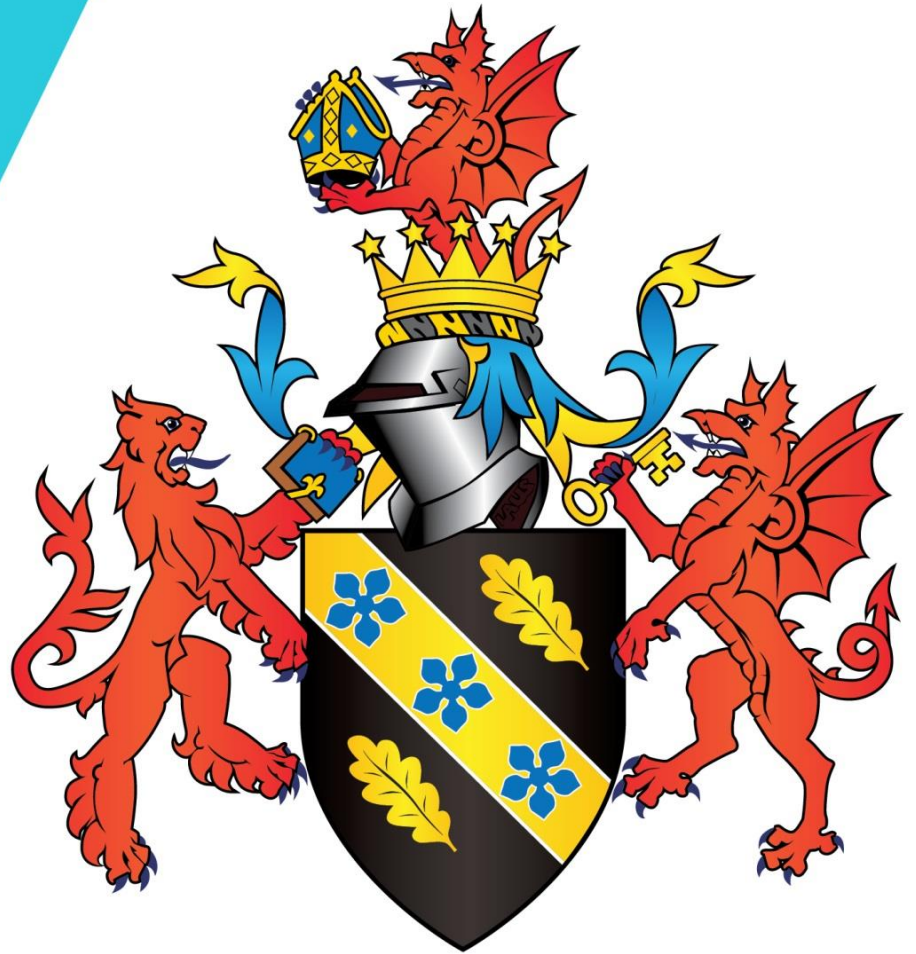




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Assignment 2

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**The Role of Mixed Rugby in Developing Social Inclusion
within Communities.**

Abstract

Disabled people face numerous problems which provokes negative effects to their health and well-being. Mixed Ability approach encourages social inclusion by integrating disabled and non-disabled players regardless of their ability into a mainstream sport setting. This paper aims to evaluate the challenges and impacts on inclusivity sports faced by Spanish and Welsh rugby clubs and players whilst developing Mixed Ability rugby programme. Primary quantitative and qualitative data were collected from four Mixed Ability teams, IMAS and the University of Salamanca. The research project will use a convergent parallel mixed methods design. Data showed that Mixed Ability Rugby has potential aspects for achieving social inclusive outcomes. Furthermore, it is reflected that participating in Mixed Ability rugby had positive effects on disabled people in achieving social and personal benefits. There is a great emphasis between interaction among individuals from different backgrounds and also the correlation identified between the two core life domains from Simplican *et al.* (2015) model of social inclusion. Notwithstanding, data showed some challenges that providers should considered in order to improve Mixed Ability approach within communities.

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1. Aim and Objectives

Aim

A critical evaluation of the challenges and impacts on inclusivity sports faced by Spanish and Welsh rugby clubs and players whilst developing Mixed Ability rugby programme.

Objectives

- Assess different IMAS stakeholder motivations, perceptions and attitudes.
- Explore the impacts of the Mixed Ability rugby on participants and clubs.
- Analyse the benefits that this new model can deliver on sports participation.

2. Introduction

Disability is a deprivation or limitation in capability. When there is a limitation of capability, then there is a potential disability. An individual is disabled if he or she cannot do or be the things he or she values doing or being (Mitra, 2006). Therefore, many disabled people remain discriminated and continue to experience social exclusion (Richards and Sang, 2019; Haudenhuyse, 2017). Consequently, social Inclusion through sports is essential for the mental and physical well-being of people with disabilities (Devine, *et al.*, 2017). This research project will analyse Mixed Ability (MA) rugby by using Simplican *et al.* (2015) model of social inclusion, which encompasses interpersonal relationships and community participation. The research project structure comprises nine chapters including this introduction.

This study, as is the case for so many research initiatives, was motivated by curiosity. As MA is an unusual area around inclusive sports, I have had the passion of focusing on this topic to develop my knowledge in this area. Furthermore, as there is lack of research on this topic, the project will be useful to reinforce previous studies about the impacts that MA can deliver into communities. With the purpose of analysing the stimulations and perceptions of stakeholders towards this recent mainstream inclusive sport. For organisational purposes, the research will follow a timeline planning in detail (see appendix 1).

The aim of the research project will be a critical evaluation of the challenges and impacts on inclusivity sports faced by Spanish and Welsh rugby clubs and players whilst developing Mixed Ability rugby programme. In order to reach the aim, it is essential to follow the objectives of the research project:

- Assess different IMAS stakeholder motivations, perceptions and attitudes.
- Explore the impacts of the Mixed Ability rugby on participants and clubs.
- Analyse the benefits that this new model can deliver on sports participation.

With the purpose of achieving those objectives, it is essential to explain and evaluate the methodology and the specific methods of data collection that have been used for the research project (Daphne and Gioia, 2015). The methodology will cover the research philosophy, which

will encourage the research strategies going to be used for the study. This will determine the appropriate methods for the project (Creswell, 2014).

In order to carry this research, the methods used will consist of questionnaires (eighty-five participants), interviews (six participants) and a match-day personal perspective. The researcher established connection with Martino Corazza, the co-founder and director of the International Mixed Ability Sports (IMAS), and as a consequence it was possible to contact with other clubs in Wales and in Spain. The researcher gathered primary data from questionnaires delivered in the Panthers, Swansea gladiators, Ingenieros Industriales and San Isidro clubs. Moreover, primary and secondary data has been collected from MA club coaches, IMAS and the University of Salamanca in order to have a broad understanding about their impressions towards this model.

During the findings, data has been analysed separately by using a convergent parallel mixed methods design (Creswell, 2014). The quantitative data has been embodied with graphics so that the reader has a greater perception of the results. In the qualitative data, quotes have been used by adding some strategic comments from participants. And in the interpretative data, it has been attached a picture of the match-day experience.

After analysing the findings, results will be compared to see if all approaches confirm or disconfirm each other (Creswell, 2014). Finally, by contrasting the three types of findings with the literature review, the project will combine as a whole and conclude a clear understanding of the final results.

3. Literature review

3.1. Introduction

Over the last century, the opportunities and life chances for many disabled people has dramatically changed, particularly in the areas of health, education and employment (Fitzgerald, 2009). In large part, the political action influenced by human right advocates and disability activists has increased awareness of the oppression and inequalities that disabled people experience in social life (Haudenhuyse, 2017). Nevertheless, many disabled people remain discriminated, institutionalized, and continue to experience social exclusion (Richards and Sang, 2019; Haudenhuyse, 2017). According to the Eurostat (2015) there are approximately seventy-three million disabled people in Europe. The WR (2019) believes that inclusion must remain natural in order to preserve the values of rugby, hence, everyone should have the opportunity to play rugby regardless of their disability.

3.2. Disability and Sport

The United Nations Convention on the Rights of Persons with Disabilities (UNCRPD) describes disability as individuals long-term physical, intellectual, mental or sensory impairments, in which their interaction with other people is being hindered by environmental and attitudinal barriers that impede their effective, equal and full participation in society (CRPD, 2019). According to Roul, *et al.* (2015) and McMillan, *et al.* (2016) participating in physical activities and sports have positive effects for disabled people in achieving social and personal benefits like physical and mental health. Furthermore, Anderson (2009) argues that sports can facilitate socialisation, which is a fundamental aspect of identity development.

3.3. Sport and social inclusion

Social Inclusion in sports is essential for the well-being of people with intellectual and multiple disabilities (Devine, *et al.*, 2017), and a key aspect for the UNCRPD and the European commission (UN, 2019; EU 2010). Nevertheless, there is a lack of clarity of what social inclusion means, therefore, this restrains communication across key stakeholders (For example policy makers, families, disabled people and providers) (Clement and Bigby, 2009). Cameron (2006) argued that the focus is usually put on the deficits and problems of the “excluded” and as a consequence, social isolation rates on people with disabilities remains high (Bigby, 2008). Therefore, a definition of social inclusion could facilitate communication between different stakeholders within inclusive sports (Clement and Bigby, 2009).

Simplican *et al.* (2015) created a model of social inclusion focusing on two aspects which encompasses, interpersonal relationships and community participation (fig.1). According to Mcconkey and Collins (2010), Fitzgerald (2009), Asselt-Goverts, *et al.* (2013) and Simplican *et al.* (2015) both are essential for social inclusion and fundamental to disabled people quality of life, hence they must overlap and interact together.

3.3.1. Interpersonal relationships

Interpersonal relationships are a critical factor influencing the quality of life of disabled people (Mcvilly, *et al.*, 2006). Simplican *et al.* (2015) divides relationships into Category, Structure and Function (fig.1).

Category

Category refers to people’s social network, including friends, family, staff and acquaintances (Simplican *et al.*, 2015). According to Asselt-Goverts, *et al.* (2013) and Perrotta (2010) it is one of the main beneficial characteristics of social inclusion. Mcvilly, *et al.* (2006) and Asselt-Goverts, *et al.* (2013) found that support includes suggestions, advice and information to solve problems.

In addition, according to Abbott and McConkey (2006) people with disabilities have reported the need of the three supports. Relationships met a diverse scope of practical and emotional needs, including honesty and trust within friendships, and feelings of loneliness when relationships are not developed. Furthermore, relationships with family, friends and professionals are perceived as an essential assistance and support to solve problems (Clarkson, R. *et al.*, 2009). In addition, for people with disabilities, access to work opportunities and activities which involve them in the community have a significant value (Chester *et al.*, 2019). For that reason, Phillips *et al.* (2014) argued that relationships are important for improving employment opportunities in disabled people.

Structure

The structural components of an individual's social network enable identification of a person's level of exclusion and inclusion, this includes the length and origin of a relationship, frequency of contact and who initiates contact (Simplican *et al.*, 2015). The structural characteristics of social networks can be seen as an essential aspect of the social capital (Ferlander, 2007). Asselt-Goverts, *et al.* (2013) argued that structural characteristics can be measured as; the variety with regard to demographic characteristics because they provide understanding into the homogeneity or heterogeneity of the network; the accessibility because the geographical distance between disabled people and their social network, can contribute to social isolation; initiation of contact, the length of the relationship, origin of the relationship and frequency of contact provides information on the limitations and possibilities of the person within the network. Moreover, reciprocity reduces the sense of marginalization, and provides successful social relationships (Cobigo, *et al.*, 2012). In addition, structure is a key factor for the maintenance of supportive relationships over time (Ferlander, 2007).

Function

Relationships function provide different kinds of social support, which is divided into instrumental, emotional, and informational (Simplican, *et al.*, 2015). Instrumental support refers to practical help, emotional support involves trust, empathy and caring, which has positive impacts on health, especially mental health (Kendal *et al.*, 2017; Ferlander, 2007).

Informational support includes suggestions, advice and information to solve problems (Asselt-Goverts, *et al.*, 2013). In addition, according to Abbott and McConkey (2006) people with disabilities have reported the need of the three supports. But also, they should have control of their own lives in an independent way, with available choices in the community that make self-governance and control meaningful (Power, 2008).

3.3.2. Community participation

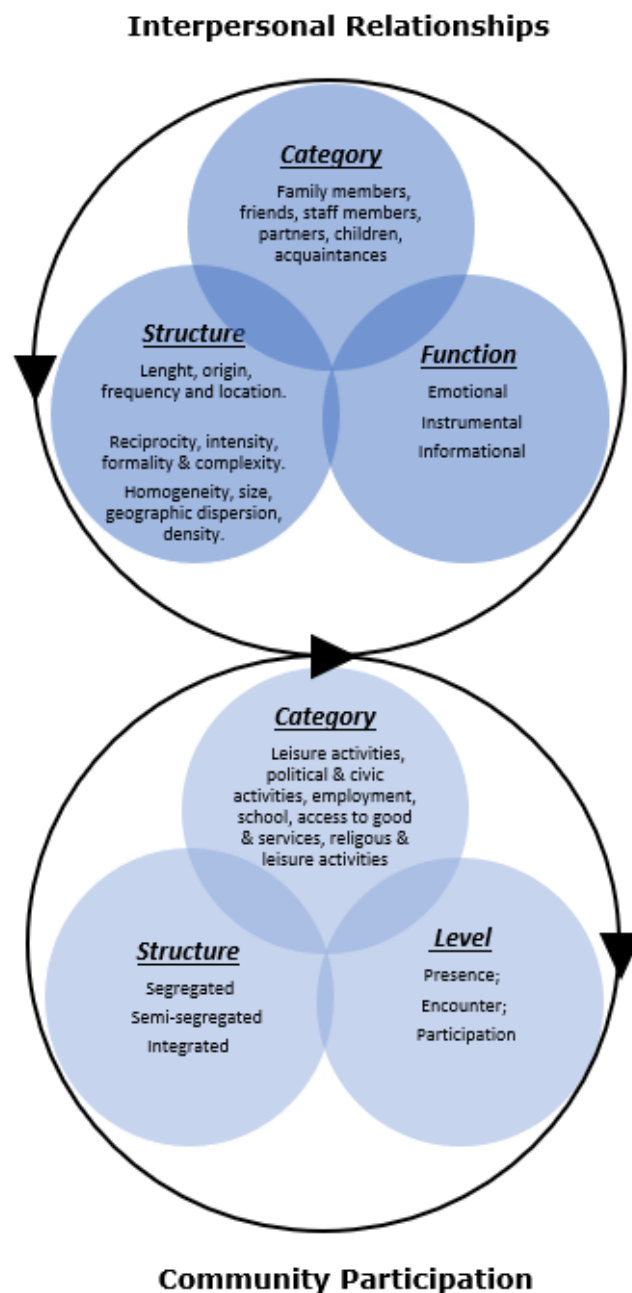


Fig. 2: Model of Social Inclusion (Simplican *et al.*, 2015)

Community participation is an essential dimension of human functioning and an important aspect for people with disabilities social inclusion (Verdonschot, *et al.*, 2009). According to Hall and Hewson (2006) there is a positive association between social network size and the frequency of activities promotion in the community. Many disabled people argued to that negative community attitudes obstructs their interpersonal relationships and therefore impede a total social inclusion (Abbott and Mcconkey, 2006). Simplican, *et al.*, (2015) divided community participation into category, structure and level of involvement (fig.1).

Category

Category involves community activities, such as sports and leisure activities (Verdonschot *et al.*, 2009). Sport opportunities for young people who experience disabilities are often inequitable and inadequate (Fitzgerald, 2009). Even within the context of social inclusion, Sport can present a site of exclusion for many people who experience disability (Haudenhuyse, 2017). Moreover, Mcvilly *et al.*, (2006) found loneliness among disabled people due to an insufficient social interaction in communities. A research from Hall and Hewson (2006) states that 88% of disabled people went out of their homes less than once a day. Similarly, other studies indicate that young adults with disabilities frequently participate in passive leisure activities (such as watching television) and during middle and older adulthood the participation in active leisure activity reduced significantly (Buttimer and Tierney, 2005; Carr, 2008).

Structure

Community structure to participation can be divided into three categories: segregated, semi-segregated, and integrated settings (Simplican, *et al.*, 2015).

- Segregated: includes people with disabilities, paid staff, in segregated facilities, such as group separate fields, homes and workshops (Verdonschot, *et al.*, 2009). Segregated sports are based on untrue concepts of being a desirable and equitable context for people who experience disability (Fay and Wolff, 2009). Usually, many families avoid community participation due to de hostility perceived. Consequently,

they choose activities in their homes or comfort zone (Power, 2008). Other constraints are time and socio-economic situation (King, et al, 2003).

- Semi-segregated: Can be approached in two ways. Either by including only people with developmental and intellectual disabilities in community settings or by including community members in segregated facilities (Simplican, *et al.*, 2015).
- Integrated: Includes people with disabilities and non-disabilities participating in mainstream sports settings. In this structure, disabled people have the greatest opportunity to increase positive awareness about disability inclusion (Simplican, *et al.*, 2015). Nevertheless, integrated settings are not explicitly designed to include people with disability and although some find inclusion within this mainstream setting, exclusion and marginalization are also common (Spencer-Cavaliere, *et al.*, 2017). Furthermore, these activities are the most challenging as integrated settings are those which excluded people with disabilities (Power, 2008).

Level of involvement

Community degrees of people's involvement are presence, encounter, and participation (Simplican *et al.*, 2015). Firstly, presence require the minimal involvement. Encounters are daily interactions within strangers, the environment in which the encounter takes place is an essential to influence its outcomes (Wiesel *et al.*, 2013). Finally, participation is the involvement in community activities that encourage the development of interpersonal relationships (Simplican *et al.*, 2015). According to Verdonschot *et al.*, (2009) this includes the opportunities to make choices; opportunities for autonomy; social support; environment of facilities; vocational services; family involvement; and positive staff attitudes.

3.4. Barriers to social inclusion

Inclusive sports have the ability of challenging and identifying barriers to inclusive relations, practices and conditions (Barton and Armstrong, 2007). Barriers to social inclusion includes feelings of stigmatisation and social exposure to prejudice, physical access barriers and personal factors such as a lack of confidence and mental health difficulties (Van Asselt *et al.* 2015; Jahoda *et al.* 2010). Other barriers include travel problems, lack of time, inadequate support, lack of money, lack of employment, fear of going out, less friendship network and health problems (Abbott and Mcconkey, 2006; Roul, *et al.*, 2015). For that reason, the EU (2010) identified several areas for accessibility, participation, equality, education and training, employment, health, social protection and external action (See appendix 2).

A study by Anaby, *et al.* (2015) sustains that participation in sports activities can increase by removing environmental barriers including social, physical, institutional, activity demands. Nevertheless, Lante, *et al.* (2014) argue that apart from environment barriers, other barriers also include the need of organizing, money, travel training, planning, communication and support to participate in sports activities. The Eurostat (2019) identified that 28.7 % of the EU population with disabilities were at risk of poverty or social exclusion, compared with 19.2 % of non-disabled people, and that without pensions, allowances or social benefits, 68% of people with disabilities would have been at risk of poverty. As a consequence of these barriers, people with disabilities are less committed to sports and therefore experience behaviours with more sedentary lifestyle, poorer mental and physical health and have poorer diets compared to people without disabilities (Lante, *et al.*, 2014). In addition, the inactivity brings about higher rates of obesity in people with disabilities, which links to a higher risk of hypertension, diabetes and cardiovascular disease (McGuire *et al.* 2007).

3.5. Creating a society fit for disabled people

As people with disabilities face numerous problems; discrimination, social exclusion, low income and prejudice (Lante, *et al.*, 2014; Abbott and Mcconkey, 2006). Consequently, this provokes negative effects to their health and well-being (For example, obesity and diabetes). Therefore, it is fundamental to create a society fit by getting disabled people active (HM Government, 2015). Often, disability sport is offered through segregated participation and provision, such as the Paralympics (IOC, 2019) and the Special Olympics (2019). Nevertheless, the UNCRPD Article 30 states that participation in sport should be a right for all individuals in equal conditions (UN, 2019). Reinforcing this, research by Peachey *et al.* (2013) suggested that connecting individuals from diverse backgrounds in sports empower attitudinal change to take place, and therefore contributes to the strengthening civil society engagement and activeness. Moreover, Chester *et al.* (2019) argued that disabled people valued access to meaningful work and activity opportunities in equal basis as non-disabled people. Similarly, the innovative Mixed Ability (MA) model emerged introducing inclusive sports as an interaction between different groups to achieve these social impacts (Corazza and Dyer, 2017).

3.5.1. The Mix Ability (MA) model

The MA model promotes social inclusion through education, sport and advocacy by implementing the social model of disability (Dyer *et al.*, 2019; Corazza and Dyer, 2017). This approach encourages social inclusion by integrating participants regardless of their ability into a mainstream sport setting at a local community level, playing non-adapted sports, with only reasonable adjustments, not adaptations (like for example youth or veteran sports) (Dyer, *et al.*, 2019). Therefore, it is different from other inclusive models that are reflected in the inclusion spectrum, such as disability sport, separated, modified or parallel ways (See appendix 3) (Stevenson, 2009; Corazza and Dyer, 2017).

