English translation published 2022. https://www.forskningsetikk.no/en/guidelines/social-sciences-and-humanities/guidelines-for-research-ethics-in-the-social-sciences-and-the-humanities/ A Guide to Internet Research Ethics Published: 8/6/2019 Issued by the The National Committee for Research Ethics in the Social Sciences and the Humanities (NESH) in 2003. Second edition published in Norwegian in 2018 and in English May 2019. https://www.forskningsetikk.no/en/guidelines/social-sciences-and-humanities/a-guide-to-internet-research-ethics/	☒

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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					
2	Contact person name					
3	Contact person e-mail address					
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	☐
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	☐

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:	Friluftsliv as idea and practice in Norway		
2	Proposed start date:	After 15 march	Proposed end date:	May 2024 for this assignment. Further analysis of the data might take place later.
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 The purpose of the study is to contribute to knowledge about the important tradition of friluftsliv [a Norwegian term for outdoor life, life in the open air]. Friluftsliv often serves as a reference point in research on outdoor learning both in the Nordics and other countries. The purpose is furthermore to investigate if a mixed methods approach can offer new insight into how friluftsliv is interpreted and practiced by key stakeholders and discussed in public speech. See also attached research proposal. (this box should expand as you type)
4	Research Question (this box should expand as you type) In what ways does friluftsliv in Norway respond to and reflect social change and societal challenges?
5	Aims of Research Activity The aim of this study is to contribute to an understanding of how friluftsliv has evolved in Norway over the last decades and illuminate tensions and paradoxes. In particular, the aim is to investigate how friluftsliv reflects and responds to societal challenges and social change, including the ecological crisis, a more diverse population, urbanisation, technological developments, and inactivity. (this box should expand as you type)
6	Objectives of Research Activity The research has three key objectives: 1. To assess how friluftsliv is instrumentalised in state policy and referred to in public speech. The research traces changes in the definition of friluftsliv through principal statutes and government white papers and maps the connections between friluftsliv and other domains in national and local newspapers. 2. To investigate the changing ideologies and practices of the dominant NGOs for friluftsliv in Norway. The research traces the goals of the promotional “Year of friluftsliv” (organised in 1993, 2005, 2015 and 2025) and draws on press coverage of opening events to access activities and participation. 3. To combine (traditional) documentary analysis with the use of newer digital humanities tools available at the Norwegian National Library and assess the advantages and disadvantages of combining these methods. (this box should expand as you type)
	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	Documentary analysis of principal documents Digital humanities tools for analyses in the digitised archive of The National Library, Norway. (this box should expand as you type)
	Location of research activity Identify all locations where research activity will take place.
8	Norway, online (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 licenses 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 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	National library in Oslo and online. No interaction will take place with research subjects. I do not intend to collect any personal data. All documents are publicly available. According to the Norwegian guidelines, such research does not require specific procedures or permissions. I live in Norway where the research will take place. (this box should expand as you type)

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. (this box should expand as you type)		

	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:		
	(this box should expand as you type)		

SECTION F: Scope of Research Activity

	Will the research activity include:	YES	NO
1	Use of a questionnaire or similar research instrument?	☐	☒
2	Use of interviews?	☐	☒
3	Use of focus groups?	☐	☒
4	Use of participant diaries?	☐	☒
5	Use of video or audio recording?	☐	☒
6	Use of computer-generated log files?	☐	☒
7	Participant observation with their knowledge?	☐	☒
8	Participant observation without their knowledge?	☐	☒
9	Access to personal or confidential information without the participants' specific consent?	☐	☒
10	Administration of any questions, test stimuli, presentation that may be experienced as physically, mentally or emotionally harmful / offensive?	☐	☒
11	Performance of any acts which may cause embarrassment or affect self-esteem?	☐	☒
12	Investigation of participants involved in illegal activities?	☐	☒
13	Use of procedures that involve deception?	☐	☒
14	Administration of any substance, agent or placebo?	☐	☒
15	Working with live vertebrate animals?	☐	☒
16	Procedures that may have a negative impact on the environment?	☐	☒
17	Other primary data collection methods. Please indicate the type of data collection method(s) below.	☐	☒
	Details of any other primary data collection method: (this box should expand as you type)		

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

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

SECTION G: Intended Participants

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

	Who are the intended participants:	YES	NO
1	Students or staff at the University?	☐	☐
2	Adults (over the age of 18 and competent to give consent)?	☐	☐
3	Vulnerable adults?	☐	☐
4	Children and Young People under the age of 18? (Consent from Parent, Carer or Guardian will be required)	☐	☐
5	Prisoners?	☐	☐
6	Young offenders?	☐	☐
7	Those who could be considered to have a particularly dependent relationship with the investigator or a gatekeeper?	☐	☐
8	People engaged in illegal activities?	☐	☐
9	Others. Please indicate the participants below, and specifically any group who may be unable to give consent.	☐	☐
	Details of any other participant groups: (this box should expand as you type)		

