

Present a portfolio of evidence, including evidence regarding your key issue, methodological issues and ethical issues.

1) Information about ethical issues

APPLICATION FOR ETHICAL APPROVAL

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

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

SECTION A: About You (Principal Researcher)

Full Name:		Megan Elizabeth Williams			
Tick all boxes which apply:		Member of staff:	☐	Honorary research fellow:	☐
Undergraduate Student	x	Taught Postgraduate Student	☐	Postgraduate Research Student	☐
Faculty/School/Centre:		Childhood and Education			
Campus:		Carmarthen			
E-mail address:		1701239@student.uwtsd.ac.uk			
Contact Telephone Number:		07842535572			
For students:					
Student Number:		1701239			
Programme of Study:		BA Education Studies : Primary			
Director of Studies/Supervisor:		Lynwen Roberts / Helen Griffiths			

SECTION B: Approval for Research Activity

Has the research activity received approval in principle? (please check the Guidance Notes as to the appropriate approval process for different levels of research by different categories of individual)	YES	☒	NO	
			Date	
If Yes, please indicate source of approval (and date where known): <i>Approval in principle must be obtained from the relevant source prior to seeking ethical approval</i>	Research Degrees Committee			
	Faculty Research Committee			
	Other (write in) Lecturer Lynwen Roberts	☒	13/12/19	

SECTION C: Internal and External Ethical Guidance Materials

Please list the core ethical guidance documents that have been referred to during the completion of this form (including any discipline-specific codes of research ethics, and also any specific ethical guidance relating to the proposed methodology). Please tick to confirm that your research proposal adheres to these codes and guidelines.	
UWTSD Research Ethics & Integrity Code of Practice	☒
UWTSD Research Data Management Policy	
BERA Guidelines	☒

SECTION D: External Collaborative Research Activity

Does the research activity involve collaborators outside of the University?	YES		NO	☒
If Yes, please provide the name of the external organisation and name and contact details for the main contact person and confirmation this person has consented to their personal data being shared as part of this collaboration.				
Institution				
Contact person name				
Contact person e-mail address				
Has this individual consented to sharing their details on this form?	YES	☐	NO	☐
Are you in receipt of a KESS scholarship?	YES	☐	NO	☐
Is your research externally funded	YES	☐	NO	☐

Are you specifically employed to undertake this research in either a paid or voluntary capacity?	Voluntary	YES	☐	NO	☐
	Employed	YES	☐	NO	☐
Is the research being undertaken within an existing UWTSD Athrofa Professional Learning Partnership (APLP)	If YES then the permission question below does not need to be answered.	YES	☐	NO	☐
Permission to undertake the research has been provided by the partner organisation	(If YES attach copy) If NO the application cannot continue	YES	☐	NO	☐

Where research activity is carried out in collaboration with an external organisation

Does this organisation have its own ethics approval system?	YES	☐	NO	☐
If Yes, please attach a copy of any final approval (or interim approval) from the organisation				

SECTION E: Details of Research Activity

Indicative title:	Participation in Rugby		
Proposed start date:	13/12/19	Proposed end date:	29/4/2020
Introduction to the Research (maximum 300 words) Ensure that you write for a <u>Non-Specialist Audience</u> when outlining your response to the three points below: • <i>Purpose of Research Activity</i> • <i>Proposed Research Question</i> • <i>Aims of Research Activity</i> • <i>Objectives of Research Activity</i> Demonstrate, briefly, how Existing Research has informed the proposed activity and explain • <i>What the research activity will add to the body of knowledge</i> • <i>How it addresses an area of importance.</i>			
Purpose of Research Activity The research activity will find out whether participation within the sport of rugby differs between boys and girls (this box should expand as you type)			
Research Question Does the level of participation of rugby differ between boys and girls (this box should expand as you type)			
Aims of Research Activity			

- observing the level of participation within rugby in schools
- whether the participation differs between boys and girls

(this box should expand as you type)

Objectives of Research Activity

- Observe how many children participate
- Observe whether there are factors which affect the participation
- Observe how many boys and girls participate

(this box should expand as you type)

Proposed methods (maximum 600 words)

Provide a brief summary of all the methods that **may** be used in the research activity, making it clear what specific techniques may be used. If methods other than those listed in this section are deemed appropriate later, additional ethical approval for those methods will be needed.