The model was created in 1995 by the Llanelli Warriors with the aim of giving people with disabilities the chance to experience integrated rugby (Bannon, 2019), rather than a

segregated competition where athletes with disabilities only compete against other athletes with disabilities (like the Special Olympics or Paralympics) (Special Olympics 2019; IOC, 2019). Reinforcing this, Chester *et al.* (2019) argued that disabled people valued good communication, being treated as an equal partner within the team and having their unique perspective respected. MA is developed and performed by International Mixed Ability Sports (IMAS), which is a non-profit organisation (IMAS, 2019a). Their aim is to break down barriers, create a non-judgemental, safe and well-coming environment, by emphasising frequent, regular and sustainable activities, as well as club membership, self-determination and social interaction without excluding anyone (IMAS, 2019c; Corazza and Dyer, 2017). IMAS works with different stakeholders (See appendix 4) including national governing bodies (NGB's) around Italy, Spain, Argentina, England, Argentina and New Zealand and with National Health Services to inform practice and policy around sports (IMAS, 2019a; IMAS, 2019). Moreover, they deliver practical MA sports training and provision to organisations across sports, healthcare, disability and education sectors around diversity, inclusion and MA model (IMAS, 2019b). Two years ago, they created the Mixed Ability Rugby for All (MIXAR) programme to expand MA around Europe (MIXAR, 2018).

3.5.2. Evaluation of Mix Ability Rugby

Team sports are well known for various benefits: Respect, teamwork, solidarity, healthy competition, physical fitness, passion, self-awareness, strength and conditioning, integrity, character building, self-respect, strategy and enjoyment (Simon and Uddin, 2018). According to Dyer *et al.* (2019) and WR (2014) MA Rugby is especially good at enhancing some of these.

Risks

In MA rugby, participants play full contact with the World Rugby Laws without adaptation and with only minor adjustments (MIXAR, 2018). Notwithstanding, there is a controversy about what the WRU stands by MA in which they promote it as rugby contact level adapted to individual, this can be shown by using headguards/shorts with different colours or relayed verbally to opposition teams in a pre-match talk (WRU, 2019). On the other hand, IMAS (2019b) argued that is a non-adapted sport in which participants have the freedom to decide

whether to assume the risks in playing full contact rugby, therefore they should understand the potential risks involved in rugby as accidents are inevitable, this is highlighted by Van Asselt *et al.* (2015) and Wilson *et al.* (2017) to give equality, sense of belonging and empowerment. In the same way the IRFU (2018) and Scottish rugby (2017) support the same idea about MA. In addition, participants who often do not get this freedom, stated that they enjoyed MA Rugby because they played ‘simply rugby’, therefore this challenged the idea that disabled people shouldn’t be allowed to take risks, play contact sports or get injured (Corazza and Dyer, 2017). Participants acknowledged the risk of injury as something that can happen in life and as a decision they are entitled to make. Because delivering sport ‘safely’ does not mean that risk elements have to be eliminated (IMAS, 2019b). Nevertheless, WR (2015) states that in circumstances where the player may suffer an injury or illness the doctor of the Union requesting the player’s release, and the doctor of the Player’s Rugby Body or Club shall consult on the extent and nature of the illness or injury and determine whether the player is fit to participate in any rugby event.

Ability

Ability itself can be a cause of separation, comparison and differentiation, and therefore, could influence the degree that exclusion and inclusion sports play out (Hay, 2012). This aligns with the ways in which sports is culturally practiced, emphasizing dominance, excellence, and comparison between people which leads into separate “losers” and “winners” or people with better and worst abilities (Hay, 2012).

Similarly, Fitzgerald (2009) points out that within a competitive sports context player domination and marginalization could be justified. Therefore, segregated settings are necessary to support the participation of youth with impairments who were unable to ‘keep up’ in mainstream competitive sport. In contrast, MA sports welcome all types of skills and abilities (IMAS, 2019b). Sports is seen as a sense of affiliation rather than just a competitive element, because competition is not the absolute focus (Dyer, *et al.*, 2019). Corazza and Dyer (2017) argued that MA Sport setting more appealing to those returning to sport or those looking for social outcomes. In the same way, competition is also an important element so that disabled people feel integrated as a normal rugby environment (Dyer, *et al.*, 2019).

Nevertheless, although all abilities are admitted, most National Governing Body rules state that females cannot play mixed gender full-contact rugby (Corazza and Dyer, 2017; Flitzgerald, 2009). For example, according to the WR (2019) a player should not participate in Mixed Gender teams once they reach the age of fifteen.

Benefits

Individuals practicing MA reported physical health improvements such as increased mobility, fitness, strength, weight loss, improved skills and coordination (Dyer *et al.*, 2019). In addition, mental well-being is also perceived to be improved through an increase in self-empowerment, a sense of belonging, confidence, self-determination, and being part of something fun (Corazza and Dyer, 2017). Similarly, in a teaching background, mixed ability groups apart from providing more equal opportunities, it also encourages greater self-esteem and positive attitudes in school such as attainment increasement, social integration and cooperative behaviour to disabled people (Tereshchenko *et al.*, 2018).

3.6. Programme development in sport participation

Governments are advocated to provide appropriate training, instruction and more resources for the organisations, development and participation in disability sport in general and elite disability sport in particular (Misener and Darcy, 2014). Therefore, national sports federations play a key role in cooperating with governments to undertake competences concerning sports social, training and leisure purposes (Prieto and Paramio-Salcines, 2018). Consequently, the number of major international competitions for disabled athletes, regional and national competitions and recreational opportunities at a local level have increased in comparison with the last century (Flitzgerald, 2009). For example, among the major competitions for disabled people are the European Special Olympics and the Paralympics. Similarly, in 2015 IMAS created the International Mixed Ability Rugby Tournament (IMART) – the world cup for Mixed Ability clubs (IMAS, 2019d), and since 2016, Sport England (2019) has invested £162,000 into IMAS to expand the mixed ability model. According to Corazza and Dyer (2017)

sport programme development that address the whole dimension of social inclusion, will be likely to improve disabled people social networks and increased their social capital.

In order to succeed in programme development, collaborating within multiple sectors (For example in education, sport, health and social agencies) to provide services for disabled people can be crucial in addressing barriers to social inclusion (Spaaij, 2013; Rossi *et al.*, 2014). Moreover, Cottingham *et al.* (2013) suggest that partnerships between different sectors was a main contributing factor to the programmes' success in achieving social inclusion and civic learning outcomes. In addition, disabled people are the key stakeholders in sport to promote inclusive development networks (Asselt-Goverts, *et al.*, 2013). For that reason, Devine *et al.* (2017) argue that for promoting social inclusion and engaging them in all aspects, programmes should determine resources and mechanisms to ensure people with disabilities can provide coordination and leadership of these networks, support organisational commitment and capacity. Another essential point for sport programmes is to integrated volunteers, leaders, mentors or other community members, which have a sustainable impact on social inclusion (Peachley, *et al.*, 2011).

3.7. Literature Conclusion

In conclusion, interpersonal relationships and community participation can be a measure to promote social inclusion and tackle the barriers mentioned. Therefore, to tackle social exclusion, inclusive development programmes in community involvement should increase and consequently enhance a person's social network and strength the interpersonal relationships (Simplican, *et al.*, 2015). Additionally, to engage disabled people through MA within the community is essential to engage strategic stakeholders such as governments, national sport federations, or other sectors such as education, sport, and health (Spaaij, 2013), but more importantly analyse their needs and wants (Asselt-Goverts, *et al.*, 2013).

4. Methodology

4.1. Introduction

Having already introduced the scope of the research project in previous sections, this chapter progresses on to a discussion of the methodology and methods used. The purpose of this section is to explain and evaluate the methodology and the specific methods of data collection that have been used for the research project. As explained by Daphne and Gioia (2015) the terms methodology and method are sometimes treated in the same way, nevertheless they are not synonyms. Bailey (1994) and Creswell (2014) maintained that there is a significant distinction between 'methodology' and 'method', stating that methodology refers to the research strategy, while method is the instrument of research approach used to collect data. Therefore, firstly the research philosophy needs to be understood in order to choose the appropriate methodology and the methods used for the research project.

4.2. Research Philosophy

Research paradigm is seen as a group of convictions, that dictates, what should be studied and how the research should be undertaken and interpreted (Bryman and Bell, 2007), therefore it is a philosophical structure that guides research (Creswell, 2014). According to Scotland (2012) a paradigm consists of the following components: ontology, epistemology, methodology, and methods.

Ontological assumptions are concerned with beliefs about reality, in which perception of the 'truth' are influenced on what we think we can know about reality (Creswell, 2014). Ontology has two different positions: Objectivism and constructionism. Objectivism asserts that social phenomena and their meanings have an existence that is independent of social groups (one truth), through this position the truth is discovered using objective measurements (Bryman and Bell, 2007). Whereas constructivism asserts that social phenomena and their meanings

are in constant revision by social groups. In this way, there are multiple subjective versions of reality shaped by the context depending on experiences (Braun and Clarke, 2013).

Consequently, what the researcher believes about reality will dictate epistemological beliefs (Creswell, 2014). Cohen *et al.* (2011) argued that epistemology is concerned with the nature and forms about how knowledge can be created, acquired and communicated. Some epistemological considerations are positivism and interpretivism. Positivism supports the established methods of natural sciences to the study of social reality in an objective collection of data (Creswell, 2014). In other words, knowledge is confirmed just with the senses and if it cannot be measured (Bryman and Bell, 2007). On the contrary, interpretivism aims to search further than descriptive analysis, by using a subjective approach, providing theories around it (Braun and Clarke, 2013).

Hence, diverse types of paradigms contain different ontological and epistemological views; thus, the different assumptions of reality and knowledge varies (Bryman and Bell, 2007). As a consequence, this is reflected in the methodology and methods and will determine this research. Methodology is the strategy or plan of action which lies behind the choice and use of particular methods (Bailey, 1994; Scotland, 2012; Creswell, 2014).

4.3. Research strategies and methods

Research is a focused examination that generally goes besides available knowledge to achieve particular and detailed information, providing a basis of analysis discussion on the topic of enquiry (Scotland, 2012). White (2003), and Bryman and Bell (2007) argues that is a process that involves methods of data collection, analysis and interpretation. In the main, there are three types of research strategies: qualitative, quantitative and mixed methods (Creswell, 2014).

Qualitative research is an approach that usually emphasises words instead of quantification when collecting data, in order to understand and explore the meaning individuals or groups assign to human or social problems (Creswell, 2014; Braun and Clarke, 2013). The process of

research involves the creation of questions (throughout interviews), in which data is collected in the main setting through a process of inductivism, ontological constructionism and epistemological interpretivism (Bryman and Bell, 2007). On the other hand, quantitative research entails collection of numerical data (throughout questionnaires), this approach for testing objective theories by examining the relationship between variables. These variables can be measured, so that numbered data can be analysed using statistical procedures in a process of deductive, ontological objectivism and epistemological positivism (Creswell, 2014).

Mixed methods research is an approach that involves both, qualitative and quantitative data. As Mixed Ability rugby has lack of research because it is relatively new, this approach will provide a more complete understanding of the research problem than either approach alone (Creswell, 2014). Nevertheless, some authors like Smith (1983) and Hughes Sharrock (1997) stated that both methods together are incompatible due to the idea that both support different procedures and have different epistemological implications. On the contrary, more recently, Apesoa-Varano and Hinton (2013), Cohen *et al.* (2011) and Creswell (2009) argued that qualitative and quantitative data will be well complemented due to the interaction of different approaches, ways of viewing a problem and types of data in conducting both inductive and deductive. This will help to gain more reinforced information, accurate theory and credible conclusions (Creswell, 2014). Besides, Greene (2008) highlights that an investigation of a single approach will only be a partial understanding of that phenomenon. Therefore, in order to critically evaluate the challenges and impacts of MA rugby, it is essential to research both groups, participants and organizations (people who delivered Mixed Ability) through interviews, questionnaires and a match-day (Greene, 2008). The research project will use a convergent parallel mixed methods design in which data will be collected at the same time, analysed separately and then the results will be compared to see if findings of all approaches confirm or disconfirm each other (Creswell, 2014).

4.4. Methods

4.4.1. Questionnaire design

The online questionnaires will have a mixed method designed to obtain primary data, using primordially closed questions, open questions (quantitative) and open questions (qualitative) to give participants a voice in their answers and therefore, know with more detail participants feelings (Braun and Clarke, 2013). The research utilised is online forms. James and Busher (2009) suggested that online questionnaires can provide a greater feeling of anonymity, therefore as research requires people with disabilities to respond about their feelings within Mixed Ability rugby, this way will allow them more privacy and honest responds (Saunders *et al.*, 2012).

The questionnaire will be organised into three sections. Firstly, from question 1 to 4 (demographics of participants) an introduction with easy questions so that participants engage with it. Then, from 5 till 18 questions testing Mixed Ability rugby and to explore participants feelings (5- costs; 6,7,8 - reasons why they play; 9,10,11 - interpersonal relationships; 12 - barriers; 14,15,16,17,18 - risks associated with MA rugby). Finally, from 19 to 20 questions about what MA rugby could improve. There is a total of eighty-five participants from different Mixed Ability rugby clubs (ages from 18+). Being sixty-eight in Wales (Panthers and Swansea gladiators clubs) and seventeen in Spain (Ingenieros Industriales and San Isidro clubs).

4.4.2. Interview design

There are various ways of collecting qualitative data, but as there is a clear focus on the investigation, qualitative semi-structured interviews will be used to obtain the required data from coaches and organizations (Bryman and Bell, 2007). During the interviews I will have a list of questions with specific topics (benefits; risks; support; engagement; interpersonal

relationships; community participation; barriers). Nevertheless, as in semi-structured interviews, new questions will arise (Cohen *et al.*, 2011).

The interview participants are coaches from the Panthers, Swansea gladiators, Ingenieros Industriales and San Isidro clubs, the coordinator of Mixed Ability in the department of psychology of University of Salamanca (USAL) Fabian Sainz, the coordinator of IMAS in Madrid Oier Barruso and the co-founder and director of IMAS Martino Corazza.

4.4.3. Match-day analysis

An interpretative analysis will be undertaken on the Port Talbot Panthers vs Tough Talk RFC match day during the 23rd February 2020 at the Talbot Athletic Ground. I will analyse and take pictures during the game.

4.5. Ethical considerations

This study adhered to the University of Wales Trinity Saint David guidelines. After an extensive process, approval of the candidacy proposal was passed. The proposal and the ethics forms filled by participants were submitted into Turnitin (Appendix....).

4.6. Limitations

A number of unavoidable methodological limitations in this study should be acknowledged as potential sources of error. Sample size rates has been lower in Spain than in Wales. Therefore, the sample may not be as representative in Spain. One of the reasons could be the situation of the covid-19, because training and other activities have been cancelled earlier in Spain and communication between coaches and players has decreased. Moreover, research regarding to MA was scarce, hence it was difficult to contrast my findings with other authors studies about MA.

Furthermore, it was not possible to analyse Welsh and Spanish the expenditure data together because it was expressed in different currency and also the purchasing power is different in both countries (Eurostat, 2018).

5. Results

5.1. Questionnaires Results

5.1.1. Respondent demographics

The split of MA participants in the study by age classes showed that the 26-34 and 18-25 age groups concentrated the highest and lowest number of individuals respectively. Disabled participants were generally younger compared to non-disabled ones. Below 34 years-old, 73% were disabled, whereas above 34 they accounted for only 22% of the total (fig.2). Finally, it is worth mentioning that there are no severe players above 44 years-old.

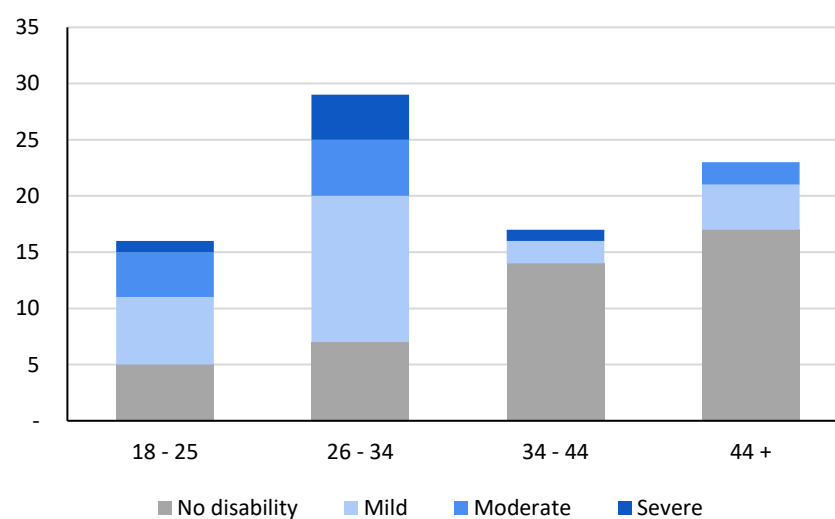


Fig.2: MA participants distribution by age classes and type of disability
Sample size was 85 individuals, 46 non-disabled, 25 mild, 11 moderate and 6 severe.

Participants distribution by sex shows a higher proportion of females in Spain (29%) compared to Wales (6%) (fig.3).

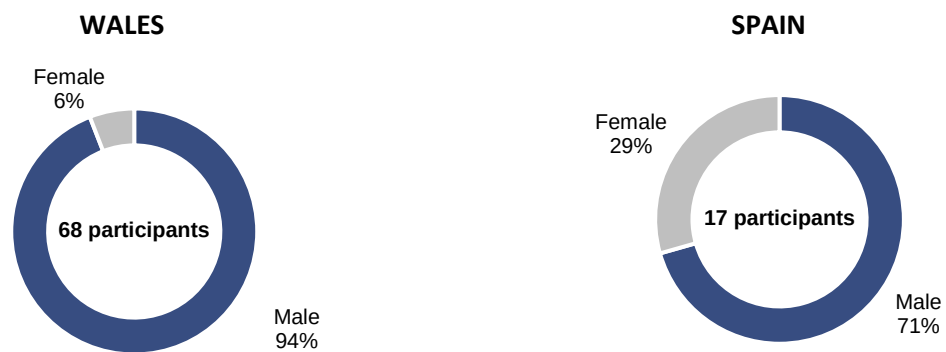


Fig.3: MA participants breakdown by sex in Wales and Spain
Sample size was 68 individuals in Wales and 17 in Spain.

The study found that 51% of participants were non-disabled, and among disabled people 29% corresponded to mild, 13% to moderate and 7% to severe. Also, Wales showed a higher proportion of non-disabled players compared to Spain (fig.4).

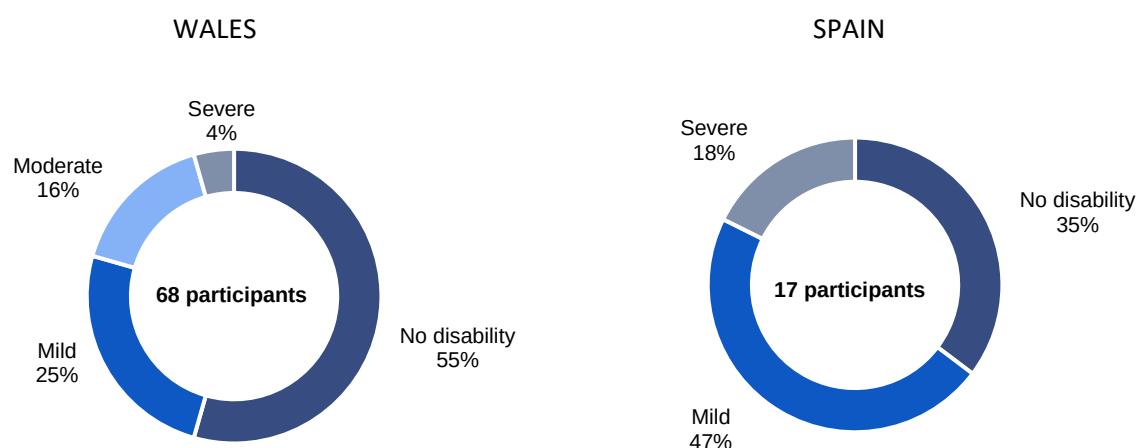


Fig. 4: MA participants breakdown by level of disability in Wales and Spain
Sample size was 68 individuals in Wales and 17 in Spain

5.1.2. Expenditure of MA

In Wales, expenditure in MA rugby from disabled people was lower compared to non-disabled. The mode for disabled people is £50 or less, while in non-disabled it is £100 to £249. On the other hand, in Spain, expenditure for both disabled and non-disabled players seemed to have similar distribution (fig.5).

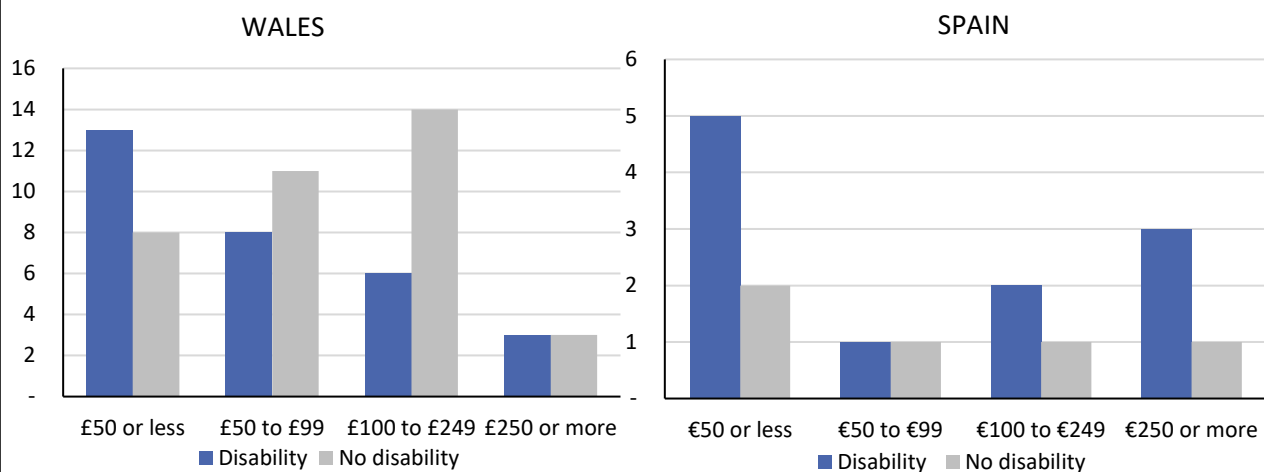


Fig. 5: Participants distribution by annual expenditure in MA in Wales and Spain
Sample size was 66 individuals in Wales and 16 in Spain

5.1.3. Impacts of MA rugby

Generally, MA seemed to impact positively on disabled people's lives. Some people reported: *"Joining the Panthers has saved my life!"* or *"I will say thank you to Mixed Ability rugby team, always makes me happy"*

Barriers

The study identified fifty-one barriers to practice MA rugby in thirty-five respondents, being lack of confidence the most frequent one. Overall, 52% of disabled people faced barriers, compared to 30% non-disabled. Among disabled people, lack of confidence and transport was the most common barrier and lack of confidence was again the most common one for the non-disabled. Other barriers include their own disability, anxiety and depression and one

respondent who introduced MA in Belgium found difficulties to start explaining what Mixed Ability rugby was (fig.6).