	Participant numbers and source Provide an estimate of the expected number of participants. How will you identify participants and how will they be recruited?	
10	How many participants are expected?	(this box should expand as you type)
11	Who will the participants be?	(this box should expand as you type)
12	How will you identify the participants?	(this box should expand as you type)

	Information for participants:	YES	NO	N/A
13	Will you describe the main research procedures to participants in advance, so that they are informed about what to expect?	☐	☐	☐

14	Will you tell participants that their participation is voluntary?	☐	☐	☐
15	Will you obtain written consent for participation?	☐	☐	☐
16	Will you explain to participants that refusal to participate in the research will not affect their treatment or education (if relevant)?	☐	☐	☐
17	If the research is observational, will you ask participants for their consent to being observed?	☐	☐	☐
18	Will you tell participants that they may withdraw from the research at any time and for any reason?	☐	☐	☐
19	With questionnaires, will you give participants the option of omitting questions they do not want to answer?	☐	☐	☐
20	Will you tell participants that their data will be treated with full confidentiality and that, if published, it will not be identifiable as theirs?	☐	☐	☐
21	Will you debrief participants at the end of their participation, in a way appropriate to the type of research undertaken?	☐	☐	☐
22	If NO to any of above questions, please give an explanation			
	<i>(this box should expand as you type)</i>			

	Information for participants:	YES	NO	N/A
24	Will participants be paid?	☐	☐	☐
25	Is specialist electrical or other equipment to be used with participants?	☐	☐	☐
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			
	<i>(this box should expand as you type)</i>			

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?	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		
	Risk to participants: <i>(this box should expand as you type)</i>	How you will mitigate the risk to participants: <i>(this box should expand as you type)</i>	

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		
	Not relevant <i>(this box should expand as you type)</i>		
4	Risks to the investigator For example: personal health & safety, physical harm, emotional distress, risk of accusation of harm/impropriety, conflict of interest		
	The concept of friluftsliv is deeply meaningful to many people, hence, the research touch on value-laden issues in society, but not personally sensitive issues. <i>(this box should expand as you type)</i>	How you will mitigate the risk to the investigator: Reflect over own cultural biases and the values attached to the concept of friluftsliv when interpreting the data. <i>(this box should expand as you type)</i>	
5	University/institutional risks For example: adverse publicity, financial loss, data protection		
	The main risks are linked to how I treat documents and tools and my overall responsibility as a researcher. All the data is publicly available in the National Library and elsewhere. Anyone can use the same sources and check my interpretations. <i>(this box should expand as you type)</i>	How you will mitigate the risk to the University: To mitigate risks, it is important to ask relevant questions, examine sources carefully and rigorously and be reflective about biases and shortcomings. <i>(this box should expand as you type)</i>	
6	Environmental risks For example: accidental spillage of pollutants, damage to local ecosystems		
	Carbon emissions from big data analysis and any digital activity <i>(this box should expand as you type)</i>	How you will mitigate the risk to environment: Keep to necessary analysis. <i>(this box should expand as you type)</i>	

	Disclosure and Barring Service			
	If the research activity involves children or vulnerable adults, a Disclosure and Barring Service (DBS) certificate must be obtained before any contact with such participants.	YES	NO	N/A
7	Does your research require you to hold a current DBS Certificate?	☐	☐	☒
8	If YES, please give the certificate number. If the certificate number is not available please write "Pending"; in this case any ethical approval will be subject to providing the appropriate certificate number.			

SECTION I: Feedback, Consent and Confidentiality

1	Feedback What de-briefing and feedback will be provided to participants, how will this be done and when?
	No participants <i>(this box should expand as you type)</i>
2	Informed consent Describe the arrangements to inform potential participants, before providing consent, of what is involved in participating. Describe the arrangements for participants to provide full consent before data collection begins. If gaining consent in this way is inappropriate, explain how consent will be obtained and recorded in accordance with prevailing data protection legislation.
	No participants <i>(this box should expand as you type)</i>
3	Confidentiality / Anonymity Set out how anonymity of participants and confidentiality will be ensured in any outputs. If anonymity is not being offered, explain why this is the case.
	No participants <i>(this box should expand as you type)</i>

SECTION J: Data Protection and Storage

	Does the research activity involve personal data (as defined by the General Data Protection Regulation 2016 “GDPR” and the Data Protection Act 2018 “DPA”)?	YES	NO
1	“Personal data” means any information relating to an identified or identifiable natural person (‘data subject’). An identifiable natural person is one who can be identified, directly or indirectly, in particular by reference to an identifier such as a name, an identification number, location data, an online identifier or to one or more factors specific to the physical, physiological, genetic, mental, economic, cultural or social identity of that natural person. Any video or audio recordings of participants is considered to be personal data.	☐	x ☐
	If YES, provide a description of the data and explain why this data needs to be collected:		
2	<i>(this box should expand as you type)</i>		
	Does it involve special category data (as defined by the GDPR)?	YES	NO
3	“Special category data” means sensitive personal data consisting of information as to the data subjects’ – (a) racial or ethnic origin, (b) political opinions, (c) religious beliefs or other beliefs of a similar nature, (d) membership of a trade union (within the meaning of the Trade Union and Labour Relations (Consolidation) Act 1992), (e) physical or mental health or condition, (f) sexual life, (g) genetics, (h) biometric data (as used for ID purposes),	☐	x ☐
	If YES, provide a description of the special category data and explain why this data needs to be collected:		