- structured observation using a pre prepared checklist and table.
- unstructured observation during the day

(this box should expand as you type)

Location of research activity

Identify all locations where research activity will take place.

- St Mark's Church in Wales VA Primary School
- Mary Immaculate Catholic Primary School
- Prendergast Primary School
- Waldo Williams Primary School

(this box should expand as you type)

Research activity outside of the UK

If research activity will take place overseas, you are responsible for ensuring that local ethical considerations are complied with and that the relevant permissions are sought. Specify any local guidelines (e.g. from local professional associations/learned societies/universities) that exist and whether these involve any ethical stipulations beyond those usual in the UK (provide details of any licenses or permissions required). Also specify whether there are any specific ethical issues raised by the local context in which the research activity is taking place, for example, particular cultural and/or legal sensitivities or vulnerabilities of participants.

(this box should expand as you type)

Use of documentation not in the public domain: Are any documents **NOT** publicly available?

NO

X

YES

If Yes, please provide details here of how you will gain access to specific documentation that is not in the public domain and that this is in accordance with prevailing data protection law of the country in question and England and Wales.

(this box should expand as you type)

SECTION F: Scope of Research Activity

Will the research activity include:	YES	NO
Use of a questionnaire or similar research instrument?	☐	x
Use of interviews?	☐	x
Use of diaries?	X	☐
Participant observation with their knowledge?	X	☐
Participant observation without their knowledge?	☐	X
Use of video or audio recording?	☐	X
Access to personal or confidential information without the participants' specific consent?	☐	X
Administration of any questions, test stimuli, presentation that may be experienced as physically, mentally or emotionally harmful / offensive?	☐	X
Performance of any acts which may cause embarrassment or affect self-esteem?	☐	x
Investigation of participants involved in illegal activities?	☐	x
Use of procedures that involve deception?	☐	x
Administration of any substance, agent or placebo?	☐	x
Working with live vertebrate animals?	☐	x
Other primary data collection methods, please explain in this box For example, 'focus groups'. Please indicate the type of data collection method(s) in this box and tick the accompany box.	☐	x
Details of any other primary data collection method: (this box should expand as you type)		

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

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

SECTION G: Intended Participants

Who are the intended participants:	YES	NO
Students or staff at the University?	☐	x
Adults (over the age of 18 and competent to give consent)?	x	
Vulnerable adults?	☐	x
Children and Young People under the age of 18? (Consent from Parent, Carer or Guardian will be required)	x	☐
Prisoners?	☐	x
Young offenders?	☐	x
Those who could be considered to have a particularly dependent relationship with the investigator or a gatekeeper?	☐	x
People engaged in illegal activities?	☐	x
Others (please identify specifically any group who may be unable to give consent) please indicate here and tick the appropriate box.		
Other – please indicate here: (this box should expand as you type)	☐	x

Participant numbers and source	
Provide an estimate of the expected number of participants. How will you identify participants and how will they be recruited?	
How many participants are expected?	Each school varies in participant. Roughly 160 (this box should expand as you type)
Who will the participants be?	WRU Hub Officer and the children in each school (this box should expand as you type)
How will you identify the participants?	School identified and approached (this box should expand as you type)

Information for participants:	YES	NO	N/A
Will you describe the main research procedures to participants in advance, so that they are informed about what to expect?	☒	☐	☐
Will you tell participants that their participation is voluntary?	☒	☐	☐
Will you obtain written consent for participation?	☒	☐	☐
Will you explain to participants that refusal to participate in the research will not affect their treatment or education (if relevant)?	☒	☐	☐
If the research is observational, will you ask participants for their consent to being observed?	☒	☐	☐
Will you tell participants that they may withdraw from the research at any time and for any reason?	☒	☐	☐
With questionnaires, will you give participants the option of omitting questions they do not want to answer?	☐	☐	☒
Will you tell participants that their data will be treated with full confidentiality and that, if published, it will not be identifiable as theirs?	☒	☐	☐
Will you debrief participants at the end of their participation, in a way appropriate to the type of research undertaken?	☒	☐	☐
If NO to any of above questions, please give an explanation			
<i>(this box should expand as you type)</i>			

Information for participants:	YES	NO	N/A
Will participants be paid?	☐	☒	☐
Is specialist electrical or other equipment to be used with participants?	☐	☒	☐
Are there any financial or other interests to the investigator or University arising from this study?	☐	☒	☐
Will the research activity involve deliberately misleading participants in any way, or the partial or full concealment of the specific study aims?	☐	☒	☐
If YES to any question, please provide full details			
<i>(this box should expand as you type)</i>			