Although lack of confidence is the most repeated answer, five disabled participants and four non-disabled who faced this barrier have stated that an increasement in confidence motivated them to continue playing MA rugby. One participant who has been playing for twenty-eight years identified the difference MA made to people's lives for the better, highlighting the development of confidence (fig.6).

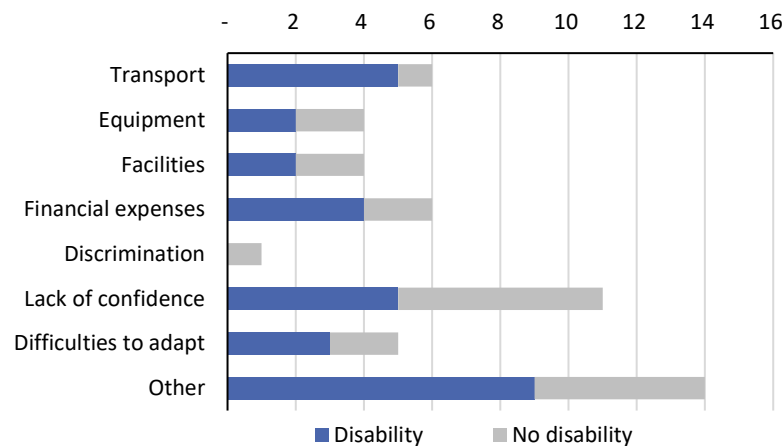


Fig 6: Barriers faced by MA participants by disability status in Wales and Spain
Sample size was 35 MA individuals, 22 disabled people and 13 non-disabled. Participants were allowed to respond several options.

Social network and capital

Respondents from both countries constantly identified that the biggest impacts of MA Rugby are developing friendships within the team, both on and off the field. Around 90% of both non-disabled and disabled people reported that they made ten or more friends. Overall, 75% and 59% were encouraged by friends to get involved in MA rugby in Wales and Spain respectively, and 96% and 77% were still playing MA rugby in Wales and Spain respectively because of friendship groups.

Support environment

Disabled people received higher support from family, friends and team members than non-disabled people. Up to 73% of disabled people always received support, compared to 58% among non-disabled people (fig.7). Most disabled people reported they received information, emotional, practical, physical or motivational support. One respondent stated, *“Not needed much support personally, but practical, physical and emotional support is always available not just match days”*.

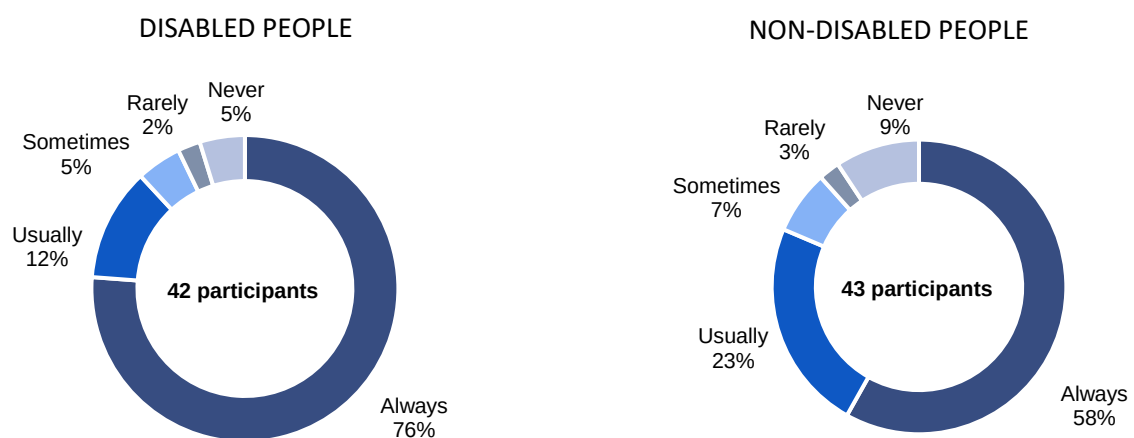


Fig.7: Disabled and non-disabled MA participants breakdown by frequency of support received in Wales
Sample size was 85 individuals, 42 disabled people and 43 non-disabled.

Fitness and Health

Improvements in fitness and health were also greatly demanded by participants, with fifty-seven of them (twenty-nine non-disabled and twenty-eight disabled people) being encouraged to get involved in MA rugby due to fitness and health. From those, forty-seven (twenty-three non-disabled and twenty-four disabled people) felt motivated to continue playing MA rugby for that same reason. In Wales and Spain respectively, 76% and 41% get involved in MA rugby due fitness and health, and 67% and 60% continue in MA rugby because of that.

Professional status

Employment levels were higher among non-disabled compared to disabled players. Moreover, there are thirteen unemployed disabled players, and none among non-disabled players (fig.8).

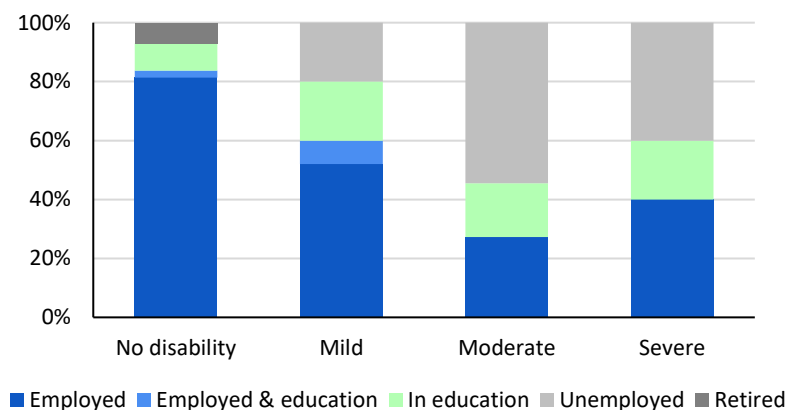


Fig.8: MA participants distribution by current professional status
Sample size was 84 individuals, 43 non-disabled, 25 mild, 11 moderate and 5 severe.

To emphasise, MA has shown to help non-disabled and disabled people to find jobs (fig.9). Up to 76% and 86% of non-disabled and disabled people respectively, strongly agreed, agreed or neither agreed nor disagreed with the fact that MA helped with their current employment status.

Among currently employed players, only a minor amount of them stated that MA did not help them to find a job (nine non-disabled and three disabled players). In contrast, among currently employed people, twenty-seven non-disabled and seventeen disabled strongly agreed, agreed or neither agreed nor disagreed with that statement.

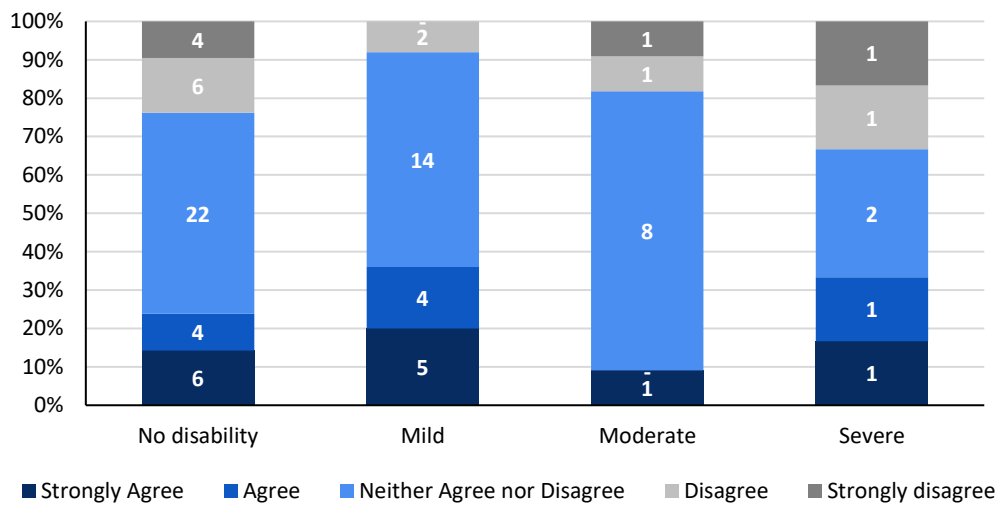


Fig.9: MA participants distribution by how MA helped with current job
Sample size was 83 individuals, 41 non-disabled, 25 mild, 11 moderate and 6 severe

5.1.4. Mainstream setting perceptions

Feelings

Research showed no difference between disabled and non-disabled people in terms of feelings after games (fig.10) and most expressed positive feelings. Moreover, just one participant claimed less contact.

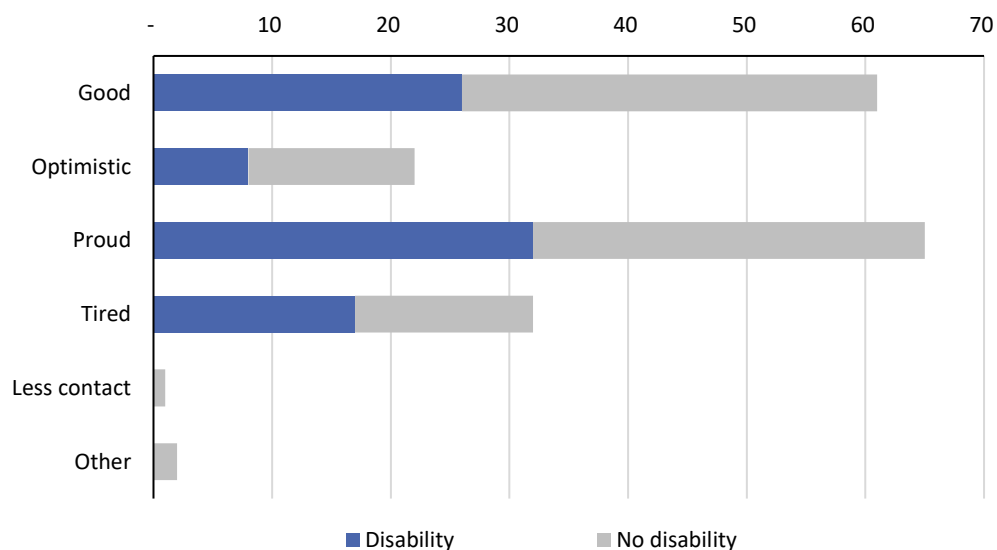


Fig.10: MA participants feelings after games by disability status.
Sample size was 84 individuals, 41 disabled people and 43 non-disabled. Participants were allowed to respond several options.

Challenge

The mean/median challenge level posed by MA rugby is very similar for all disability levels. However, greater variability can be seen from non-disabled to severe (fig.11).

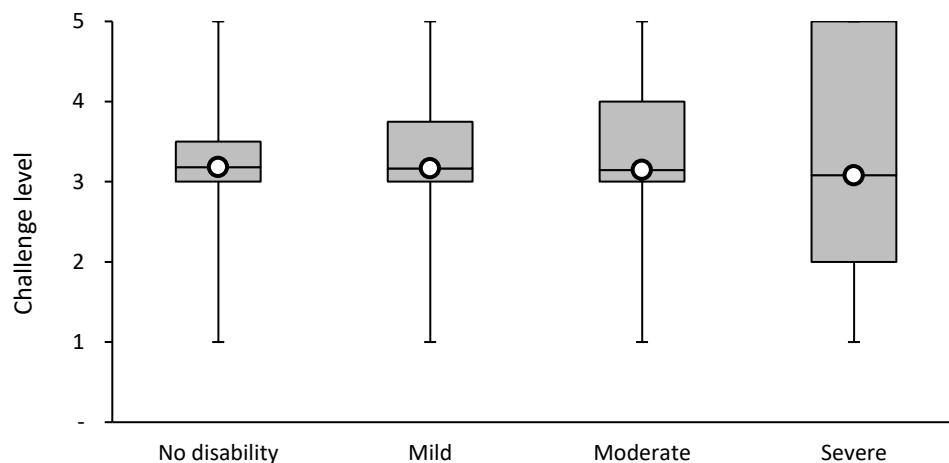


Fig.11: Challenge perception in MA rugby based on participants' disability level. Circles with bars represent the mean, boxes the interquartile range and error bars the minimums and maximums. Sample size was 84 MA participants, 41 non-disabled, 25 mild, 11 moderate and 6 severe.

Fitness level

Overall, approximately 75% of all participants felt fit to play MA rugby. Also, results were very similar for disabled and non-disabled people (fig.12). Some disabled people suggested that fitness levels required for MA are lower than mainstream rugby. Nevertheless, positive comments about being fit due to training and playing MA rugby predominate.

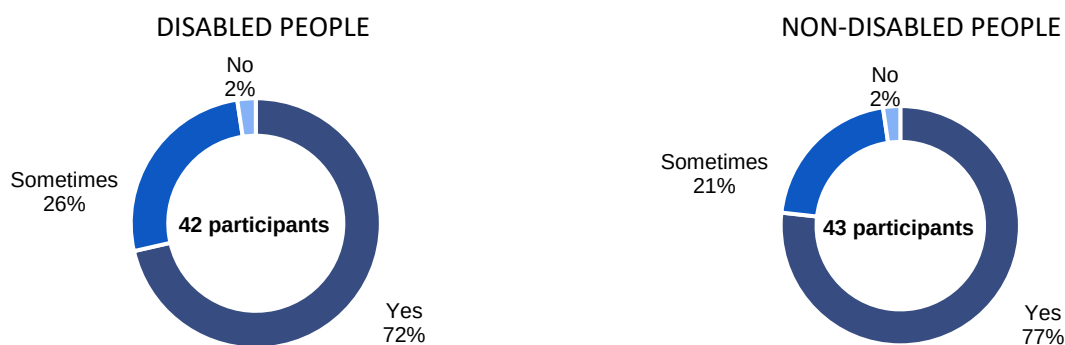


Fig.12: Necessary fitness level to play MA rugby. Sample size was 85 individuals, 42 disabled people and 43 non-disabled people.

Risks identified by participants

Disabled players did consider less risks associated with playing MA rugby than non-disabled people (fig.13). Overall, approximately 1% considered zero risks and 33% participants (eight non-disabled and twenty-one disabled people) one risk. Sixty-two participants (twenty-seven disabled people) associated these risks with all versions of rugby union. Nevertheless, twenty-six people (nine disabled people) argued that there is a lower risk in comparison with other versions, some of them stated that the intensity involved is lower and therefore risks are minimized. On the other hand, twenty-two people (nine disabled people) maintain that risks are the same as in mainstream rugby and four people (two disabled people) assert that risks are higher than mainstream rugby, due to the low skill level of most players, according to one participant.

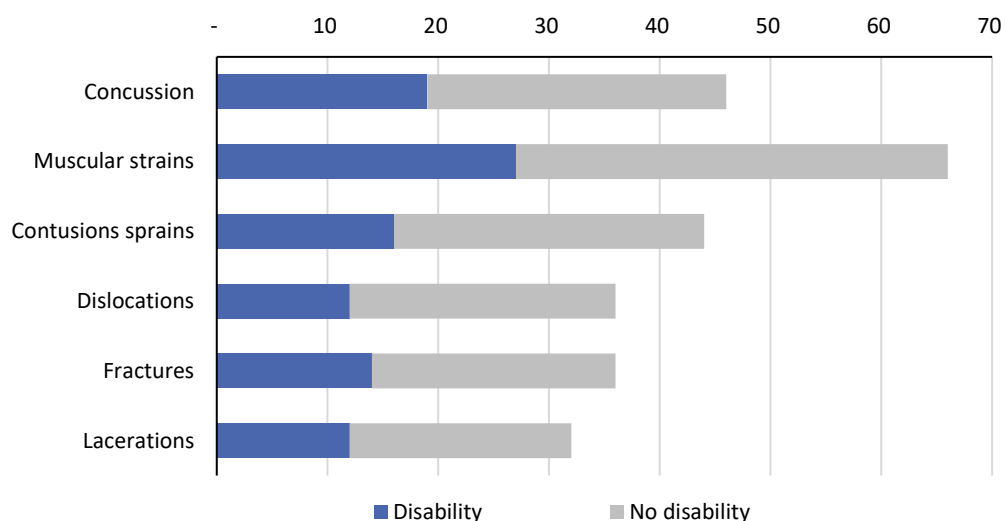


Fig. 13: Risks identified by participants

Sample size was 79 MA participants, 37 disabled people and 42 non-disabled. Participants were allowed to respond several options

Identifications

Both non-disabled and disabled people had similar opinion about wearing identifications in MA rugby. About half of the participants wants identification, while the other half doesn't (fig.14). Some disabled people claimed, "*Universal identification*" and other reported "*I don't believe identification should be allowed in the game as it is discriminatory*". From the total disabled people who do not wanted to wear identifications, just one considered zero risks.

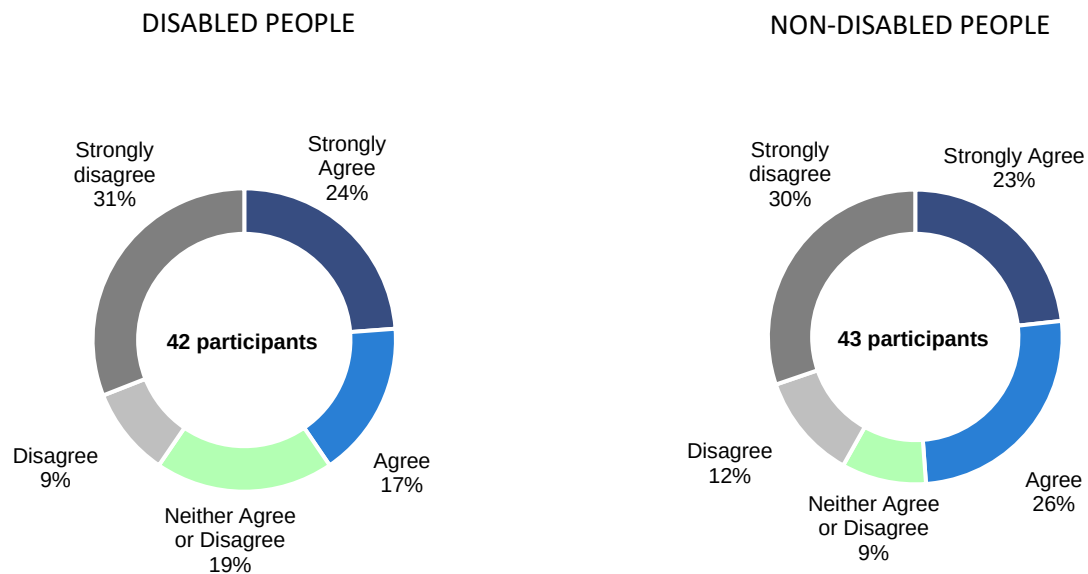


Fig. 14: MA participants opinion about wearing identification in MA
Sample size was 85 individuals, 42 disabled people and 43 non-disabled

To focus on the thoughts of disabled people towards identifications, their fitness level has been divided depending on their feelings towards identification. Results showed that the ones who stated to be fitter felt better prepared to play without identifications. Among disabled people who felt fitter, 76% considered that MA rugby should be played without identifications (Two are severe). Conversely, just 53% of the people that stated it should be played with identifications, felt fit (fig. 15).

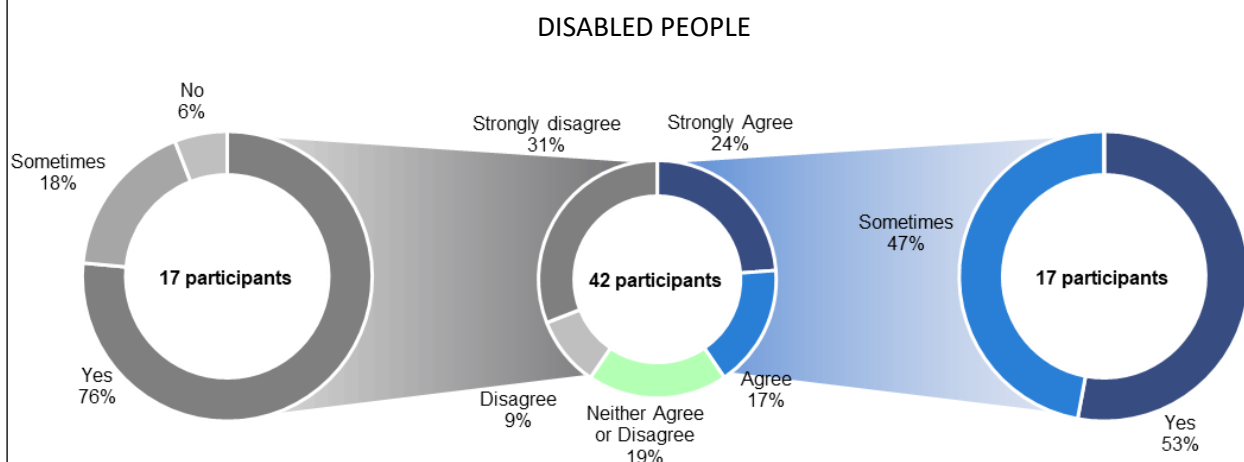


Fig.15: Projection about identifications split by level of fitness.
Sample size was 42 MA participants, 17 disabled people and 17 non-disabled.