4	<i>(this box should expand as you type)</i>
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	Will data from the research activity (collected data, drafts of the thesis, or materials for publication) be stored in any of the following ways?	YES	NO
5	Manual files (i.e. in paper form)?	☒	☐
6	University computers?	☒	☐
7	Private company computers?	☐	☒
8	Home or other personal computers?	☒	☐
9	Laptop computers/ CDs/ Portable disk-drives/ memory sticks?	☒	☐
10	“Cloud” storage or websites?	☒	☐
11	Other – specify:	☐	☒
12	For all stored data, explain the measures in place to ensure the security of the data collected, data confidentiality, including details of backup procedures, password protection, encryption, anonymisation and pseudonymisation:		
	No issue of anonymity and confidentiality, I am using only publicly available data from open sources <i>(this box should expand as you type)</i>		

	Data Protection		
	Will the research activity involve any of the following activities:	YES	NO
13	Electronic transfer of data in any form?	☒	☐
14	Sharing of data with others at the University outside of the immediate research team?	☐	☒
15	Sharing of data with other organisations?	☐	☒
16	Export of data outside the UK or importing of data from outside the UK?	☒	☐
17	Use of personal addresses, postcodes, faxes, emails or telephone numbers?	☐	☒
18	Publication of data that might allow identification of individuals?	☐	☒
19	Use of data management system?	☐	☒
20	Data archiving?	☐	☒
21	If YES to any question, please provide full details, explaining how this will be conducted in accordance with the GDPR and Data Protection Act (2018) (and any international equivalents, where appropriate):		
	I will transfer data from the National archive to my computer when I attend workshops at the National library and create an analytical corpus. I will transfer data from my analysis in Norway to the UK when I submit my proposal/poster. Only publicly available data from open archives will be collected and stored.		

	I assume that the data and the analyses can be kept for further analysis and possible publication in the future. <i>(this box should expand as you type)</i>		
22	List all who will have access to the data generated by the research activity:		
	Student and supervisor in the first place. The data may form the basis of analyses that will be published as part of future research activity. <i>(this box should expand as you type)</i>		
23	List who will have control of, and act as custodian(s) for, data generated by the research activity:		
	Myself <i>(this box should expand as you type)</i>		
24	Give details of data storage arrangements, including security measures in place to protect the data, where data will be stored, how long for, and in what form. Will data be archived – if so how and if not why not.		
	No personal data will be collected Data will not be archived by me (it is already archived in the National Library) <i>(this box should expand as you type)</i>		
25	Please indicate if your data will be stored in the UWTSD Research Data Repository (see https://researchdata.uwtsd.ac.uk/). If so please explain. <i>(Most relevant to academic staff)</i>		
	No <i>(this box should expand as you type)</i>		
26	Confirm that you have read the UWTSD guidance on data management (see https://www.uwtsd.ac.uk/library/research-data-management/)	YES	☒
27	Confirm that you are aware that you need to keep all data until after your research has completed or the end of your funding	YES	☒

SECTION K: Declaration

	The information which I have provided is correct and complete to the best of my knowledge. I have attempted to identify any risks and issues related to the research activity and acknowledge my obligations and the rights of the participants. In submitting this application I hereby confirm that I undertake to ensure that the above named research activity will meet the University's Research Ethics and Integrity Code of Practice which is published on the website: https://www.uwtsd.ac.uk/research/research-ethics/		
1	Signature of applicant:	Trine Syvertsen (sign)	Date: March 5 th 2024

For STUDENT Submissions:

2	Director of Studies/Supervisor:		Date:
3	Signature:		

For STAFF Submissions:

4	Academic Director/ Assistant Dean:		Date:
5	Signature:		

Checklist: Please complete the checklist below to ensure that you have completed the form according to the guidelines and attached any required documentation:

☒	I have read the guidance notes supplied before completing the form.
☒	I have completed ALL RELEVANT sections of the form in full.
☐	I confirm that the research activity has received approval in principle
☐	I have attached a copy of final/interim approval from external organisation (where appropriate)
☐	I have attached a full risk assessment (where appropriate) ONLY TICK IF YOU HAVE ATTACHED A FULL RISK ASSESSMENT
☒	I understand that it is my responsibility to ensure that the above named research activity will meet the University's Research Ethics and Integrity Code of Practice.
☐	I understand that before commencing data collection all documents aimed at respondents (including information sheets, consent forms, questionnaires, interview schedules etc.) must be confirmed by the DoS/Supervisor, module tutor or Academic Director.

RESEARCH STUDENTS ONLY

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

RESEARCH STAFF ONLY

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

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