SECTION H: Anticipated Risks

Outline any anticipated risks that may adversely affect any of the participants, the researchers and/or the University, and the steps that will be taken to address them.						
If you have completed a full risk assessment (for example as required by a laboratory, or external research collaborator) you may append that to this form.						
Full risk assessment completed and appended?		<table border="1"> <tr> <td>Yes</td> <td>☐</td> </tr> <tr> <td>No</td> <td>☒</td> </tr> </table>	Yes	☐	No	☒
Yes	☐					
No	☒					
Risks to participants For example: emotional distress, financial disclosure, physical harm, transfer of personal data, sensitive organisational information						
Risk to Participant: The risk of the sport is minimal with the particular skills I will be working on, however there still is a possibility. The risk to the participants is minimal. However their time is precious and some anxiety could develop if they have insufficient part in the investigation. <i>(this box should expand as you type)</i>	How will you mitigate the Risk to Participant I will explain to the participant that their participation is voluntary and that they may withdraw at any time.					
If research activity may include sensitive, embarrassing or upsetting topics (e.g. sexual activity, drug use) or issues likely to disclose information requiring further action (e.g. criminal activity), give details of the procedures to deal with these issues, including any support/advice (e.g. helpline numbers) to be offered to participants. Note that where applicable, consent procedures should make it clear that if something potentially or actually illegal is discovered in the course of a project, it may need to be disclosed to the proper authorities						
N/A <i>(this box should expand as you type)</i>						
Risks to investigator For example: personal safety, physical harm, emotional distress, risk of accusation of harm/impropriety, conflict of interest						
Risk to Investigator: As I am researching with an individual who I personally know, I am aware that there is a possibility of a conflict of interest in my study. <i>(this box should expand as you type)</i>	How will you mitigate the Risk to Investigator: I will discuss this with the participant and ensure that my research is valid and reliable and also without bias. The participant may withdraw their consent at any time. <i>(this box should expand as you type)</i>					
University/institutional risks For example: adverse publicity, financial loss, data protection						
Risk to University:	How will you mitigate the Risk to University:					

This research is being carried out in the name of the University, If ethical guidelines are not followed, the University's reputation could be at risk. <i>(this box should expand as you type)</i>	I will ensure that I follow ethical guidelines and the advice of my lecturers. <i>(this box should expand as you type)</i>
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Disclosure and Barring Service			
If the research activity involves children or vulnerable adults, a Disclosure and Barring Service (DBS) certificate must be obtained before any contact with such participants.	YES	NO	N/A
Does your research require you to hold a current DBS Certificate?	X	☐	☐

SECTION I: Feedback, Consent and Confidentiality

Feedback
What de-briefing and feedback will be provided to participants, how will this be done and when?
Verbal feedback will be provided at the end of the placement. The participant will be offered a copy of the research findings. <i>(this box should expand as you type)</i>
Informed consent
Describe the arrangements to inform potential participants, before providing consent, of what is involved in participating. Describe the arrangements for participants to provide full consent before data collection begins. If gaining consent in this way is inappropriate, explain how consent will be obtained and recorded in accordance with prevailing data protection legislation.
Consent form and information sheet provided for participants. <i>(this box should expand as you type)</i>
Confidentiality / Anonymity
Set out how anonymity of participants and confidentiality will be ensured in any outputs. If anonymity is not being offered, explain why this is the case.
No names of participants will be used, or the name of the setting. <i>(this box should expand as you type)</i>

SECTION J: Data Protection and Storage

In completing this section refer to the University's Research Data Management Policy and the extensive resources on the University's Research Data Management web pages (<http://uwtsd.ac.uk/library/research-data-management/>).