Areas of improvement

The most common areas of improvement identified among participants are:

- Unification of MA rules as many teams play different versions
- Financial support from National Governing Bodies
- Mixed genders MA

5.2. Interviews Results

5.2.1. Mainstream setting

Spanish interviewees defined MA section as one more team in the club. Participants argued that MA is a concept that stands out from what sport is for people with disabilities. Sainz explained that everything for them has been segregated, and this model allows them to be part of a club. In addition, Corazza allege that MA wants to defeat those barriers by simply saying that we all have the same rights and that sport is for everyone. He argued that in IMAS there is always a coach who has a disability, explaining they are the ones who know how to defeat barriers.

5.2.2. Risks

All participants argued that rugby requires a lot of predisposition and preparation to physical contact. Corazza, Barruso and Sainz explained that rugby is not a game for everyone, but for those who understanding the risks involved still want to participate.

Fabian Sainz: *“Participants are safe, but physical integrity as in every sport is not guaranteed”*

Pita stated that the Spanish Union require vulnerable players a medical receipt in order to play. Corazza argued that this is not needed in England or in South America. He suggested that rugby is the same in every country, and that disabled people have the right to assume risks if they want to. Therefore, as IMAS director he claims a change in the narration about disability, as it has always been seen as a medical problem, something nurses need to solve or improve. Corazza explained that by seeing people in the same way risks will disappear, and people will start thinking about solutions and opportunities.

All participants stated that it is important that all players know what they are doing but in different ways. In Wales they demanded identifications while Corazza and Spanish interviewees allege that it is not necessary.

5.2.3. Identifications

Wearing identifications in MA rugby is a controversial matter. The two Welsh coaches interviewed argued that they are indispensable. They signal disabled people with different colour shorts at the beginning and change their colour if they progress. Similarly, Panthers RFC at the beginning were very conservative about health and safety by using colour bibs in order to reduce players getting injured, but they changed it into sorts arguing that disabled people could feel discriminated. In contrast, Industriales RC have never seen themselves in the situation of identifying disabled people. Barruso claims to promote supports where needed.

Corazza explained that with identifications there is false security, which does not really give people protection. Maintaining that when you start to identify and discriminating there is not an end and it will be safer identifying everyone. He stated that identifying players could end up affecting everyone, as everyone has different skills and difficulties, no matter their disability level.

Corazza: "There are players better than me, if we are talking about skills, I would have to wear identification"

As a solution he recognizes that it is easier to say that all players are different, and they all have to work with their minds to recognize where their limits are. Conversely, Anthony Geime commented that they do not let disabled people play the first game until they wear white shorts as they need to see their confidence and ability.

On the other hand, Corazza and Spanish interviewees affirm that, as adults, MA players have the ability to understand and decide by themselves. They sustain that if they do not like contact and do not want to be tackled, there are other types of rugby, such as touch rugby or tag rugby, but MA rugby is just mainstream rugby in that sense.

5.2.4. Benefits

Participants agreed that benefits of MA rugby were the same as in other mainstream sport in terms of physical and emotional well-being. Moreover, they argued that thanks to the opportunity of an integrative environment, they have increased the level of skills and their capabilities. Consequently, all argued to see increasements in their interpersonal relationships, highlighting the support given and received by participants, and seeing enhancement in their confidence. Corazza emphasised that MA benefits outweigh the risks and therefore rugby narrative has to change. He described the benefits as friendship, happiness, health, well-being economic and sustainability aspects whereas he mentioned only one risk.

According to interviewees, MA allows disabled people to experience a hugely personal development, such as increase employability. The University of Salamanca worked on the quality of life model and identified that MA delivers sense of belonging. Furthermore, Sainz explained that their lives enriched if they could interact frequently with people without disabilities.

Some of them stated that this benefits also go towards people without disabilities, alleging that MA allows people to express their emotions and problems (mental health, economic) throughout a respectful environment.

Martino Corazza: *“In life, there are hard moments, there are difficult moments, and it is important that we can talk about those things, because if not that is when the disease happens”*

5.2.5. Challenges

IMAS

Corazza identified that IMAS needs to change the rugby narrative, and the disability narrative for the success of MA, doing it through education (clubs, NHS and private companies). Therefore, he suggested three different levels that have to come together. Firstly, IMAS is educating at grassroot level with clubs and coaches. He argued it requires time and resources they do not have. Second, National Unions should focus more on the benefits and not overweigh the risks on the narrative of rugby and disability. Current risks overestimation creates fear, which reduces rugby engagement levels. Finally, at international level, World Rugby needs to use its influence to support National Unions without dictating what MA rugby is, just rugby.

Corazza argued that IMAS is about social justice, about a cultural change. Explaining disabled people have a shorter life expectancy compared to non-disabled people, they have higher poverty rates and therefore have fewer access to resources. He suggested that grassroots clubs have to offer opportunities accessible to everyone.

Corazza: *“If you want to be more sustainable as a base club, you have to look at those around your clubs. Who are they? What do they want to do? How much can they pay? What is the solution? Ask them, don't think you have all the answers”.*

Clubs

All coaches except Barruso commented that respective Unions offered support, but never financially. The WRU helped Panthers prior to launching with the marketing process. Moreover, all clubs except San Isidro had sponsors such as businesses from different sectors,

and local authorities. Spanish teams confirmed they received support from IMAS, whereas Welsh clubs do not have contact with them.

Coaches from Swansea Gladiators and San Isidro offer support to those in need. San Isidro have scholarships, school training, or other services to the club. Industriales do not give financial support, but their future project is to employ disabled people in the club. Similarly, Panthers will design a skillset employment project.

Other clubs' objectives include the development of women MA rugby. Panthers and Industriales now have women playing in their team and are willing to create a Women MA team. However, Pita complained that they could not participate in IMART because it is governed by World Rugby rules and do not accept mixed-gender teams.

5.3. Match-day results

During Port Talbot Panthers vs Tough Talk RFC game, they all showed positive stance and equal opportunities while playing. I noticed fewer intensity than in mainstream rugby (not caring about the score and let people with down syndrome score tries). But from my perspective it was much friendlier: disabled people were making jokes, having fun and laughing after the match. Structurally the game looks the same as mainstream rugby (Fig.16). Having a further look to both teams, it can be identified that two players have a guide instructor grabbing their shirt. In Panthers (pink and blue shirts) there are not many identifications, just one player with black shorts, while in Tough Talk RFC people are wearing many different types of colour socks.



Fig.16: Port Talbot Panthers vs Tough Talk RFC – Talbot Athletic Ground, Sunday 23rd February 2020.

6. Conclusion and Recommendations

The analysis of MA rugby highlights the dynamic nature of social inclusion, the interaction between individuals and also the correlation identified by Simplican *et al.* (2015) between the two core life domains, interpersonal relationships and community participation. Hence, MA model demonstrated potential for contributing personal, club and community level inclusion. According to the results, as Verdonschot *et al.* (2009) stated, community participation in MA has enhanced participants interpersonal relationships of both disabled and non-disabled people. In the same way as Roul, *et al.* (2015) and McMillan, *et al.* (2016) identified, research showed that participating in community sports had positive effects on disabled people in achieving social and personal benefits, such as sense of belonging, confidence, and social skills. As described by Anderson (2009), these are an essential aspect of identity development.

6.1. Interpersonal Relationships and Community Participation

Participation in sport should be a right for all individuals in equal conditions (UN, 2019). Therefore, some participants reported that mainstream settings are what is missing. In this sense, when introducing MA in rugby clubs, disabled people have the power to decide the choices available in the three categories of community structure identified by Simplican *et al.* (2015), which make self-government and control meaningful (Power, 2008). This includes the opportunities to make individual choices, environment of facilities, positive staff attitudes, family involvement and social support, in line with Verdonschot *et al.* (2009).

As previously discussed in the literature review, many disabled people are excluded to participate in sports due to socio-economic factors (King, *et al.*, 2003). Nevertheless, in MA rugby results showed that expenditure levels were lower in disabled people than in non-disabled, whereas around 45% of disabled people spent £/€50 or less a year. Moreover, just four people faced financial expenses barriers. In addition, most clubs stated that support to those in need is always given. Hence, it could be argued that participants found affordable

playing mainstream MA rugby, which has permitted disabled people to be included in their communities. Consequently, physical activity has increased among participants and this may have reduced obesity levels in people with disabilities in those communities (McGuire *et al.* 2007). Besides, research found increasements in their health and well-being, in which positive comments about being fit due to training and playing MA rugby predominate. Approximately, 70% of disabled people got involved in MA rugby for fitness and health reasons and 72% reported to be fit enough to play MA. This is in line with previous studies that found physical health improvements in disabled people involved in MA (Dyer *et al.* 2019).

Overall, this research supports the dynamic and reinforcing relationship between social capital and personal development, in which friendship groups are key for MA players (Ferlander, 2007). The proportion of MA participants who got encouraged to join by friends reached 65% and approximately 90% are still playing because of friendship. In a similar way as Anderson (2009) explained, this may mean that MA clubs facilitate socialisation, and even those who got involved for other reasons end up creating friendship groups and remain because of that. In both non-disabled and disabled people, there is a sense of reciprocity, which reduces the marginalization and provides successful social relationships (Cobigo, *et al.*, 2012). These results do not support the outcomes of Spencer-Cavaliere (2017) who stated that mainstream setting could provoke a sense of exclusion or marginalization. Actually, data highlighted that MA rugby entails a supportive environment from friends, family and team members, in which 73% of disabled people always received some type of instrumental, informational or emotional support. These findings sustain previous research emphasising the benefits on these three types of supports on disabled people (Abbott and McConkey, 2006; Simplican *et al.* 2015). This could have led to improvements in their confidence and personal development, in which nine out of eleven who identified confidence as an initial barrier stated to continue playing MA due to confidence increasements, in line with Corazza and Dyer (2017). Similarly, results supported previous research from Peachey *et al.* (2013), showing that connecting individuals from diverse backgrounds in sports could empower attitudinal change towards disability, and therefore contribute to the engagement and activeness.

Furthermore, personal development is underpinned by interviewees, who highlighted improvements in players employability. In the same way, participants data showed that MA helped 76% of disabled people with their current employment status (neither agree nor disagree could be interpreted as if MA have helped them somehow indirectly, like enhancing their professional skillset). In the same way, Phillips *et al.* (2014) argued that community relationships in disabled people enhance employment opportunities.

6.2. Challenges

Despite its benefits, there is still a lack of clarity among stakeholders on how MA rugby should be played. Results showed that some claimed to play it with identifications and others without. Therefore, some participants demanded clarity in this aspect, as sometimes it can cause confusing situations.

Overall, half of the participants among both non-disabled and disabled people agreed to wear identifications and the other half did not. This shows how controversial this issue is. A hypothesis could be that those who felt fitter are better prepared and confident to play without identifications. Similarly, there is no consensus among providers. Welsh clubs preferred to wear identifications for security reason, while IMAS and Spanish clubs were against it, arguing that people have to face the risks that rugby has, and therefore some participants and the UN (2019) argued that they are in the right to choose whether they want to play or not. In addition, Chester *et al.* (2019) explained that disabled people valued having the same opportunities in activities as non-disabled people. In this research, from the total disabled people who did not want to wear identifications, just one considered zero risks, so it could be argued that most are conscious about risks. In order to solve this controversy further research could evaluate whether MA participants agree that identifications are optional or not.

Consequently, these aspects could distort the meaning of IMAS MA model, and therefore, as explained by Clement and Bigby (2009), restrict communication across key stakeholders (for

example policy makers, families, disabled people and providers). During the interviews, Corazza argued that the main aspect is the effect of fear that National Unions transmitted to people, because the focus is usually on the problems and deficits of disabled people, in line with Cameron (2006). For example, WR (2015) reported that medical receipts are required to disabled people in order to play. This was confirmed by Industriales club, whereas the other clubs did not. As a solution, Corazza explained that rugby should be the same in every country, hence, the narrative of rugby and disability should change. As a consequence of current disability comprehension disabled people have less opportunities to practice sports, which causes health problems and reduces their life expectancy. Research showed lower middle and older adulthood participation in MA rugby, confirming Buttimer and Tierney (2005) and Carr (2008) studies.

Therefore, IMAS, Clubs, National Unions and WR have to come into the same level, in which every one of them collaborates for the succeed of communities and MA rugby. At the moment, most clubs and IMAS stated to work with multiple sectors in sports, health and private businesses which according to Spaaij (2013) and Rossi *et al.* (2014) can be crucial in tackling barriers to social inclusion.

Moreover, a fundamental aspect of MA Rugby is the self-advocacy disabled participants have in deciding to confront risks for themselves. This choice appears critical in fostering equality, sense of belonging and empowerment, which are considered in previous research as key elements in inclusive initiatives (Van Asselt *et al.*, 2015; Wilson *et al.*, 2017). Actually, none of the disabled MA participants wanted less contact during games, so it is something Unions needs to take into consideration. Another critical point is that as in every mainstream sporting activities, attention should be given to the development of strategies that encourage participation of female players in MA rugby. Currently, most clubs do not have a separate women's section and females play in the men's teams. This is against WR (2019) regulation, stating that players above fifteen years old should not participate in Mixed Gender teams.

MA rugby allows disabled people to participate in mainstream settings through inclusion opportunities (Simplican *et al.* 2015), defeating one of their biggest barriers. Nevertheless, results showed that over half of disabled participants still found at least one barrier that

prevented them participating in MA rugby. Results sustain similarities with Anaby, *et al.* (2015) showing a reduction in barriers through participation in sports activities. However, this research identified that disabled people faced more barriers than non-disabled. Consequently, disabled people could have been less involved in MA rugby compared to people without disabilities (Lante, *et al.*, 2014).

In this aspect, inclusive development programmes need to focus on MA key stakeholders, disabled people (Asselt-Goverts, *et al.*, 2013). As they are the ones who know best how to defeat barriers, it is essential for providers to know their needs and wants, according to IMAS. Further research could focus on marketing strategies to promote MA rugby among new potential participants. Finally, studies should identify the reasons impeding disabled people to get involved in MA rugby.

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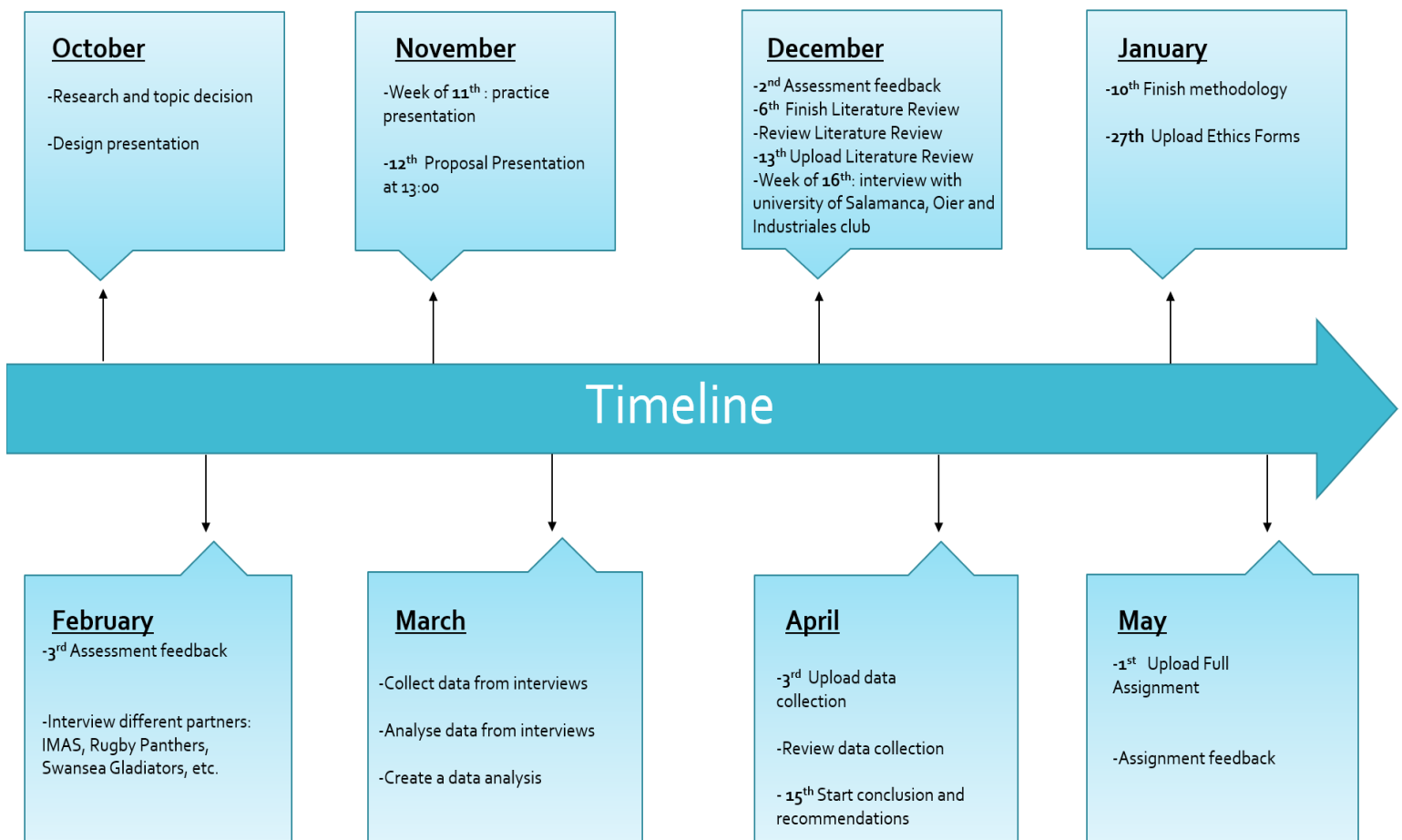
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8. Appendices

8.1. Appendix 1: Research Project Timeline



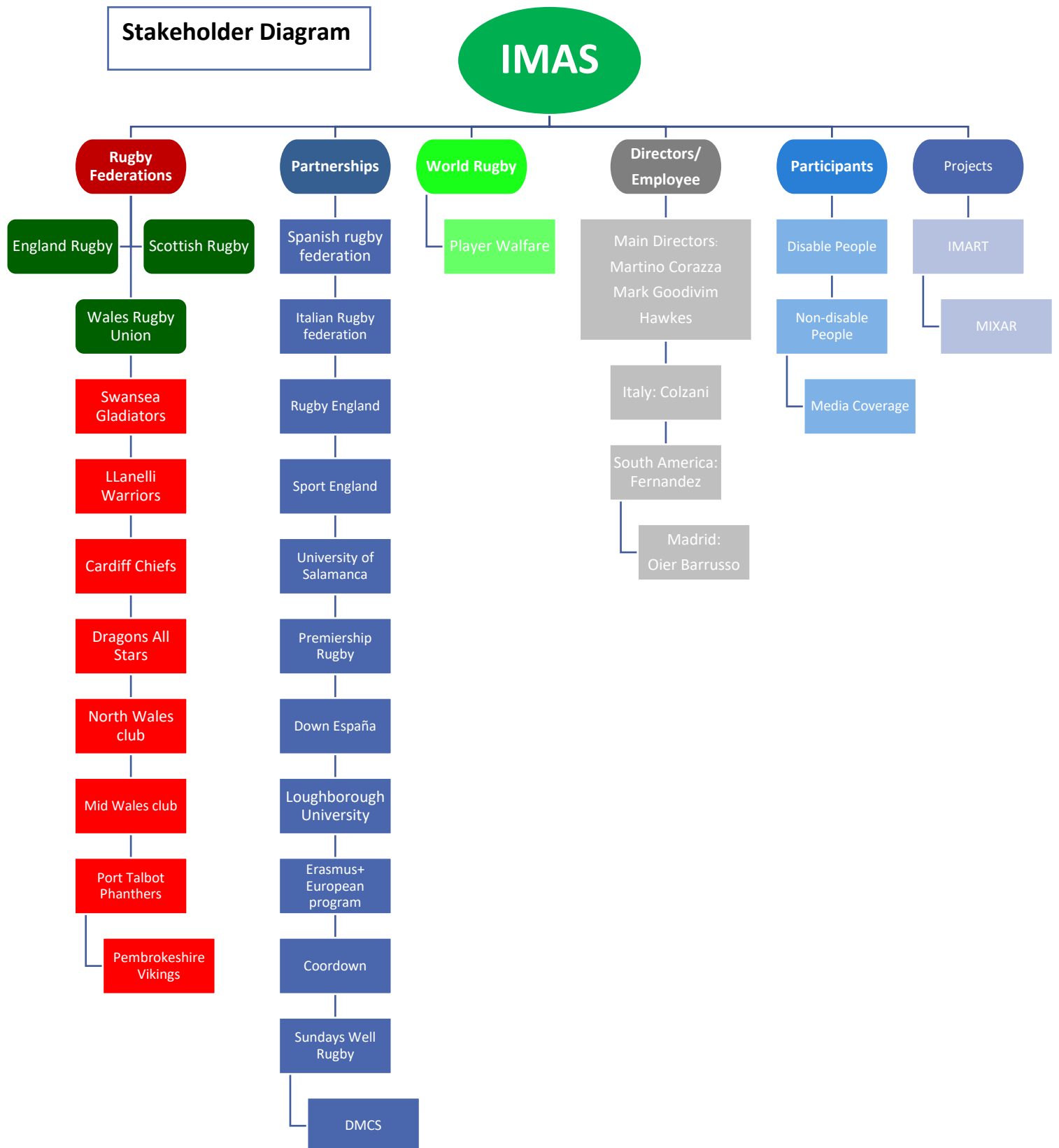
8.2. Appendix 2: EU strategy 2010-2020 for disabled people

Barriers	Strategy for Disabled People
Accessibility	- Create services and goods accessible - Promote the market of assistive devices
Participation	- Assure they enjoy all benefits of EU citizenship - Tackle barriers to provide equal participation in sports and leisure activities - Promote sports events
Equality	- Combat disability discrimination - Promote equal opportunities
Education and training	- Promote inclusive lifelong learning for students - Equal access to quality education to freely participate in fully society (e.g. sports activities) and therefore improve their quality of life
Employment	- Increase the participation in the labour market
Health	- Promote equal access to health services and related facilities
Social protection	- Combat against poverty and social exclusion
External action	- Promote the rights of people with disabilities with international development programmes

8.3. Appendix 3: Types of disability sports models

Inclusion Spectrum	
Disability sport	- Non-disabled people playing disability sport - Sports that are an adaptability of mainstream sports - For example: Wheelchair basketball
Open	- Sports based on what participants can do so that it is fair to everyone - Cooperative and non-competitive environment - For example: By changing equipment
Modified	- Build on principles of open games but in another environment - Delivered in a modified way - For example: if a person finds it to challenging when another invades their space, constraints are used, like having his own space
Parallel	- Participants are grouped according to their ability (by levels)
Separate	- The individual or group does a different planned activity

8.4. Appendix 4: IMAS Stakeholder diagram



9. Ethics forms

Section 1 – Juan Ignacio Pita

Section 2 – Martino Corazza

Section 3 – Fabián Sainz Modinos

Section 4 – Oier Barruso

Section 5 – Anthony Gemine

Section 6 – Andrew Harris

Section 1 - Juan Ignacio Pita



PRIFYSGOL CYMRU
Y Drindod Dewi Sant
UNIVERSITY OF WALES
Trinity Saint David

E3 FORM – Sports Research Project

APPLICATION FOR ETHICAL APPROVAL – BA level

CAIS AM GYMERADWYAETH MOESEGOL – Lefel BA

Mae'r ffurflen hon i'w chwblhau gan bob BA myfyrwr. Rhaid i bob ffurflen gael ei ystyried gan diwtor y modiwl. Dylai un copi o'r ffurflen yn cael ei roi ar y ffeiliau Gyfadrn ac un copi cadw ar y ffeil myfyrwr.

This form is to be completed by all BA students conducting research, projects or productions. This form should be completed by the student. All forms must be considered by the Module tutor. A copy of the form must be kept centrally and on the student file.

ADRAN 1 – MANYLION MYFYRIWR

SECTION 1 - STUDENT DETAILS

Enw Llawn Full Name	Pablo Elipe		
Ysgol/Cyfadrn/ School/Faculty	Trinity Saint David	Rhif Myfyrwr Student Number	1702973
Cydllynydd prosiect / Tiwtor Module Tutor/ Programme Co-ordinator	Andrew Thomas / Marie Pitson	Enw'r Gradd Name of Degree	BA International Sports Management

Teitl dangosol yr Traethawd Hir: Indicative Title of Dissertation:
A Mixed Ability model to improve people with disabilities lives.

ADRAN 2 – MANYLION CYFRANOGWYR / CYNULLEIDFA

SECTION 2 - PARTICIPANT / AUDIENCE DETAILS

Pwy yw'r cyfranogwyr arfaethedig?	Who are the intended participants?	Ydw / Yes	Na / No
Myfyrwr / staff Y Drindod Dewi Sant	Students / staff of Trinity Saint David		✓
Oedolion (dros oed 16 ac yn gymwys i gydsynio)	Adults (over the age of 16 and competent to give consent)	✓	
Plant a phobl ifanc dan oed	Children / legal minors		✓
Cleifion neu gleientiaid gweithwyr proffesiynol	Patients or clients of professionals		✓

Rhywun sy'n cael ei gadw yn y ddalfa neu y mae'r llys wedi cymryd cyfrifoldeb amdano	Anyone in custodial care or for whom the court has assumed responsibility		✓
Aelod o unrhyw sefydliad lle mae'n bosibl bod angen i unigolyn arall hefyd gydsynio.	A member of any organisation where another individual may also need to give consent.		✓
Eraill: Nodwch: / Others: please identify:			

Nifer, Oed a Ffynhonnell y Cyfranogwyr Rhowch fanylion yr demograffeg y cyfranogwyr / gynulleidfa.		Participant / Audience Number and Age Provide details of the demographics of the participants / audience.
Nifer o Gyfranogwyr / yn y Gynulleidfa	Participant/ Audience number	Interviewed (Different stakeholders within IMAS) and Rugby players
Grŵp oedran y Cyfranogwyr/y Gynulleidfa	Participant/ Audience age group	Participants from 18 and over.

ADRAN 3 – GWEITHGAREDD YMCHWIL

SECTION 3 – RESEARCH ACTIVITY

1.	Ydy'r prosiect yn cynnwys:	Does the project include:	Ydy / Yes	Nac ydy/No
	Defnyddio holiadur neu offeryn ymchwil tebyg	Use of questionnaire or similar research instrument	✓	
	Defnyddio prawf ysgrifenedig neu gyfrifiadurol	Use of written or computerised test		✓
	Cyfweliad (cysylltwch gwestiynau posibl)	Interview (attach provisional questions)	✓	
	Dyddiaduron	Diaries		✓
	Arsylwi ar gyfranogwyr a hwythau'n ymwybodol o hynny	Participant observation with their knowledge		✓
	Arsylwi ar gyfranogwyr a hwythau ddim yn ymwybodol o hynny	Participant observation without their knowledge		✓
	Recordio fideo neu sain	Video or audio-taping	✓	
	Mynediad i wybodaeth personol neu gyfrinachol heb gydsyniad penodol y cyfranogwyr	Access to personal or confidential information without the participants specific consent		✓
	Defnyddio unrhyw gwestiynau, ysgogiadau prawf, cyflwyniad y gallai rhai cyfranogwyr eu profi fel rhywbeth sy'n achosi niwed / tramgwydd corfforol, meddyliol neu emosiynol	Administration of any questions, test stimuli, presentation that may be experienced as physically, mentally or emotionally harmful / offensive		✓
	Cyflawni unrhyw weithredoedd allai achosi embaras neu effeithio ar hunan-barch	Performance of any acts which may cause embarrassment or affect self-esteem		✓

Ymchwilio i gyfranogwyr sy'n ymwneud â gweithgareddau anghyfreithlon	Investigation of participants involved in illegal activities		✓
Gweithdrefnau lle defnyddir twyll	Procedures that involve deception		✓
Gweini unrhyw sylwedd, cyfrwng neu blasebo	Administration of any substance, agent or placebo		✓
Dull arall o gasglu data neu fformat cyflwyno (esboniwr)	Other method of data collection or presentation format (please explain)		✓

2. Restru eich dull o gasglu data	List your method of data collection:
Questionnaires and semi-structured interviews	

3.	Risg Posibl: (corfforol, seicolegol, cyfreithiol, cymdeithasol neu economaidd)	Potential Risk: (physical, psychological, legal, social or economic)		
A oes unrhyw risg bosibl i:		Is there any potential risk to:	Ydw / Yes	Na / No
A	Cyfranogwyr?	Participants?		✓
B	Ymchwilydd?	Researcher?		✓
C	BrifYsgol/Cyfadrn?	University?		✓

4. Rheoli Risg: Os oes, beth yw'r risg a sut y bydd yn cael ei reoli?	Management of Risk: If yes, what is the risk and how will it be managed?
N/A	

5.	Os ydych yn delio â phlant a / neu oedolion agored i niwed, rhaid i chi gyflwyno eich dystysgrif DBS i'ch tiwtor goruchwyllo i'w cymeradwyo cyn i unrhyw gysylltiad â cyfranogwyr hyn.	If you are dealing with children and/ or vulnerable adults you must present your DBS certificate to your supervising tutor for approval before any contact with these participants.	
		Ydw / Yes	Na / No
A	Ydych chi wedi gwneud cais am dystysgrif DBS?	Have you applied for a DBS certificate?	✓
B	A yw eich tiwtor weld a'i gadarnhau eich dystysgrif DBS?	Has your tutor seen and approved your DBS certificate?	✓

6.	A fyddwch yn cael cydsyniad gwybodus ysgrifenedig gan eich cyfranogwyr?	Will you obtain written informed consent from your participants?		
			Ydw / Yes	Na / No
A	Os na fyddwch, pam hynny?	If no, why not?		✓
B	Os byddwch, sut byddwch yn sicrhau cydsyniad gwybodus?	If yes, how will you secure informed consent?		✓
Rhowch eglurhad / Please explain: I would not receive any written consent from my participants because they will signed this paper.				
Cynhwyswch gopi o'r ffurflen gydsynio os ydych yn defnyddio un.			Please include a copy of the consent form if you are using one.	

ADRAN 4	SECTION 4
CEFNOGWYD /APPROVED	NIS CEFNOGWYD/ NOT SUPPORTED
Datganiad Mae'r wybodaeth a gynhwysir yma yn gywir, hyd eithaf fy ngwybodaeth a'm cred. Rwyf wedi ceisio dynodi unrhyw risgiau a phroblemau sy'n gysylltiedig â'r prosiect / ymchwil neu gynhyrchiad ac rwyf yn cydnabod f'ymrwymadau innau a hawliau'r cyfranogwyr.	Declaration The information contained herein is, to the best of my knowledge and belief, accurate. I have attempted to identify any risks and issues related to the project/research or production and acknowledge my obligations and the rights of the participants.

Llofnodau Dylai'r ffurflen hon gael ei chwblhau a'i llofnodi gan y myfyriwr a'r Cydlynnydd y prosiect /Twitor	Signatures This form should be completed and signed by the student and the Module tutor/Programme Co-ordinator.
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Myfyriwr / Student <i>P. Elise</i>	Dyddiad: / Date: 17/01/2020
Cydlynnydd y prosiect /Twitor Project co-ordinator / Tutor	Dyddiad: / Date:
Sefydliad / Organisation <i>A.D. INGENIEROS INDUSTRIALES LAS ROSAS RUGBY</i> <i>Juan José</i>	Dyddiad: / Date: <i>27/01/2020</i>



PRIFYSGOL CYMRU
Y Drindod Dewi Sant
UNIVERSITY OF WALES
Trinity Saint David

Cyfranogwr Rhif Adnabod:
Participant Identification Number:

CWESTIYNAU CYFWELIAD SAMPL

SAMPLE INTERVIEW/ SURVEY QUESTIONS

TEITL Y PROSIECT: / PROJECT TITLE: A Mixed Ability model to improve people with disabilities lives.

Interviews	
1	Which are the benefits that mixed ability rugby provides to disable people?
2	Why are the reasons that encourage people with disability participate in mixed ability rugby?
3	Which are the factors that should be improved to attract more people into mixed ability rugby?
4	What are the essential elements that Mixed Skill providers have to consider in order to fully involve people with functional diversity?
5	Have their interpersonal relationships improved through Mixed Ability Rugby?
6	Have they increased their work opportunity thanks to Mixed Ability?
7	How does Mixed Ability providers consider lack of money barrier to participate in rugby?
8	In case of having any disability, the individual could have fewer reflexes, or less physical conditions than the rest of their partners (who do not have any type of disability), therefore, as there are more risks of being injured, how is this consider by providers of Mixed Ability rugby?
9	Finally, could you tell me any anecdote that has arisen during your stage with mixed ability?
Questionnaires	
1	How old are you?

2	Which gender are you?
3	What is your level of disability?
4	What encouraged you to get involved mixed ability rugby?
5	What motivates you to keep on playing mixed ability rugby?
6	What do you like most about your mix ability rugby team?
7	On a scale of 1 to 5 (5 being the most challenging and 1 the least) How challenging is mixed ability rugby for you?
8	Select (all appropriate) the risks associated with playing mixed ability rugby?
9	Do you think these risks apply to all versions of rugby union?
10	How much risk do you think is associated with mixed ability rugby?
11	Do you feel fit and well prepared to play mixed ability rugby?
12	How are your feelings after playing mixed ability rugby? (Circle as much as you feel)
13	Have you made friends at the club?
14	What is your current employment status? (Circle all that apply)
15	What are the total costs associated with playing mixed ability rugby on a yearly basis?
16	Is there anything you would change about mixed ability rugby?
17	Do you have any further comments about mixed ability rugby?

ENW A CHYFEIRIAD YR YMCHWILYDD	NAME & ADDRESS OF RESEARCHER: Pablo Elípe – Rose Hill, Swansea, Wales.
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Cyfranogwr Rhif Adnabod:
Participant Identification Number:

FFURFLEN GANIATÂD CYFRANOGIAD	PARTICIPATION CONSENT FORM
TEITL Y PROSIECT: / PROJECT TITLE: A Mixed Ability model to improve people with disabilities lives.	

Name of Researcher: Pablo Elipe

Please initial box

1. I confirm that I have read and understand the information sheet dated 17/01/2020 for the above study. I have had the opportunity to consider the information, ask questions and have had these answered satisfactorily. ☐ Yes
2. I understand that my participation is voluntary and that I am free to withdraw at any time, without giving any reason. ☐ Yes
3. I understand that any information given by me may be used in future reports, articles or presentations by the research team. ☐ Yes
4. I understand that my name will not appear in any reports, articles or presentations. ☐ Yes
5. I agree to take part in the above study. ☐ Yes

Juan Ignacio Pita
Name of Participant

27/01/2020
Date

Juan I. Pita
Signature

Pablo Elipe
Researcher

17/01/2020
Date

P. Elipe
Signature

You may decline to participate in this study. You may end your participation in this study at any time. If you decide to remain anonymous, maintaining your anonymity will be a priority and every practical precaution will be taken to disguise your identity. If you prefer anonymity, there will not be any identifying information on audiotapes or transcripts of this or any interview. No-one will hear any audiotapes or see any transcripts without your prior consent. All materials generated from this or any interview will remain confidential.

When completed, please return in the envelope provided (if applicable). One copy will be given to the participant and the original to be kept in the file of the research team at: The university of Wales Trinity Saint David

ENW A CHYFEIRIAD YR YMCHWILYDD	NAME & ADDRESS OF RESEARCHER: Pablo Elipe – Rose Hill, Swansea, Wales.
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Cyfranogwr Rhif Adnabod:
Participant Identification Number:

FFURFLEN GANIATÂD CYFRANOIAD

SAMPLE PARTICIPANT INFORMATION SHEET

TEITL Y PROSIECT: / PROJECT TITLE: A Mixed Ability model to improve people with disabilities lives.

Dear Participant:

My name is Pablo Elípe and I am studying in the University of Wales Trinity Saint David. I would like to invite you to participate in my research project. This project will assess different IMAS stakeholder motivations, perceptions and attitudes, explore the impacts of Mixed Ability Rugby on participants and clubs and analyse the benefits that this new model can deliver on sports participation. With the aim to critically evaluate the challenges and impacts on inclusivity sports faced by rugby clubs and participants whilst developing mixed ability rugby programme.

*Attached to this letter is a short questionnaire developed by Pablo Elípe which will assess mixed ability rugby. I believe your opinions will be extremely helpful to me.

Through your participation in the questionnaire and/or interviews, I hope to ascertain the challenges and impacts on inclusivity sports faced by rugby clubs and participants whilst developing mixed ability rugby programme.

All questionnaires will be kept strictly confidential to the researchers involved and at **NO** time will individual questionnaires be released to the general public. This gives you a chance to express your views on your programme a confidential and anonymous forum and still be able to make a difference. Your participation in this study is completely voluntary so you can withdraw from the questionnaire at any stage.

Our questionnaire should take about 2 minutes to complete, but there is no time constraint. There are also no right or wrong answers. Attached to this letter along with the questionnaire is an instruction sheet. As this is a new project, your feedback is also important to us and we would be much obliged if you could also complete the feedback sheet along with the questionnaire. We understand that your time is at a premium, but your opinions are very valuable to us. After careful and precise analysis of the data obtained from this questionnaire, I will be happy to provide you with a copy of the findings at your request. The results of this questionnaire will hopefully enhance my understanding of mixed ability rugby and will be stored on the university.

We thank you in advance for your time and participation. If any questions do arise, feel free to contact me at your convenience.

ENW A CHYFEIRIAD YR YMCHWILYDD

NAME & ADDRESS OF RESEARCHER: Pablo Elípe – Rose Hill, Swansea, Wales.

Section 2 – Martino Corazza



PRIFYSGOL CYMRU
Y Drindod Dewi Sant
UNIVERSITY OF WALES
Trinity Saint David

E3 FORM – Sports Research Project

APPLICATION FOR ETHICAL APPROVAL – BA level

CAIS AM GYMERADWYAETH MOESEGOL – Lefel BA

Mae'r ffurflen hon i'w chwblhau gan bob BA myfyrwr. Rhaid i bob ffurflen gael ei ystyried gan diwtor y modiwl. Dylai un copi o'r ffurflen yn cael ei roi ar y ffeiliau Gyfadran ac un copi cadw ar y ffeil myfyrwr.

This form is to be completed by all BA students conducting research, projects or productions. This form should be completed by the student. All forms must be considered by the Module tutor. A copy of the form must be kept centrally and on the student file.

ADRAN 1 – MANYLION MYFYRIWR

SECTION 1 - STUDENT DETAILS

Enw Llawn Full Name	Pablo Elipe		
Ysgol/Cyfadrn/ School/Faculty	Trinity Saint David	Rhif Myfyriwr Student Number	1702973
Cydllynydd prosiect / Tiwtor Module Tutor/ Programme Co-ordinator	Andrew Thomas / Marie Pitson	Enw'r Gradd Name of Degree	BA International Sports Management

Teitl dangosol yr Traethawd Hir: Indicative Title of Dissertation:	A Mixed Ability model to improve people with disabilities lives.
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ADRAN 2 – MANYLION CYFRANOGWYR / CYNULLEIDFA

SECTION 2 - PARTICIPANT / AUDIENCE DETAILS

Pwy yw'r cyfranogwyr arfaethedig?	Who are the intended participants?	Ydw / Yes	Na / No
Myfyrwyr / staff Y Drindod Dewi Sant	Students / staff of Trinity Saint David		✓
Oedolion (dros oed 16 ac yn gymwys i gydsynio)	Adults (over the age of 16 and competent to give consent)	✓	
Plant a phobl ifanc dan oed	Children / legal minors		✓
Cleifion neu gleientiaid gweithwyr proffesiynol	Patients or clients of professionals		✓

Rhywun sy'n cael ei gadw yn y ddalfa neu y mae'r llys wedi cymryd cyfrifoldeb amdano	Anyone in custodial care or for whom the court has assumed responsibility		✓
Aelod o unrhyw sefydliad lle mae'n bosibl bod angen i unigolyn arall hefyd gydsynio.	A member of any organisation where another individual may also need to give consent.		✓
Eraill: Nodwch: / Others: please identify:			

Nifer, Oed a Ffynhonnell y Cyfranogwyr Rhowch fanylion yr demograffeg y cyfranogwyr / gynulleidfa.		Participant / Audience Number and Age Provide details of the demographics of the participants / audience.
Nifer o Gyfranogwyr / yn y Gynulleidfa	Participant/ Audience number	Interviewed (Different stakeholders within IMAS) and Rugby players
Grŵp oedran y Cyfranogwyr/ y Gynulleidfa	Participant/ Audience age group	Participants from 18 and over.

ADRAN 3 – GWEITHGAREDD YMCHWIL

SECTION 3 – RESEARCH ACTIVITY

1.	Ydy'r prosiect yn cynnwys:	Does the project include:	Ydy / Yes	Nac ydy/No
	Defnyddio holiadur neu offeryn ymchwil tebyg	Use of questionnaire or similar research instrument	✓	
	Defnyddio prawf ysgrifenedig neu gyfrifiadurol	Use of written or computerised test		✓
	Cyfweliad (cysylltwch gwestiynau posibl)	Interview (attach provisional questions)	✓	
	Dyddiaduron	Diaries		✓
	Arsylwi ar gyfranogwyr a hwythau'n ymwybodol o hynny	Participant observation with their knowledge		✓
	Arsylwi ar gyfranogwyr a hwythau ddim yn ymwybodol o hynny	Participant observation without their knowledge		✓
	Recordio fideo neu sain	Video or audio-taping	✓	
	Mynediad i wybodaeth bersonol neu gyfrinachol heb gydsyniad penodol y cyfranogwyr	Access to personal or confidential information without the participants specific consent		✓
	Defnyddio unrhyw gwestiynau, ysgogiadau prawf, cyflwyniad y gallai rhai cyfranogwyr eu profi fel rhywbeth sy'n achosi niwed / tramgwydd corfforol, meddyliol neu emosiynol	Administration of any questions, test stimuli, presentation that may be experienced as physically, mentally or emotionally harmful / offensive		✓
	Cyflawni unrhyw weithredoedd allai achosi embaras neu effeithio ar hunan-barch	Performance of any acts which may cause embarrassment or affect self-esteem		✓

Ymchwilio i gyfranogwyr sy'n ymwneud â gweithgareddau anghyfreithlon	Investigation of participants involved in illegal activities		✓
Gweithdrefnau lle defnyddir twyll	Procedures that involve deception		✓
Gweini unrhyw sylwedd, cyfrwng neu blasebo	Administration of any substance, agent or placebo		✓
Dull arall o gasglu data neu fformat cyflwyno (esboniwr)	Other method of data collection or presentation format (please explain)		✓

2. Restro eich dull o gasglu data	List your method of data collection:
Questionnaires and semi-structured interviews	

3.	Risg Posibl: (corfforol, seicolegol, cyfreithiol, cymdeithasol neu economaidd)	Potential Risk: (physical, psychological, legal, social or economic)		
A oes unrhyw risg bosibl i:		Is there any potential risk to:	Ydw / Yes	Na / No
A	Cyfranogwyr?	Participants?		✓
B	Ymchwilydd?	Researcher?		✓
C	BrifYsgol/Cyfadrn?	University?		✓

4. Rheoli Risg: Os oes, beth yw'r risg a sut y bydd yn cael ei reoli?	Management of Risk: If yes, what is the risk and how will it be managed?
N/A	

5.	Os ydych yn delio â phlant a / neu oedolion agored i niwed, rhaid i chi gyflwyno eich tystysgrif DBS i'ch tiwtor goruchwyllo i'w cymeradwyo cyn i unrhyw gysylltiad â cyfranogwyr hyn.	If you are dealing with children and/ or vulnerable adults you must present your DBS certificate to your supervising tutor for approval before any contact with these participants.	
		Ydw / Yes	Na / No
A	Ydych chi wedi gwneud cais am dystysgrif DBS?	Have you applied for a DBS certificate?	✓
B	A yw eich tiwtor weld a'i gadarnhau eich tystysgrif DBS?	Has your tutor seen and approved your DBS certificate?	✓

6.	A fyddwch yn cael cydsyniad gwybodys ysgrifenedig gan eich cyfranogwyr?	Will you obtain written informed consent from your participants?		
			Ydw / Yes	Na / No
A	Os na fyddwch, pam hynny?	If no, why not?		✓
B	Os byddwch, sut byddwch yn sicrhau cydsyniad gwybodys?	If yes, how will you secure informed consent?		✓
Rhowch eglurhad / Please explain: I would not receive any written consent from my participants because they will signed this paper.				
Cynhwyswch gopi o'r ffurflen gydsynio os ydych yn defnyddio un.		Please include a copy of the consent form if you are using one.		