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

Will the research activity involve storing personal data and/or special category data on one of the following:	YES	NO
Manual files (i.e. in paper form)?	☐	X
University computers?	☐	X
Private company computers?	☐	X
Home or other personal computers?	☐	X

Laptop computers/ CDs/ Portable disk-drives/ memory sticks?	☐	x
"Cloud" storage or websites?	☐	x
Other – specify:	☐	x
For all stored data, explain the measures in place to ensure the security of the data collected, data confidentiality, including details of password protection, encryption, anonymisation and pseudonymisation:		
<i>(this box should expand as you type)</i>		
All Data Storage		
Will the research activity involve any of the following activities:	YES	NO
Electronic transfer of data in any form?	☐	x
Sharing of data with others at the University?	x	☐
Sharing of data with other organisations?	☐	x
Export of data outside the European Union or importing of data from outside the UK?	☐	x
Use of personal addresses, postcodes, faxes, emails or telephone numbers?	☐	x
Publication of data that might allow identification of individuals?	☐	x
Use of data management system?	☐	x
Data archiving?	☐	x
If YES to any question, please provide full details, explaining how this will be conducted in accordance with the GDPR and DPA (and/or any international equivalent):		
The data will be shared only with the module lecturers.		
<i>(this box should expand as you type)</i>		
List all who will have access to the data generated by the research activity:		
The investigator The module lecturer		
<i>(this box should expand as you type)</i>		
List who will have control of, and act as custodian(s) for, data generated by the research activity:		
The investigator		
<i>(this box should expand as you type)</i>		
Give details of data storage arrangements, including security measures in place to protect the data, where data will be stored, how long for, and in what form. Will data be archived – if so how and if not why not.		

all data be stored on the investigator on their password protected computer		
<i>(this box should expand as you type)</i>		
Please indicate if your data will be stored in the UWTSD Research Data Repository (see https://researchdata.uwtsd.ac.uk/). If so please explain. <i>(Most relevant to academic staff)</i>		
No		
<i>(this box should expand as you type)</i>		
Confirm that you have read the UWTSD guidance on data management (see https://www.uwtsd.ac.uk/library/research-data-management/)	YES	X
	NO	☐
Confirm that you are aware that you need to keep all data until after your research has completed or the end of your funding	YES	X
	NO	☐

SECTION K: Declaration

The information which I have provided is correct and complete to the best of my knowledge. I have attempted to identify any risks and issues related to the research activity and acknowledge my obligations and the rights of the participants. In submitting this application I hereby confirm that I undertake to ensure that the above named research activity will meet the University's Research Ethics and Integrity Code of Practice		
Signature of applicant:	Megan Williams	Date: 11/01/20

For STUDENT Submissions:

Director of Studies/ Supervisor		Date: 21.04.2020
Signature:	H.Griffiths	

For STAFF Submissions:

Head of School/Assistant Dean:		
Signature:		

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

X	I have read the guidance notes supplied before completing the form.
X	I have completed ALL RELEVANT sections of the form in full.

X	I confirm that the research activity has received approval in principle
☐	I have attached a copy of final/interim approval from external organisation (where appropriate)
☐	I have attached a full risk assessment (and have NOT completed Section H of this form) (where appropriate) ONLY TICK IF YOU HAVE ATTACHED A FULL RISK ASSESSMENT
X	I understand that it is my responsibility to ensure that the above named research activity will meet the University's Research Ethics and Integrity Code of Practice.
X	I understand that before commencing data collection all documents aimed at respondents (including information sheets, consent forms, questionnaires, interview schedules etc.) must be confirmed by the DoS/Supervisor, module tutor or Head of School.
X	I have deleted the guidance notes before submitting the PG2 for consideration

RESEARCH STUDENTS AND STAFF ONLY

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

You will be informed of the outcome of your claim by email; therefore it is important that you check your University and personal email accounts regularly.

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

This form is available electronically from the Academic Office web pages:

<http://www.uwtsd.ac.uk/academic-office/>

Application Process

All staff research projects and all research students must submit the Ethical Approval Form to the **University Ethics Committee** via the Academic Office (pgresearch@uwtsd.ac.uk). Staff research directly in relation to personal study for taught undergraduate or Masters programmes should be submitted via the Faculty procedures explained below.

Taught masters and taught undergraduate research Ethical Approval Forms are considered **within Faculties**. Faculties will provide details of the specific processes for this. Where the Ethical issues within any single ethical application are of particular concern the Faculty will refer these to the University Ethics Committee. Any student activity that involves the collection of primary data needs to undergo Ethical approval, this includes assignment work as well as dissertations.

School safeguarding policies.

Due to some of the schools I visited during my time of placement not having a website, i was unable to view their safeguarding policies electronically, however each school had explained in person that they have a safeguarding policy and how the children are protected in their best interest. However i was able to view two schools safeguarding policy electronically:

Primary school one safeguarding policy:

The Designated Senior Person for child protection in this school is: *(Insert name/s)*

Prevention

We recognise that high self-esteem, confidence, supportive friends and good lines of communication with a trusted adult helps to safeguard pupils.