ADRAN 4	SECTION 4
CEFNOGWYD /APPROVED	NIS CEFNOGWYD/ NOT SUPPORTED
Datganiad Mae'r wybodaeth a gynhwysir yma yn gywir, hyd eithaf fy ngwybodaeth a'm cred. Rwyf wedi ceisio dynodi unrhyw risgiau a phroblemau sy'n gysylltiedig â'r prosiect / ymchwil neu gynhyrchiad ac rwyf yn cydnabod fymrwymadau innau a hawliau'r cyfranogwyr.	Declaration The information contained herein is, to the best of my knowledge and belief, accurate. I have attempted to identify any risks and issues related to the project/research or production and acknowledge my obligations and the rights of the participants.

Llofnodau Dylai'r ffurflen hon gael ei chwblhau a'i llofnodi gan y myfyriwr a'r Cydlynnydd y prosiect /Twitor	Signatures This form should be completed and signed by the student and the Module tutor/Programme Co-ordinator.
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Myfyriwr / Student <i>P. Elise</i>	Dyddiad: / Date: 17/01/2020
Cydlynnydd y prosiect /Twitor Project co-ordinator / Tutor	Dyddiad: / Date:
Sefydliad / Organisation Martino Corazza - International Mixed Ability Sports	Dyddiad: / Date: 23/01/2020



PRIFYSGOL CYMRU
Y Drindod Dewi Sant
UNIVERSITY OF WALES
Trinity Saint David

Cyfranogwr Rhif Adnabod:
Participant Identification Number:

CWESTIYNAU CYFWELIAD SAMPL

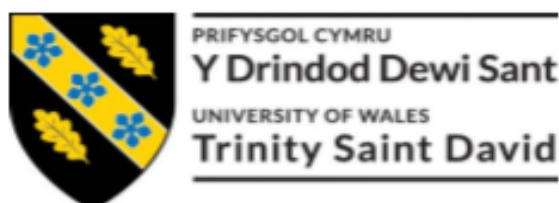
SAMPLE INTERVIEW/ SURVEY QUESTIONS

TEITL Y PROSIECT: / PROJECT TITLE: A Mixed Ability model to improve people with disabilities lives.

Interviews	
1	Which are the benefits that mixed ability rugby provides to disable people?
2	Why are the reasons that encourage people with disability participate in mixed ability rugby?
3	Which are the factors that should be improved to attract more people into mixed ability rugby?
4	What are the essential elements that Mixed Skill providers have to consider in order to fully involve people with functional diversity?
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7	How does Mixed Ability providers consider lack of money barrier to participate in rugby?
8	In case of having any disability, the individual could have fewer reflexes, or less physical conditions than the rest of their partners (who do not have any type of disability), therefore, as there are more risks of being injured, how is this consider by providers of Mixed Ability rugby?
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1	How old are you?

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4	What encouraged you to get involved mixed ability rugby?
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7	On a scale of 1 to 5 (5 being the most challenging and 1 the least) How challenging is mixed ability rugby for you?
8	Select (all appropriate) the risks associated with playing mixed ability rugby?
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14	What is your current employment status? (Circle all that apply)
15	What are the total costs associated with playing mixed ability rugby on a yearly basis?
16	Is there anything you would change about mixed ability rugby?
17	Do you have any further comments about mixed ability rugby?

ENW A CHYFEIRIAD YR YMCHWILYDD	NAME & ADDRESS OF RESEARCHER: Pablo Elípe – Rose Hill, Swansea, Wales.
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Cyfranogwr Rhif Adnabod:
Participant Identification Number:

FFURFLEN GANIATÂD CYFRANOIAD	PARTICIPATION CONSENT FORM
TEITL Y PROSIECT: / PROJECT TITLE: A Mixed Ability model to improve people with disabilities lives.	

Name of Researcher: Pablo Elipe

Please initial box

- I confirm that I have read and understand the information sheet dated 17/01/2020 for the above study. I have had the opportunity to consider the information, ask questions and have had these answered satisfactorily. ☐ Yes MC
- I understand that my participation is voluntary and that I am free to withdraw at any time, without giving any reason. ☐ Yes MC
- I understand that any information given by me may be used in future reports, articles or presentations by the research team. ☐ Yes MC
- I understand that my name will not appear in any reports, articles or presentations. ☐ Yes MC
- I agree to take part in the above study. ☐ Yes MC

Martino Corazza 23/01/2020
Name of Participant Date


Signature

Pablo Elipe 17/01/2020
Researcher Date


Signature

You may decline to participate in this study. You may end your participation in this study at any time. If you decide to remain anonymous, maintaining your anonymity will be a priority and every practical precaution will be taken to disguise your identity. If you prefer anonymity, there will not be any identifying information on audiotapes or transcripts of this or any interview. No-one will hear any audiotapes or see any transcripts without your prior consent. All materials generated from this or any interview will remain confidential.

When completed, please return in the envelope provided (if applicable). One copy will be given to the participant and the original to be kept in the file of the research team at: The university of Wales Trinity Saint David

ENW A CHYFEIRIAD YR YMCHWILYDD	NAME & ADDRESS OF RESEARCHER: Pablo Elipe – Rose Hill, Swansea, Wales.
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PRIFYSGOL CYMRU
Y Drindod Dewi Sant
UNIVERSITY OF WALES
Trinity Saint David

Cyfranogwr Rhif Adnabod:
Participant Identification Number:

FFURFLEN GANIATÂD CYFRANOGIAD

SAMPLE PARTICIPANT INFORMATION SHEET

TEITL Y PROSIECT: / PROJECT TITLE: A Mixed Ability model to improve people with disabilities lives.

Dear Participant:

My name is Pablo Elípe and I am studying in the University of Wales Trinity Saint David. I would like to invite you to participate in my research project. This project will assess different IMAS stakeholder motivations, perceptions and attitudes, explore the impacts of Mixed Ability Rugby on participants and clubs and analyse the benefits that this new model can deliver on sports participation. With the aim to critically evaluate the challenges and impacts on inclusivity sports faced by rugby clubs and participants whilst developing mixed ability rugby programme.

*Attached to this letter is a short questionnaire developed by Pablo Elípe which will assess mixed ability rugby. I believe your opinions will be extremely helpful to me.

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Our questionnaire should take about 2 minutes to complete, but there is no time constraint. There are also no right or wrong answers. Attached to this letter along with the questionnaire is an instruction sheet. As this is a new project, your feedback is also important to us and we would be much obliged if you could also complete the feedback sheet along with the questionnaire. We understand that your time is at a premium, but your opinions are very valuable to us. After careful and precise analysis of the data obtained from this questionnaire, I will be happy to provide you with a copy of the findings at your request. The results of this questionnaire will hopefully enhance my understanding of mixed ability rugby and will be stored on the university.

We thank you in advance for your time and participation. If any questions do arise, feel free to contact me at your convenience.

ENW A CHYFEIRIAD YR YMCHWILYDD

NAME & ADDRESS OF RESEARCHER: Pablo Elípe – Rose Hill, Swansea, Wales.

Section 3 – Fabián Sainz Modinos



PRIFYSGOL CYMRU
Y Drindod Dewi Sant
UNIVERSITY OF WALES
Trinity Saint David

E3 FORM – Sports Research Project

APPLICATION FOR ETHICAL APPROVAL – BA level

CAIS AM GYMERADWYAETH MOESGOL – Lefel BA

Mae'r ffurflen hon i'w chwblhau gan bob BA myfyrwr. Rhaid i bob ffurflen gael ei ystyried gan diwtor y modiwl. Dylai un copi o'r ffurflen yn cael ei roi ar y ffeiliau Gyfadran ac un copi cadw ar y ffeil myfyrwr.

This form is to be completed by all BA students conducting research, projects or productions. This form should be completed by the student. All forms must be considered by the Module tutor. A copy of the form must be kept centrally and on the student file.

ADRAN 1 – MANYLION MYFYRIWR

SECTION 1 - STUDENT DETAILS

Enw Llawn Full Name	Pablo Elipe		
Ysgol/Cyfadrn/ School/Faculty	Trinity Saint David	Rhif Myfyriwr Student Number	1702973
Cydllynydd prosiect / Tiwtor Module Tutor/ Programme Co-ordinator	Andrew Thomas / Marie Pitson	Enw'r Gradd Name of Degree	BA International Sports Management

Teitl dangosol yr Traethawd Hir:

Indicative Title of Dissertation:

A Mixed Ability model to improve people with disabilities lives.

ADRAN 2 – MANYLION CYFRANOGWYR / CYNULLEIDFA

SECTION 2 - PARTICIPANT / AUDIENCE DETAILS

Pwy yw'r cyfranogwyr arfaethedig?	Who are the intended participants?	Ydw / Yes	Na / No
Myfyrwr / staff Y Drindod Dewi Sant	Students / staff of Trinity Saint David		✓
Oedolion (dros oed 16 ac yn gymwys i gydsynio)	Adults (over the age of 16 and competent to give consent)	✓	
Plant a phobl ifanc dan oed	Children / legal minors		✓
Cleifion neu gleientiaid gweithwyr proffesiynol	Patients or clients of professionals		✓

Rhywun sy'n cael ei gadw yn y ddalfa neu y mae'r llys wedi cymryd cyfrifoldeb amdano	Anyone in custodial care or for whom the court has assumed responsibility		✓
Aelod o unrhyw sefydliad lle mae'n bosibl bod angen i unigolyn arall hefyd gydsynio.	A member of any organisation where another individual may also need to give consent.		✓
Eraill: Nodwch: / Others: please identify:			

Nifer, Oed a Ffynhonnell y Cyfranogwyr Rhowch fanylion yr demograffeg y cyfranogwyr / gynulleidfa.		Participant / Audience Number and Age Provide details of the demographics of the participants / audience.
Nifer o Gyfranogwyr / yn y Gynulleidfa	Participant/ Audience number	Interviewed (Different stakeholders within IMAS) and Rugby players
Grŵp oedran y Cyfranogwyr/ y Gynulleidfa	Participant/ Audience age group	Participants from 18 and over.

ADRAN 3 – GWEITHGAREDD YMCHWIL

SECTION 3 – RESEARCH ACTIVITY

1.	Ydy'r prosiect yn cynnwys:	Does the project include:	Ydy / Yes	Nac ydy/No
	Defnyddio holiadur neu offeryn ymchwil tebyg	Use of questionnaire or similar research instrument	✓	
	Defnyddio prawf ysgrifenedig neu gyfrifiadurol	Use of written or computerised test		✓
	Cyfweliad (cysylltwch gwestiynau posibl)	Interview (attach provisional questions)	✓	
	Dyddiaduron	Diaries		✓
	Arsylwi ar gyfranogwyr a hwythau'n ymwybodol o hynny	Participant observation with their knowledge		✓
	Arsylwi ar gyfranogwyr a hwythau ddim yn ymwybodol o hynny	Participant observation without their knowledge		✓
	Recordio fideo neu sain	Video or audio-taping	✓	
	Mynediad i wybodaeth personol neu gyfrinachol heb gydsyniad penodol y cyfranogwyr	Access to personal or confidential information without the participants specific consent		✓
	Defnyddio unrhyw gwestiynau, ysgogiadau prawf, cyflwyniad y gallai rhai cyfranogwyr eu profi fel rhywbeth sy'n achosi niwed / tramgwydd corfforol, meddyliol neu emosiynol	Administration of any questions, test stimuli, presentation that may be experienced as physically, mentally or emotionally harmful / offensive		✓
	Cyflawni unrhyw weithredoedd allai achosi embaras neu effeithio ar hunan-barch	Performance of any acts which may cause embarrassment or affect self-esteem		✓

Ymchwilio i gyfranogwyr sy'n ymwneud â gweithgareddau anghyfreithlon	Investigation of participants involved in illegal activities		✓
Gweithdrefnau lle defnyddir twyll	Procedures that involve deception		✓
Gweini unrhyw sylwedd, cyfrwng neu blasebo	Administration of any substance, agent or placebo		✓
Dull arall o gasglu data neu fformat cyflwyno (esboniwr)	Other method of data collection or presentation format (please explain)		✓

2. Restru eich dull o gasglu data	List your method of data collection:
Questionnaires and semi-structured interviews	

3.	Risg Posibl: (corfforol, seicolegol, cyfreithiol, cymdeithasol neu economaidd)	Potential Risk: (physical, psychological, legal, social or economic)		
A oes unrhyw risg bosibl i:		Is there any potential risk to:	Ydw / Yes	Na / No
A	Cyfranogwyr?	Participants?		✓
B	Ymchwilydd?	Researcher?		✓
C	BrifYsgol/Cyfadrn?	University?		✓

4. Rheoli Risg: Os oes, beth yw'r risg a sut y bydd yn cael ei reoli?	Management of Risk: If yes, what is the risk and how will it be managed?
N/A	

5.	Os ydych yn delio â phlant a / neu oedolion agored i niwed, rhaid i chi gyflwyno eich dystysgrif DBS i'ch tiwtor goruchwylio i'w cymeradwyo cyn i unrhyw gysylltiad â cyfranogwyr hyn.	If you are dealing with children and/ or vulnerable adults you must present your DBS certificate to your supervising tutor for approval before any contact with these participants.	
		Ydw / Yes	Na / No
A	Ydych chi wedi gwneud cais am dystysgrif DBS?	Have you applied for a DBS certificate?	✓
B	A yw eich tiwtor weld a'i gadarnhau eich dystysgrif DBS?	Has your tutor seen and approved your DBS certificate?	✓

6.	A fyddwch yn cael cydsyniad gwybodus ysgrifenedig gan eich cyfranogwyr?	Will you obtain written informed consent from your participants?		
			Ydw / Yes	Na / No
A	Os na fyddwch, pam hynny?	If no, why not?		✓
B	Os byddwch, sut byddwch yn sicrhau cydsyniad gwybodus?	If yes, how will you secure informed consent?		✓
Rhowch eglurhad / Please explain: I would not receive any written consent from my participants because they will signed this paper.				
Cynhwyswch gopi o'r ffurflen gydsynio os ydych yn defnyddio un.		Please include a copy of the consent form if you are using one.		

ADRAN 4	SECTION 4
CEFNOGWYD /APPROVED	NIS CEFNOGWYD/ NOT SUPPORTED
Datganiad Mae'r wybodaeth a gynhwysir yma yn gywir, hyd eithaf fy ngwybodaeth a'm cred. Rwyf wedi ceisio dynodi unrhyw risgiau a phroblemau sy'n gysylltiedig â'r prosiect / ymchwil neu gynhyrchiad ac rwyf yn cydnabod fymrwymadau innau a hawliau'r cyfranogwyr.	Declaration The information contained herein is, to the best of my knowledge and belief, accurate. I have attempted to identify any risks and issues related to the project/research or production and acknowledge my obligations and the rights of the participants.

Llofnodau Dylai'r ffurflen hon gael ei chwblhau a'i llofnodi gan y myfyriwr a'r Cydlynnydd y prosiect /Tutor	Signatures This form should be completed and signed by the student and the Module tutor/Programme Co-ordinator.
--	---

Myfyriwr / Student <i>P. Elips</i>	Dyddiad: / Date: 17/01/2020
Cydlynnydd y prosiect /Tutor Project co-ordinator / Tutor	Dyddiad: / Date:
Sefydliad / Organisation 	Dyddiad: / Date: 25/01/2020



PRIFYSGOL CYMRU
Y Drindod Dewi Sant
UNIVERSITY OF WALES
Trinity Saint David

Cyfranogwr Rhif Adnabod:
Participant Identification Number:

CWESTIYNAU CYFWELIAD SAMPL

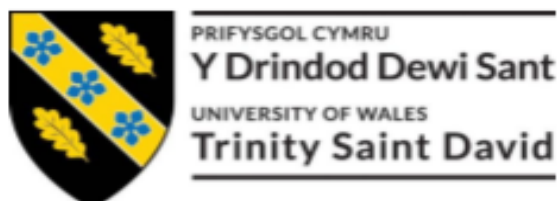
SAMPLE INTERVIEW/ SURVEY QUESTIONS

TEITL Y PROSIECT: / PROJECT TITLE: A Mixed Ability model to improve people with disabilities lives.

Interviews	
1	Which are the benefits that mixed ability rugby provides to disable people?
2	Why are the reasons that encourage people with disability participate in mixed ability rugby?
3	Which are the factors that should be improved to attract more people into mixed ability rugby?
4	What are the essential elements that Mixed Skill providers have to consider in order to fully involve people with functional diversity?
5	Have their interpersonal relationships improved through Mixed Ability Rugby?
6	Have they increased their work opportunity thanks to Mixed Ability?
7	How does Mixed Ability providers consider lack of money barrier to participate in rugby?
8	In case of having any disability, the individual could have fewer reflexes, or less physical conditions than the rest of their partners (who do not have any type of disability), therefore, as there are more risks of being injured, how is this consider by providers of Mixed Ability rugby?
9	Finally, could you tell me any anecdote that has arisen during your stage with mixed ability?
Questionnaires	
1	How old are you?

2	Which gender are you?
3	What is your level of disability?
4	What encouraged you to get involved mixed ability rugby?
5	What motivates you to keep on playing mixed ability rugby?
6	What do you like most about your mix ability rugby team?
7	On a scale of 1 to 5 (5 being the most challenging and 1 the least) How challenging is mixed ability rugby for you?
8	Select (all appropriate) the risks associated with playing mixed ability rugby?
9	Do you think these risks apply to all versions of rugby union?
10	How much risk do you think is associated with mixed ability rugby?
11	Do you feel fit and well prepared to play mixed ability rugby?
12	How are your feelings after playing mixed ability rugby? (Circle as much as you feel)
13	Have you made friends at the club?
14	What is your current employment status? (Circle all that apply)
15	What are the total costs associated with playing mixed ability rugby on a yearly basis?
16	Is there anything you would change about mixed ability rugby?
17	Do you have any further comments about mixed ability rugby?

ENW A CHYFEIRIAD YR YMCHWILYDD	NAME & ADDRESS OF RESEARCHER: Pablo Elípe – Rose Hill, Swansea, Wales.
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Cyfranogwr Rhif Adnabod:
Participant Identification Number:

FFURFLEN GANIATÂD CYFRANOGIAD	PARTICIPATION CONSENT FORM
TEITL Y PROSIECT: / PROJECT TITLE: A Mixed Ability model to improve people with disabilities lives.	

Name of Researcher: Pablo Elipe

Please initial box

- | | |
|--|------------------------------|
| 1. I confirm that I have read and understand the information sheet dated 17/01/2020 for the above study. I have had the opportunity to consider the information, ask questions and have had these answered satisfactorily. | ☐ Yes |
| 2. I understand that my participation is voluntary and that I am free to withdraw at any time, without giving any reason. | ☐ Yes |
| 3. I understand that any information given by me may be used in future reports, articles or presentations by the research team. | ☐ Yes |
| 4. I understand that my name will not appear in any reports, articles or presentations. | ☐ Yes |
| 5. I agree to take part in the above study. | ☐ Yes |

<u>Fabián Sainz Modinos</u>	<u>26/01/2020</u>	
Name of Participant	Date	Signature
<u>Pablo Elipe</u>	<u>17/01/2020</u>	<u>P. Elipe</u>
Researcher	Date	Signature

You may decline to participate in this study. You may end your participation in this study at any time. If you decide to remain anonymous, maintaining your anonymity will be a priority and every practical precaution will be taken to disguise your identity. If you prefer anonymity, there will not be any identifying information on audiotapes or transcripts of this or any interview. No-one will hear any audiotapes or see any transcripts without your prior consent. All materials generated from this or any interview will remain confidential.

When completed, please return in the envelope provided (if applicable). One copy will be given to the participant and the original to be kept in the file of the research team at: The university of Wales Trinity Saint David

ENW A CHYFEIRIAD YR YMCHWILYDD	NAME & ADDRESS OF RESEARCHER: Pablo Elipe – Rose Hill, Swansea, Wales.
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Cyfranogwr Rhif Adnabod:
Participant Identification Number:

FFURFLEN GANIATÂD CYFRANOGIAD

SAMPLE PARTICIPANT INFORMATION SHEET

TEITL Y PROSIECT: / PROJECT TITLE: A Mixed Ability model to improve people with disabilities lives.