The school will therefore:

- establish and maintain an ethos where children feel secure and are encouraged to talk, and are listened to
- ensure children know that there are adults in the school whom they can approach if they are worried or in difficulty
- include activities and opportunities for Personal Social Education (PSE) in the curriculum, which equips children and young people with the skills they need to stay safe from abuse and to know to whom to turn for help
- include material in the curriculum which will help children and young people develop realistic attitudes to the responsibilities of adult life, particularly with regard to childcare and parenting skills.

Point one states that the children are encouraged to talk and are listened to, during my time of placement i ensured to allow the children to do so to help gain confidence and to ensure i followed their safeguarding rules to ensure i allowed them to speak if anything was bothering them to prevent a breach of their safeguarding regulations.

In addition to this, point two states children know whom they can approach if they are worried or in difficulty. I was also told who to speak to if I thought the child's safety was at risk and to ensure I told the appropriate adult before beginning any sessions in this school and including each school I visited during my placement.

Primary school 2 safeguarding policy:

Pupil Safeguarding
[Home](#) >> [School Information](#) >> [Pupil Safeguarding](#)

Rights Respecting School Article 19 - You have a right to be safe.

Ensuring that children are safe is the number one priority for all within the community at Prendergast C. P. School.

All adults are trained to Safeguarding Level 1, 2 or 3. The school has designated Child Protection Officers: Mr Voros, Mr Clarke, Ms Harte and, with ultimate responsibility, Mrs Davies.

All staff are trained to listen to safeguarding concerns from children, parents or other school community members.

Safeguarding Statement for Children

Prendergast C. P. School is a safe place for children. We take safeguarding (keeping children safe from all types of harm and danger) seriously.

Children must:

- Let a trusted grown-up know if they feel unsafe, at home or in school.

From the website, as you can see, according to primary school 2, ensuring children are safe at all times is their main priority. I ensured before beginning each session that I assessed the risks during the session and ensured the children would be safe at all times, and if not, I would speak the child protection officers names in the picture.

Grown-ups will:

- Listen to what you are saying. Don't feel embarrassed or scared, you won't be in trouble.
- Tell a trained adult who will help to make things better for you.
- Write down what has been said.
- Say they can't promise to keep it a secret. They may need to tell someone who can help you more.

All teachers, LSAs, caretakers, cooks, cleaners, governors, PTA, parents and visitors have to follow our Safeguarding Policy.

In addition, I would ensure to follow the Safeguarding Policy at all times, and would immediately speak to a designated adult and allow the children to speak freely.

I think it is important to add and draw on schools safeguarding policies because when children are in school, it is the school's duty to keep the child safe and protect them from harm, and to follow the UNCRC's rights of the child. In addition to this, according to NiDirect (N.D) If a child is suspected of being abused, the "should report it to police or local social services", this is in the best interest of the child to ensure they are free from harm, to follow the Seven Core Aims for Wales, including to be "free from abuse, victimisation and exploitation" (Play Wales, 2020).

Websites Referenced:

- NiDirect . (N.D). *How schools can protect children from abuse*. Available: <https://www.nidirect.gov.uk/articles/how-schools-can-protect-children-from-abuse>. Last accessed 19th April 2020.
- PlayWales. (2020). *Seven Core Aims*. Available: <https://www.playwales.org.uk/eng/sevencoreaims>. Last accessed 19th April 2020

BERA Guidelines.

Responsibilities to participants

1. The British Educational Research Association (BERA) believes that educational researchers should operate within an ethic of respect for any persons – including themselves – involved in or touched by the research they are undertaking. Individuals should be treated fairly, sensitively, and with dignity and freedom from prejudice, in recognition of both their rights and of differences arising from age, gender, sexuality, ethnicity, class, nationality, cultural identity, partnership status, faith, disability, political belief or any other significant characteristic.
2. The Association expects researchers to be mindful of the ways in which structural inequalities – those, for example, associated with 'race', gender, LGBT+ issues and socio-economic status – affect all social relationships, including those that are formed in the course of research. Where relevant, attention should be paid to the ways in which such inequalities specifically affect children and young people, and their relationships. Sensitivity and attentiveness towards such structural issues are important aspects of researchers' responsibilities to participants at all stages of research, including reporting and publication.