Dear Participant:

My name is Pablo Elípe and I am studying in the University of Wales Trinity Saint David. I would like to invite you to participate in my research project. This project will assess different IMAS stakeholder motivations, perceptions and attitudes, explore the impacts of Mixed Ability Rugby on participants and clubs and analyse the benefits that this new model can deliver on sports participation. With the aim to critically evaluate the challenges and impacts on inclusivity sports faced by rugby clubs and participants whilst developing mixed ability rugby programme.

*Attached to this letter is a short questionnaire developed by Pablo Elípe which will assess mixed ability rugby. I believe your opinions will be extremely helpful to me.

Through your participation in the questionnaire and/or interviews, I hope to ascertain the challenges and impacts on inclusivity sports faced by rugby clubs and participants whilst developing mixed ability rugby programme.

All questionnaires will be kept strictly confidential to the researchers involved and at **NO** time will individual questionnaires be released to the general public. This gives you a chance to express your views on your programme a confidential and anonymous forum and still be able to make a difference. Your participation in this study is completely voluntary so you can withdraw from the questionnaire at any stage.

Our questionnaire should take about 2 minutes to complete, but there is no time constraint. There are also no right or wrong answers. Attached to this letter along with the questionnaire is an instruction sheet. As this is a new project, your feedback is also important to us and we would be much obliged if you could also complete the feedback sheet along with the questionnaire. We understand that your time is at a premium, but your opinions are very valuable to us. After careful and precise analysis of the data obtained from this questionnaire, I will be happy to provide you with a copy of the findings at your request. The results of this questionnaire will hopefully enhance my understanding of mixed ability rugby and will be stored on the university.

We thank you in advance for your time and participation. If any questions do arise, feel free to contact me at your convenience.

ENW A CHYFEIRIAD YR YMCHWILYDD

NAME & ADDRESS OF RESEARCHER: Pablo Elípe – Rose Hill, Swansea, Wales.

Section 4 – Oier Barruso



PRIFYSGOL CYMRU
Y Drindod Dewi Sant
UNIVERSITY OF WALES
Trinity Saint David

E3 FORM – Sports Research Project

APPLICATION FOR ETHICAL APPROVAL – BA level

CAIS AM GYMERADWYAETH MOESGOL – Lefel BA

Mae'r ffurflen hon i'w chwblhau gan bob BA myfyrwr. Rhaid i bob ffurflen gael ei ystyried gan diwtor y modiwl. Dylai un copi o'r ffurflen yn cael ei roi ar y ffeiliau Gyfadran ac un copi cadw ar y ffeil myfyrwr.

This form is to be completed by all BA students conducting research, projects or productions. This form should be completed by the student. All forms must be considered by the Module tutor. A copy of the form must be kept centrally and on the student file.

ADRAN 1 – MANYLION MYFYRIWR

SECTION 1 - STUDENT DETAILS

Enw Llawn Full Name	Pablo Elipe		
Ysgol/Cyfadrn/ School/Faculty	Trinity Saint David	Rhif Myfyriwr Student Number	1702973
Cydllynydd prosiect / Tiwtor Module Tutor/ Programme Co-ordinator	Andrew Thomas / Marie Pitson	Enw'r Gradd Name of Degree	BA International Sports Management

Teitl dangosol yr Traethawd Hir:

Indicative Title of Dissertation:

A Mixed Ability model to improve people with disabilities lives.

ADRAN 2 – MANYLION CYFRANOGWYR / CYNULLEIDFA

SECTION 2 - PARTICIPANT / AUDIENCE DETAILS

Pwy yw'r cyfranogwyr arfaethedig?	Who are the intended participants?	Ydw / Yes	Na / No
Myfyrwyr / staff Y Drindod Dewi Sant	Students / staff of Trinity Saint David		✓
Oedolion (dros oed 16 ac yn gymwys i gydsynio)	Adults (over the age of 16 and competent to give consent)	✓	
Plant a phobl ifanc dan oed	Children / legal minors		✓
Cleifion neu gleientiaid gweithwyr proffesiynol	Patients or clients of professionals		✓

Rhywun sy'n cael ei gadw yn y ddalfa neu y mae'r llys wedi cymryd cyfrifoldeb amdano	Anyone in custodial care or for whom the court has assumed responsibility		✓
Aelod o unrhyw sefydliad lle mae'n bosibl bod angen i unigolyn arall hefyd gydsynio.	A member of any organisation where another individual may also need to give consent.		✓
Eraill: Nodwch: / Others: please identify:			

Nifer, Oed a Ffynhonnell y Cyfranogwyr Rhowch fanylion yr demograffeg y cyfranogwyr / gynulleidfa.		Participant / Audience Number and Age Provide details of the demographics of the participants / audience.
Nifer o Gyfranogwyr / yn y Gynulleidfa	Participant/ Audience number	Interviewed (Different stakeholders within IMAS) and Rugby players
Grŵp oedran y Cyfranogwyr/y Gynulleidfa	Participant/ Audience age group	Participants from 18 and over.

ADRAN 3 – GWEITHGAREDD YMCHWIL

SECTION 3 – RESEARCH ACTIVITY

1.	Ydy'r prosiect yn cynnwys:	Does the project include:	Ydy / Yes	Nac ydy/No
	Defnyddio holiadur neu offeryn ymchwil tebyg	Use of questionnaire or similar research instrument	✓	
	Defnyddio prawf ysgrifenedig neu gyfrifiadurol	Use of written or computerised test		✓
	Cyfweliad (cysylltwch gwestiynau posibl)	Interview (attach provisional questions)	✓	
	Dyddiaduron	Diaries		✓
	Arsylwi ar gyfranogwyr a hwythau'n ymwybodol o hynny	Participant observation with their knowledge		✓
	Arsylwi ar gyfranogwyr a hwythau ddim yn ymwybodol o hynny	Participant observation without their knowledge		✓
	Recordio fideo neu sain	Video or audio-taping	✓	
	Mynediad i wybodaeth bersonol neu gyfrinachol heb gydsyniad penodol y cyfranogwyr	Access to personal or confidential information without the participants specific consent		✓
	Defnyddio unrhyw gwestiynau, ysgogiadau prawf, cyflwyniad y gallai rhai cyfranogwyr eu profi fel rhywbeth sy'n achosi niwed / tramgwydd corfforol, meddyliol neu emosiynol	Administration of any questions, test stimuli, presentation that may be experienced as physically, mentally or emotionally harmful / offensive		✓
	Cyflawni unrhyw weithredoedd allai achosi embaras neu effeithio ar hunan-barch	Performance of any acts which may cause embarrassment or affect self-esteem		✓

Ymchwilio i gyfranogwyr sy'n ymwneud â gweithgareddau anghyfreithlon	Investigation of participants involved in illegal activities		✓
Gweithdrefnau lle defnyddir twyll	Procedures that involve deception		✓
Gweini unrhyw sylwedd, cyfrwng neu blasebo	Administration of any substance, agent or placebo		✓
Dull arall o gasglu data neu fformat cyflwyno (esboniwr)	Other method of data collection or presentation format (please explain)		✓

2. Restro eich dull o gasglu data	List your method of data collection:
Questionnaires and semi-structured interviews	

3.	Risg Posibl: (corfforol, seicolegol, cyfreithiol, cymdeithasol neu economaidd)	Potential Risk: (physical, psychological, legal, social or economic)		
A oes unrhyw risg bosibl i:		Is there any potential risk to:	Ydw / Yes	Na / No
A	Cyfranogwyr?	Participants?		✓
B	Ymchwilydd?	Researcher?		✓
C	BrifYsgol/Cyfadrn?	University?		✓

4. Rheoli Risg: Os oes, beth yw'r risg a sut y bydd yn cael ei reoli?	Management of Risk: If yes, what is the risk and how will it be managed?
N/A	

5.	Os ydych yn delio â phlant a / neu oedolion agored i niwed, rhaid i chi gyflwyno eich tystysgrif DBS i'ch tiwtor goruchwyllo i'w cymeradwyo cyn i unrhyw gysylltiad â cyfranogwyr hyn.	If you are dealing with children and/ or vulnerable adults you must present your DBS certificate to your supervising tutor for approval before any contact with these participants.	
		Ydw / Yes	Na / No
A	Ydych chi wedi gwneud cais am dystysgrif DBS?	Have you applied for a DBS certificate?	✓
B	A yw eich tiwtor weld a'i gadarnhau eich tystysgrif DBS?	Has your tutor seen and approved your DBS certificate?	✓

6.	A fyddwch yn cael cydsyniad gwybodus ysgrifenedig gan eich cyfranogwyr?	Will you obtain written informed consent from your participants?		
			Ydw / Yes	Na / No
A	Os na fyddwch, pam hynny?	If no, why not?		✓
B	Os byddwch, sut byddwch yn sicrhau cydsyniad gwybodus?	If yes, how will you secure informed consent?		✓
Rhowch eglurhad / Please explain: I would not receive any written consent from my participants because they will signed this paper.				
Cynhwyswch gopi o'r ffurflen gydsynio os ydych yn defnyddio un.		Please include a copy of the consent form if you are using one.		

ADRAN 4	SECTION 4
CEFNOGWYD / APPROVED	NIS CEFNOGWYD / NOT SUPPORTED
Datganiad Mae'r wybodaeth a gynhwysir yma yn gywir, hyd eithaf fy ngwybodaeth a'm cred. Rwyf wedi ceisio dynodi unrhyw risgiau a phroblemau sy'n gysylltiedig â'r prosiect / ymchwil neu gynhyrchiad ac rwyf yn cydnabod fyrmwymadau innau a hawliau'r cyfranogwyr.	Declaration The information contained herein is, to the best of my knowledge and belief, accurate. I have attempted to identify any risks and issues related to the project/research or production and acknowledge my obligations and the rights of the participants.

Llofnodau Dylai'r ffurflen hon gael ei chwblhau a'i llofnodi gan y myfyrwr a'r Cydlynnydd y prosiect /Twitor	Signatures This form should be completed and signed by the student and the Module tutor/Programme Co-ordinator.
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Myfyrwr / Student <i>P. Elips</i>	Dyddiad: / Date: 17/01/2020
Cydlynnydd y prosiect /Twitor Project co-ordinator / Tutor	Dyddiad: / Date:
Sefydliad / Organisation <i>Oxford</i>	Dyddiad: / Date: 27/01/2020



PRIFYSGOL CYMRU
Y Drindod Dewi Sant
UNIVERSITY OF WALES
Trinity Saint David

Cyfranogwr Rhif Adnabod:
Participant Identification Number:

CWESTIYNAU CYFWELIAD SAMPL	SAMPLE INTERVIEW/ SURVEY QUESTIONS
TEITL Y PROSIECT: / PROJECT TITLE: A Mixed Ability model to improve people with disabilities lives.	

Interviews	
1	Which are the benefits that mixed ability rugby provides to disable people?
2	Why are the reasons that encourage people with disability participate in mixed ability rugby?
3	Which are the factors that should be improved to attract more people into mixed ability rugby?
4	What are the essential elements that Mixed Skill providers have to consider in order to fully involve people with functional diversity?
5	Have their interpersonal relationships improved through Mixed Ability Rugby?
6	Have they increased their work opportunity thanks to Mixed Ability?
7	How does Mixed Ability providers consider lack of money barrier to participate in rugby?
8	In case of having any disability, the individual could have fewer reflexes, or less physical conditions than the rest of their partners (who do not have any type of disability), therefore, as there are more risks of being injured, how is this consider by providers of Mixed Ability rugby?
9	Finally, could you tell me any anecdote that has arisen during your stage with mixed ability?
Questionnaires	
1	How old are you?

2	Which gender are you?
3	What is your level of disability?
4	What encouraged you to get involved mixed ability rugby?
5	What motivates you to keep on playing mixed ability rugby?
6	What do you like most about your mix ability rugby team?
7	On a scale of 1 to 5 (5 being the most challenging and 1 the least) How challenging is mixed ability rugby for you?
8	Select (all appropriate) the risks associated with playing mixed ability rugby?
9	Do you think these risks apply to all versions of rugby union?
10	How much risk do you think is associated with mixed ability rugby?
11	Do you feel fit and well prepared to play mixed ability rugby?
12	How are your feelings after playing mixed ability rugby? (Circle as much as you feel)
13	Have you made friends at the club?
14	What is your current employment status? (Circle all that apply)
15	What are the total costs associated with playing mixed ability rugby on a yearly basis?
16	Is there anything you would change about mixed ability rugby?
17	Do you have any further comments about mixed ability rugby?

ENW A CHYFEIRIAD YR YMCHWILYDD	NAME & ADDRESS OF RESEARCHER: Pablo Elípe – Rose Hill, Swansea, Wales.
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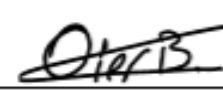
Cyfranogwr Rhif Adnabod:
Participant Identification Number:

FFURFLEN GANIATÂD CYFRANOGIAD	PARTICIPATION CONSENT FORM
TEITL Y PROSIECT: / PROJECT TITLE: A Mixed Ability model to improve people with disabilities lives.	

Name of Researcher: Pablo Elipe

Please initial box

- | | |
|--|--------------------------|
| 1. I confirm that I have read and understand the information sheet dated 17/01/2020 for the above study. I have had the opportunity to consider the information, ask questions and have had these answered satisfactorily. | ☐ |
| 2. I understand that my participation is voluntary and that I am free to withdraw at any time, without giving any reason. | ☐ |
| 3. I understand that any information given by me may be used in future reports, articles or presentations by the research team. | ☐ |
| 4. I understand that my name will not appear in any reports, articles or presentations. | ☐ |
| 5. I agree to take part in the above study. | ☐ |

<u>Oier Barruso</u>	<u>27/01/2020</u>	<u></u>
Name of Participant	Date	Signature
<u>Pablo Elipe</u>	<u>17/01/2020</u>	<u></u>
Researcher	Date	Signature

You may decline to participate in this study. You may end your participation in this study at any time. If you decide to remain anonymous, maintaining your anonymity will be a priority and every practical precaution will be taken to disguise your identity. If you prefer anonymity, there will not be any identifying information on audiotapes or transcripts of this or any interview. No-one will hear any audiotapes or see any transcripts without your prior consent. All materials generated from this or any interview will remain confidential.

When completed, please return in the envelope provided (if applicable). One copy will be given to the participant and the original to be kept in the file of the research team at: The university of Wales Trinity Saint David

ENW A CHYFEIRIAD YR YMCHWILYDD	NAME & ADDRESS OF RESEARCHER: Pablo Elipe – Rose Hill, Swansea, Wales.
--------------------------------	--



Cyfranogwr Rhif Adnabod:
Participant Identification Number:

FFURFLEN GANIATÂD CYFRANOGIAD

SAMPLE PARTICIPANT INFORMATION SHEET

TEITL Y PROSIECT: / PROJECT TITLE: A Mixed Ability model to improve people with disabilities lives.

Dear Participant:

My name is Pablo Elípe and I am studying in the University of Wales Trinity Saint David. I would like to invite you to participate in my research project. This project will assess different IMAS stakeholder motivations, perceptions and attitudes, explore the impacts of Mixed Ability Rugby on participants and clubs and analyse the benefits that this new model can deliver on sports participation. With the aim to critically evaluate the challenges and impacts on inclusivity sports faced by rugby clubs and participants whilst developing mixed ability rugby programme.

*Attached to this letter is a short questionnaire developed by Pablo Elípe which will assess mixed ability rugby. I believe your opinions will be extremely helpful to me.

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Our questionnaire should take about 2 minutes to complete, but there is no time constraint. There are also no right or wrong answers. Attached to this letter along with the questionnaire is an instruction sheet. As this is a new project, your feedback is also important to us and we would be much obliged if you could also complete the feedback sheet along with the questionnaire. We understand that your time is at a premium, but your opinions are very valuable to us. After careful and precise analysis of the data obtained from this questionnaire, I will be happy to provide you with a copy of the findings at your request. The results of this questionnaire will hopefully enhance my understanding of mixed ability rugby and will be stored on the university.

We thank you in advance for your time and participation. If any questions do arise, feel free to contact me at your convenience.

ENW A CHYFEIRIAD YR YMCHWILYDD

NAME & ADDRESS OF RESEARCHER: Pablo Elípe – Rose Hill, Swansea, Wales.

Section 5 – Anthony Gemine



PRIFYSGOL CYMRU
Y Drindod Dewi Sant
UNIVERSITY OF WALES
Trinity Saint David

E3 FORM – Sports Research Project

APPLICATION FOR ETHICAL APPROVAL – BA level

CAIS AM GYMERADWYAETH MOESGOL – Lefel BA

Mae'r ffurflen hon i'w chwblhau gan bob BA myfyrwr. Rhaid i bob ffurflen gael ei ystyried gan diwtor y modiwl. Dylai un copi o'r ffurflen yn cael ei roi ar y ffeiliau Gyfadran ac un copi cadw ar y ffeil myfyrwr.

This form is to be completed by all BA students conducting research, projects or productions. This form should be completed by the student. All forms must be considered by the Module tutor. A copy of the form must be kept centrally and on the student file.

ADRAN 1 – MANYLION MYFYRIWR

SECTION 1 - STUDENT DETAILS

Enw Llawn Full Name	Pablo Elipe		
Ysgol/Cyfadrn/ School/Faculty	Trinity Saint David	Rhif Myfyriwr Student Number	1702973
Cydllynydd prosiect / Tiwtor Module Tutor/ Programme Co-ordinator	Andrew Thomas / Marie Pitson	Enw'r Gradd Name of Degree	BA International Sports Management

Teitl dangosol yr Traethawd Hir:

Indicative Title of Dissertation:

A Mixed Ability model to improve people with disabilities lives.

ADRAN 2 – MANYLION CYFRANOGWYR / CYNULLEIDFA

SECTION 2 - PARTICIPANT / AUDIENCE DETAILS

Pwy yw'r cyfranogwyr arfaethedig?	Who are the intended participants?	Ydw / Yes	Na / No
Myfyrwyr / staff Y Drindod Dewi Sant	Students / staff of Trinity Saint David		✓
Oedolion (dros oed 16 ac yn gymwys i gydsynio)	Adults (over the age of 16 and competent to give consent)	✓	
Plant a phobl ifanc dan oed	Children / legal minors		✓
Cleifion neu gleientiaid gweithwyr proffesiynol	Patients or clients of professionals		✓

Rhywun sy'n cael ei gadw yn y ddalfa neu y mae'r llys wedi cymryd cyfrifoldeb amdano	Anyone in custodial care or for whom the court has assumed responsibility		✓
Aelod o unrhyw sefydliad lle mae'n bosibl bod angen i unigolyn arall hefyd gydsynio.	A member of any organisation where another individual may also need to give consent.		✓
Eraill: Nodwch: / Others: please identify:			

Nifer, Oed a Ffynhonnell y Cyfranogwyr Rhowch fanylion yr demograffeg y cyfranogwyr / gynulleidfa.		Participant / Audience Number and Age Provide details of the demographics of the participants / audience.
Nifer o Gyfranogwyr / yn y Gynulleidfa	Participant/ Audience number	Interviewed (Different stakeholders within IMAS) and Rugby players
Grŵp oedran y Cyfranogwyr/y Gynulleidfa	Participant/ Audience age group	Participants from 18 and over.

ADRAN 3 – GWEITHGAREDD YMCHWIL		SECTION 3 – RESEARCH ACTIVITY		
1.	Ydy'r prosiect yn cynnwys:	Does the project include:	Ydy / Yes	Nac ydy/No
	Defnyddio holiadur neu offeryn ymchwil tebyg	Use of questionnaire or similar research instrument	✓	
	Defnyddio prawf ysgrifenedig neu gyfrifiadurol	Use of written or computerised test		✓
	Cyfweliad (cysylltwch gwestiynau posibl)	Interview (attach provisional questions)	✓	
	Dyddiaduron	Diaries		✓
	Arsylwi ar gyfranogwyr a hwythau'n ymwybodol o hynny	Participant observation with their knowledge		✓
	Arsylwi ar gyfranogwyr a hwythau ddim yn ymwybodol o hynny	Participant observation without their knowledge		✓
	Recordio fideo neu sain	Video or audio-taping	✓	
	Mynediad i wybodaeth personol neu gyfrinachol heb gydsyniad penodol y cyfranogwyr	Access to personal or confidential information without the participants specific consent		✓
	Defnyddio unrhyw gwestiynau, ysgogiadau prawf, cyflwyniad y gallai rhai cyfranogwyr eu profi fel rhywbeth sy'n achosi niwed / tramgwydd corfforol, meddyliol neu emosiynol	Administration of any questions, test stimuli, presentation that may be experienced as physically, mentally or emotionally harmful / offensive		✓
	Cyflawni unrhyw weithredoedd allai achosi embaras neu effeithio ar hunan-barch	Performance of any acts which may cause embarrassment or affect self-esteem		✓

Ymchwilio i gyfranogwyr sy'n ymwneud â gweithgareddau anghyfreithlon	Investigation of participants involved in illegal activities		✓
Gweithdrefnau lle defnyddir twyll	Procedures that involve deception		✓
Gweini unrhyw sylwedd, cyfrwng neu blasebo	Administration of any substance, agent or placebo		✓
Dull arall o gasglu data neu fformat cyflwyno (esboniwch)	Other method of data collection or presentation format (please explain)		✓

2. Restru eich dull o gasglu data	List your method of data collection:
Questionnaires and semi-structured interviews	

3.	Risg Posibl: (corfforol, seicolegol, cyfreithiol, cymdeithasol neu economaidd)	Potential Risk: (physical, psychological, legal, social or economic)		
A oes unrhyw risg bosibl i:		Is there any potential risk to:	Ydw / Yes	Na / No
A	Cyfranogwyr?	Participants?		✓
B	Ymchwilydd?	Researcher?		✓
C	BrifYsgol/Cyfadrn?	University?		✓

4. Rheoli Risg: Os oes, beth yw'r risg a sut y bydd yn cael ei reoli?	Management of Risk: If yes, what is the risk and how will it be managed?
N/A	

5.	Os ydych yn delio â phlant a / neu oedolion agored i niwed, rhaid i chi gyflwyno eich dystysgrif DBS i'ch tiwtor goruchwyllo i'w cymeradwyo cyn i unrhyw gysylltiad â cyfranogwyr hyn.	If you are dealing with children and/ or vulnerable adults you must present your DBS certificate to your supervising tutor for approval before any contact with these participants.		
		Ydw / Na / Yes / No /		
A	Ydych chi wedi gwneud cais am dystysgrif DBS?	Have you applied for a DBS certificate?		✓
B	A yw eich tiwtor weld a'i gadarnhau eich dystysgrif DBS?	Has your tutor seen and approved your DBS certificate?		✓

6.	A fyddwch yn cael cydsyniad gwybodus ysgrifenedig gan eich cyfranogwyr?	Will you obtain written informed consent from your participants?		
			Ydw / Yes	Na / No
A	Os na fyddwch, pam hynny?	If no, why not?		✓
B	Os byddwch, sut byddwch yn sicrhau cydsyniad gwybodus?	If yes, how will you secure informed consent?		✓
Rhowch eglurhad / Please explain: I would not receive any written consent from my participants because they will signed this paper.				
Cynhwyswch gopi o'r ffurflen gydsynio os ydych yn defnyddio un.			Please include a copy of the consent form if you are using one.	

ADRAN 4	SECTION 4
CEFNOGWYD /APPROVED	NIS CEFNOGWYD/ NOT SUPPORTED
Datganiad Mae'r wybodaeth a gynhwysir yma yn gywir, hyd eithaf fy ngwybodaeth a'm cred. Rwyf wedi ceisio dynodi unrhyw risgiau a phroblemau sy'n gysylltiedig â'r prosiect / ymchwil neu gynhyrchiad ac rwyf yn cydnabod fymrwymadau innau a hawliau'r cyfranogwyr.	Declaration The information contained herein is, to the best of my knowledge and belief, accurate. I have attempted to identify any risks and issues related to the project/research or production and acknowledge my obligations and the rights of the participants.

Llofnodau Dylai'r ffurflen hon gael ei chwblhau a'i llofnodi gan y myfyriwr a'r Cydlynnydd y prosiect /Tutor	Signatures This form should be completed and signed by the student and the Module tutor/Programme Co-ordinator.
--	---

Myfyriwr / Student <i>P. Eliza</i>	Dyddiad: / Date: 17/01/2020
Cydlynnydd y prosiect /Tutor Project co-ordinator / Tutor	Dyddiad: / Date:
Sefydliad / Organisation <i>SWANSEA SUPRATOR</i>	Dyddiad: / Date: <i>27/01/2020</i>



PRIFYSGOL CYMRU
Y Drindod Dewi Sant
UNIVERSITY OF WALES
Trinity Saint David

Cyfranogwr Rhif Adnabod:
Participant Identification Number:

CWESTIYNAU CYFWELIAD SAMPL

SAMPLE INTERVIEW/ SURVEY QUESTIONS

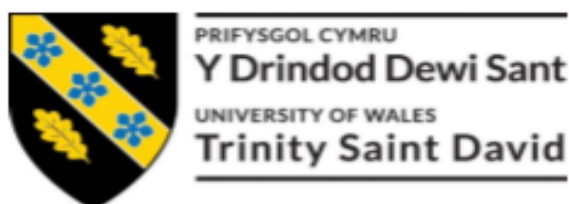
TEITL Y PROSIECT: / PROJECT TITLE: A Mixed Ability model to improve people with disabilities lives.

Interviews	
1	Which are the benefits that mixed ability rugby provides to disable people?
2	Why are the reasons that encourage people with disability participate in mixed ability rugby?
3	Which are the factors that should be improved to attract more people into mixed ability rugby?
4	What are the essential elements that Mixed Skill providers have to consider in order to fully involve people with functional diversity?
5	Have their interpersonal relationships improved through Mixed Ability Rugby?
6	Have they increased their work opportunity thanks to Mixed Ability?
7	How does Mixed Ability providers consider lack of money barrier to participate in rugby?
8	In case of having any disability, the individual could have fewer reflexes, or less physical conditions than the rest of their partners (who do not have any type of disability), therefore, as there are more risks of being injured, how is this consider by providers of Mixed Ability rugby?
9	Finally, could you tell me any anecdote that has arisen during your stage with mixed ability?
Questionnaires	
1	How old are you?

2	Which gender are you?
3	What is your level of disability?
4	What encouraged you to get involved mixed ability rugby?
5	What motivates you to keep on playing mixed ability rugby?
6	What do you like most about your mix ability rugby team?
7	On a scale of 1 to 5 (5 being the most challenging and 1 the least) How challenging is mixed ability rugby for you?
8	Select (all appropriate) the risks associated with playing mixed ability rugby?
9	Do you think these risks apply to all versions of rugby union?
10	How much risk do you think is associated with mixed ability rugby?
11	Do you feel fit and well prepared to play mixed ability rugby?
12	How are your feelings after playing mixed ability rugby? (Circle as much as you feel)
13	Have you made friends at the club?
14	What is your current employment status? (Circle all that apply)
15	What are the total costs associated with playing mixed ability rugby on a yearly basis?
16	Is there anything you would change about mixed ability rugby?
17	Do you have any further comments about mixed ability rugby?

ENW A CHYFEIRIAD YR YMCHWILYDD

NAME & ADDRESS OF RESEARCHER: Pablo
Elípe – Rose Hill, Swansea, Wales.



Cyfranogwr Rhif Adnabod:
Participant Identification Number:

FFURFLEN GANIATÂD CYFRANOGIAD

PARTICIPATION CONSENT FORM

TEITL Y PROSIECT: / PROJECT TITLE: A Mixed Ability model to improve people with disabilities lives.

Name of Researcher: Pablo Elipe

Please initial box

1. I confirm that I have read and understand the information sheet dated 17/01/2020 for the above study. I have had the opportunity to consider the information, ask questions and have had these answered satisfactorily.

Yes

2. I understand that my participation is voluntary and that I am free to withdraw at any time, without giving any reason.

Yes

3. I understand that any information given by me may be used in future reports, articles or presentations by the research team.

Yes

4. I understand that my name will not appear in any reports, articles or presentations.

Yes

5. I agree to take part in the above study.

Yes

Anthony Gemin
Name of Participant

27/01/2020
Date

AS Gemin
Signature

Pablo Elipe
Researcher

17/01/2020
Date

P. Elipe
Signature

You may decline to participate in this study. You may end your participation in this study at any time. If you decide to remain anonymous, maintaining your anonymity will be a priority and every practical precaution will be taken to disguise your identity. If you prefer anonymity, there will not be any identifying information on audiotapes or transcripts of this or any interview. No-one will hear any audiotapes or see any transcripts without your prior consent. All materials generated from this or any interview will remain confidential.

When completed, please return in the envelope provided (if applicable). One copy will be given to the participant and the original to be kept in the file of the research team at: The university of Wales Trinity Saint David

ENW A CHYFEIRIAD YR YMCHWILYDD

NAME & ADDRESS OF RESEARCHER: Pablo Elipe – Rose Hill, Swansea, Wales.



Cyfranogwr Rhif Adnabod:
Participant Identification Number:

FFURFLEN GANIATÂD CYFRANOGIAD

SAMPLE PARTICIPANT INFORMATION SHEET

TEITL Y PROSIECT: / PROJECT TITLE: A Mixed Ability model to improve people with disabilities lives.

Dear Participant:

My name is Pablo Elípe and I am studying in the University of Wales Trinity Saint David. I would like to invite you to participate in my research project. This project will assess different IMAS stakeholder motivations, perceptions and attitudes, explore the impacts of Mixed Ability Rugby on participants and clubs and analyse the benefits that this new model can deliver on sports participation. With the aim to critically evaluate the challenges and impacts on inclusivity sports faced by rugby clubs and participants whilst developing mixed ability rugby programme.

*Attached to this letter is a short questionnaire developed by Pablo Elípe which will assess mixed ability rugby. I believe your opinions will be extremely helpful to me.

Through your participation in the questionnaire and/or interviews, I hope to ascertain the challenges and impacts on inclusivity sports faced by rugby clubs and participants whilst developing mixed ability rugby programme.

All questionnaires will be kept strictly confidential to the researchers involved and at **NO** time will individual questionnaires be released to the general public. This gives you a chance to express your views on your programme a confidential and anonymous forum and still be able to make a difference. Your participation in this study is completely voluntary so you can withdraw from the questionnaire at any stage.

Our questionnaire should take about 2 minutes to complete, but there is no time constraint. There are also no right or wrong answers. Attached to this letter along with the questionnaire is an instruction sheet. As this is a new project, your feedback is also important to us and we would be much obliged if you could also complete the feedback sheet along with the questionnaire. We understand that your time is at a premium, but your opinions are very valuable to us. After careful and precise analysis of the data obtained from this questionnaire, I will be happy to provide you with a copy of the findings at your request. The results of this questionnaire will hopefully enhance my understanding of mixed ability rugby and will be stored on the university.

We thank you in advance for your time and participation. If any questions do arise, feel free to contact me at your convenience.

ENW A CHYFEIRIAD YR YMCHWILYDD

NAME & ADDRESS OF RESEARCHER: Pablo Elípe – Rose Hill, Swansea, Wales.

Section 6 – Andrew Harris



E3 FORM – Sports Research Project

APPLICATION FOR ETHICAL APPROVAL – BA level

CAIS AM GYMERADWYAETH MOESEGOL – Lefel BA

Mae'r ffurflen hon i'w chwblhau gan bob BA myfyrwr. Rhaid i bob ffurflen gael ei ystyried gan diwtor y modiwl. Dylai un copi o'r ffurflen yn cael ei roi ar y ffeiliau Gyfadran ac un copi cadw ar y ffeil myfyrwr.

This form is to be completed by all BA students conducting research, projects or productions. This form should be completed by the student. All forms must be considered by the Module tutor. A copy of the form must be kept centrally and on the student file.

ADRAN 1 – MANYLION MYFYRIWR

SECTION 1 - STUDENT DETAILS

Enw Llawn Full Name	Pablo Elipe		
Ysgol/Cyfadrn/ School/Faculty	Trinity Saint David	Rhif Myfyriwr Student Number	1702973
Cydllynydd prosiect / Tiwtor Module Tutor/ Programme Co-ordinator	Andrew Thomas / Marie Pitson	Enw'r Gradd Name of Degree	BA International Sports Management

Teitl dangosol yr Traethawd Hir:

Indicative Title of Dissertation:

A Mixed Ability model to improve people with disabilities lives.

**ADRAN 2 – MANYLION CYFRANOGWYR /
CYNULLEIDFA**

**SECTION 2 - PARTICIPANT / AUDIENCE
DETAILS**

Pwy yw'r cyfranogwyr arfaethedig?	Who are the intended participants?	Ydw / Yes	Na / No
Myfyrwyr / staff Y Drindod Dewi Sant	Students / staff of Trinity Saint David		✓
Oedolion (dros oed 16 ac yn gymwys i gydsynio)	Adults (over the age of 16 and competent to give consent)	✓	
Plant a phobl ifanc dan oed	Children / legal minors		✓
Cleifion neu gleientiaid gweithwyr proffesiynol	Patients or clients of professionals		✓

Rhywun sy'n cael ei gadw yn y ddalffa neu y mae'r llys wedi cymryd cyfrifoldeb amdano	Anyone in custodial care or for whom the court has assumed responsibility		✓
Aelod o unrhyw sefydliad lle mae'n bosibl bod angen i unigolyn arall hefyd gydsynio.	A member of any organisation where another individual may also need to give consent.		✓
Eraill: Nodwch: / Others: please identify:			

Nifer, Oed a Ffynhonnell y Cyfranogwyr Rhowch fanylion yr demograffeg y cyfranogwyr / gynulleidfa.		Participant / Audience Number and Age Provide details of the demographics of the participants / audience.
Nifer o Gyfranogwyr / yn y Gynulleidfa	Participant/ Audience number	Interviewed (Different stakeholders within IMAS) and Rugby players
Grŵp oedran y Cyfranogwyr/y Gynulleidfa	Participant/ Audience age group	Participants from 18 and over.

ADRAN 3 – GWEITHGAREDD YMCHWIL

SECTION 3 – RESEARCH ACTIVITY

1.	Ydy'r prosiect yn cynnwys:	Does the project include:	Ydy / Yes	Nac ydy/No
	Defnyddio holiadur neu offeryn ymchwil tebyg	Use of questionnaire or similar research instrument	✓	
	Defnyddio prawf ysgrifenedig neu gyfrifiadurol	Use of written or computerised test		✓
	Cyfweliad (cysylltwch gwestiynau posibl)	Interview (attach provisional questions)	✓	
	Dyddiaduron	Diaries		✓
	Arsylwi ar gyfranogwyr a hwythau'n ymwybodol o hynny	Participant observation with their knowledge		✓
	Arsylwi ar gyfranogwyr a hwythau ddim yn ymwybodol o hynny	Participant observation without their knowledge		✓
	Recordio fideo neu sain	Video or audio-taping	✓	
	Mynediad i wybodaeth bersonol neu gyfrinachol heb gydsyniad penodol y cyfranogwyr	Access to personal or confidential information without the participants specific consent		✓
	Defnyddio unrhyw gwestiynau, ysgogiadau prawf, cyflwyniad y gallai rhai cyfranogwyr eu profi fel rhywbeth sy'n achosi niwed / tramgwydd corfforol, meddyliol neu emosiynol	Administration of any questions, test stimuli, presentation that may be experienced as physically, mentally or emotionally harmful / offensive		✓
	Cyflawni unrhyw weithredoedd allai achosi embaras neu effeithio ar hunan-barch	Performance of any acts which may cause embarrassment or affect self-esteem		✓

Ymchwilio i gyfranogwyr sy'n ymwneud â gweithgareddau anghyfreithlon	Investigation of participants involved in illegal activities		✓
Gweithdrefnau lle defnyddir twyll	Procedures that involve deception		✓
Gweini unrhyw sylwedd, cyfrwng neu blasebo	Administration of any substance, agent or placebo		✓
Dull arall o gasglu data neu fformat cyflwyno (esboniwr)	Other method of data collection or presentation format (please explain)		✓

2. Restru eich dull o gasglu data	List your method of data collection:
Questionnaires and semi-structured interviews	

3.	Risg Posibl: (corfforol, seicolegol, cyfreithiol, cymdeithasol neu economaidd)	Potential Risk: (physical, psychological, legal, social or economic)		
A oes unrhyw risg bosibl i:		Is there any potential risk to:	Ydw / Yes	Na / No
A	Cyfranogwyr?	Participants?		✓
B	Ymchwilydd?	Researcher?		✓
C	BrifYsgol/Cyfadrn?	University?		✓

4. Rheoli Risg: Os oes, beth yw'r risg a sut y bydd yn cael ei reoli?	Management of Risk: If yes, what is the risk and how will it be managed?
N/A	

5.	Os ydych yn delio â phlant a / neu oedolion agored i niwed, rhaid i chi gyflwyno eich tystysgrif DBS i'ch tiwtor goruchwyllo i'w cymeradwyo cyn i unrhyw gysylltiad â cyfranogwyr hyn.	If you are dealing with children and/ or vulnerable adults you must present your DBS certificate to your supervising tutor for approval before any contact with these participants.		
		Ydw Yes	/	Na No
A	Ydych chi wedi gwneud cais am dystysgrif DBS?	Have you applied for a DBS certificate?		✓
B	A yw eich tiwtor weld a'i gadarnhau eich tystysgrif DBS?	Has your tutor seen and approved your DBS certificate?		✓

6.	A fyddwch yn cael cydsyniad gwybodus ysgrifenedig gan eich cyfranogwyr?	Will you obtain written informed consent from your participants?		
			Ydw / Yes	Na / No
A	Os na fyddwch, pam hynny?	If no, why not?		✓
B	Os byddwch, sut byddwch yn sicrhau cydsyniad gwybodus?	If yes, how will you secure informed consent?		✓
Rhowch eglurhad / Please explain: I would not receive any written consent from my participants because they will signed this paper.				
Cynhwyswch gopi o'r ffurflen gydsynio os ydych yn defnyddio un.		Please include a copy of the consent form if you are using one.		

ADRAN 4	SECTION 4
CEFNOGWYD /APPROVED	NIS CEFNOGWYD/ NOT SUPPORTED
Datganiad Mae'r wybodaeth a gynhwysir yma yn gywir, hyd eithaf fy ngwybodaeth a'm cred. Rwyf wedi ceisio dynodi unrhyw risgiau a phroblemau sy'n gysylltiedig â'r prosiect / ymchwil neu gynhyrchiad ac rwyf yn cydnabod fymrwymiaidau innau a hawliau'r cyfranogwyr.	Declaration The information contained herein is, to the best of my knowledge and belief, accurate. I have attempted to identify any risks and issues related to the project/research or production and acknowledge my obligations and the rights of the participants.

Llofnodau Dylai'r ffurflen hon gael ei chwblhau a'i llofnodi gan y myfyriwr a'r Cydlynnydd y prosiect /Twitor	Signatures This form should be completed and signed by the student and the Module tutor/Programme Co-ordinator.
---	---

Myfyriwr / Student <i>P. Elips</i>	Dyddiad: / Date: 17/01/2020
Cydlynnydd y prosiect /Twitor Project co-ordinator / Tutor	Dyddiad: / Date:
Sefydliad / Organisation <i>A. G. G.</i>	Dyddiad: / Date: 26/01/2020



PRIFYSGOL CYMRU
Y Drindod Dewi Sant
UNIVERSITY OF WALES
Trinity Saint David

Cyfranogwr Rhif Adnabod:
Participant Identification Number:

CWESTIYNAU CYFWELIAD SAMPL

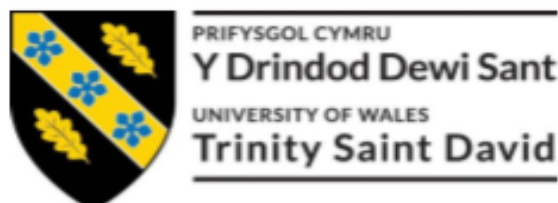
SAMPLE INTERVIEW/ SURVEY QUESTIONS

TEITL Y PROSIECT: / PROJECT TITLE: A Mixed Ability model to improve people with disabilities lives.

Interviews	
1	Which are the benefits that mixed ability rugby provides to disable people?
2	Why are the reasons that encourage people with disability participate in mixed ability rugby?
3	Which are the factors that should be improved to attract more people into mixed ability rugby?
4	What are the essential elements that Mixed Skill providers have to consider in order to fully involve people with functional diversity?
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9	Finally, could you tell me any anecdote that has arisen during your stage with mixed ability?
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1	How old are you?

2	Which gender are you?
3	What is your level of disability?
4	What encouraged you to get involved mixed ability rugby?
5	What motivates you to keep on playing mixed ability rugby?
6	What do you like most about your mix ability rugby team?
7	On a scale of 1 to 5 (5 being the most challenging and 1 the least) How challenging is mixed ability rugby for you?
8	Select (all appropriate) the risks associated with playing mixed ability rugby?
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16	Is there anything you would change about mixed ability rugby?
17	Do you have any further comments about mixed ability rugby?

ENW A CHYFEIRIAD YR YMCHWILYDD	NAME & ADDRESS OF RESEARCHER: Pablo Elipe – Rose Hill, Swansea, Wales.
--------------------------------	--



Cyfranogwr Rhif Adnabod:
Participant Identification Number:

FFURFLEN GANIATÂD CYFRANOGIAD

PARTICIPATION CONSENT FORM

TEITL Y PROSIECT: / PROJECT TITLE: A Mixed Ability model to improve people with disabilities lives.

Name of Researcher: Pablo Elipe

Please initial box

1. I confirm that I have read and understand the information sheet dated 17/01/2020 for the above study. I have had the opportunity to consider the information, ask questions and have had these answered satisfactorily.
2. I understand that my participation is voluntary and that I am free to withdraw at any time, without giving any reason.
3. I understand that any information given by me may be used in future reports, articles or presentations by the research team.
4. I understand that my name will not appear in any reports, articles or presentations.
5. I agree to take part in the above study.

Yes

Yes

Yes

Yes

Yes

Andrew Harris
Name of Participant

26/01/2020
Date

A. Harris
Signature

Pablo Elipe
Researcher

17/01/2020
Date

P. Elipe
Signature

You may decline to participate in this study. You may end your participation in this study at any time. If you decide to remain anonymous, maintaining your anonymity will be a priority and every practical precaution will be taken to disguise your identity. If you prefer anonymity, there will not be any identifying information on audiotapes or transcripts of this or any interview. No-one will hear any audiotapes or see any transcripts without your prior consent. All materials generated from this or any interview will remain confidential.

When completed, please return in the envelope provided (if applicable). One copy will be given to the participant and the original to be kept in the file of the research team at: The university of Wales Trinity Saint David

ENW A CHYFEIRIAD YR YMCHWILYDD

NAME & ADDRESS OF RESEARCHER: Pablo Elipe – Rose Hill, Swansea, Wales.



Cyfranogwr Rhif Adnabod:
Participant Identification Number:

FFURFLEN GANIATÂD CYFRANOGIAD

SAMPLE PARTICIPANT INFORMATION SHEET

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*Attached to this letter is a short questionnaire developed by Pablo Elípe which will assess mixed ability rugby. I believe your opinions will be extremely helpful to me.

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We thank you in advance for your time and participation. If any questions do arise, feel free to contact me at your convenience.

ENW A CHYFEIRIAD YR YMCHWILYDD

NAME & ADDRESS OF RESEARCHER: Pablo Elípe – Rose Hill, Swansea, Wales.

UWTSDSPORT

BA International Sports
Management Portfolio

Research Project