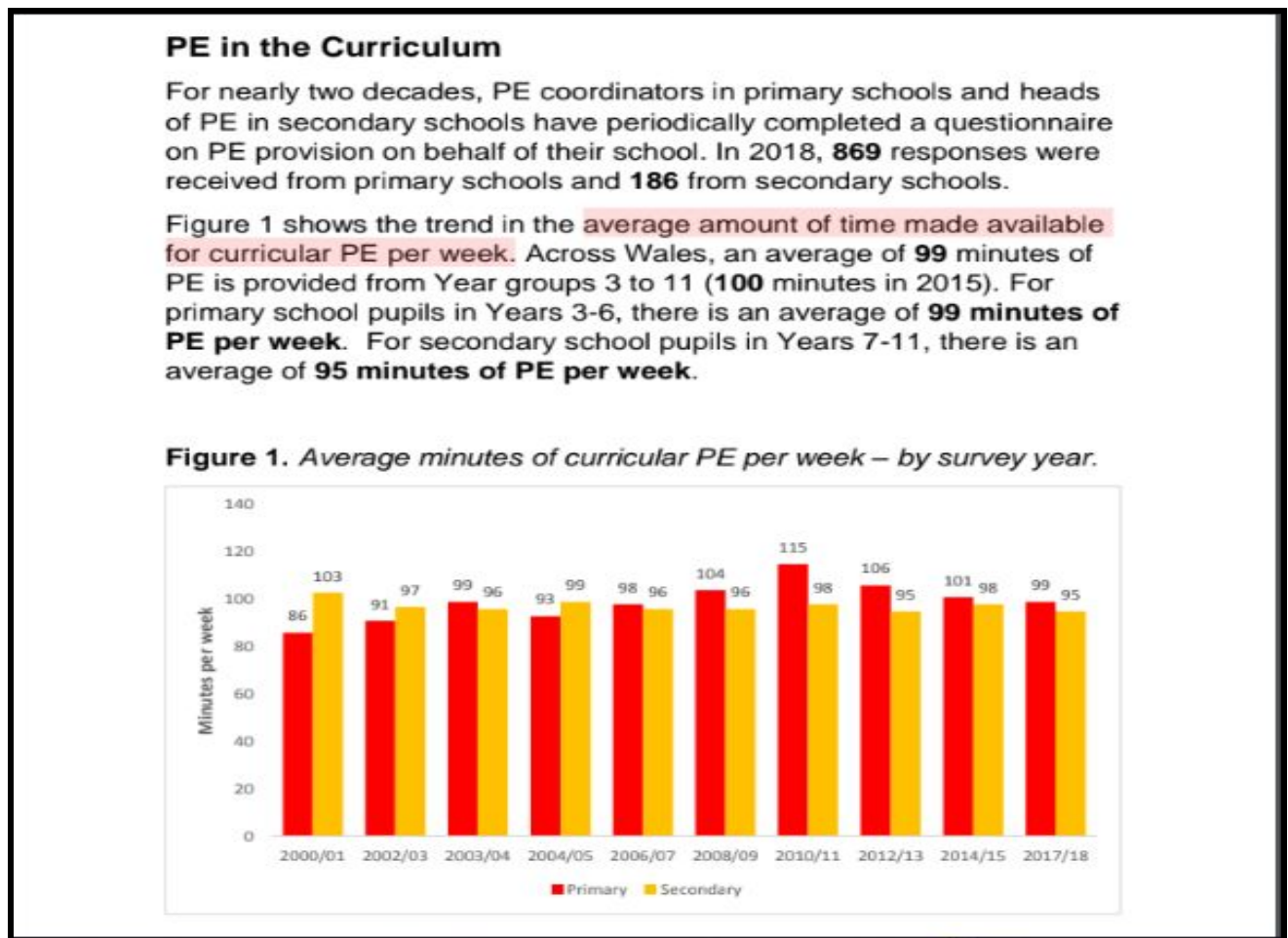
- According to the BERA Guidelines, I ensured to operate my research in respect of every participant, regardless of their race, sexuality, disability, gender, faith or nationality.

- In addition, i was mindful of these 'structural inequalities', however i ensured before completing my research and during my research that i did not let it affect their participation in their research.

2) Topic Based Information

Figure 1.

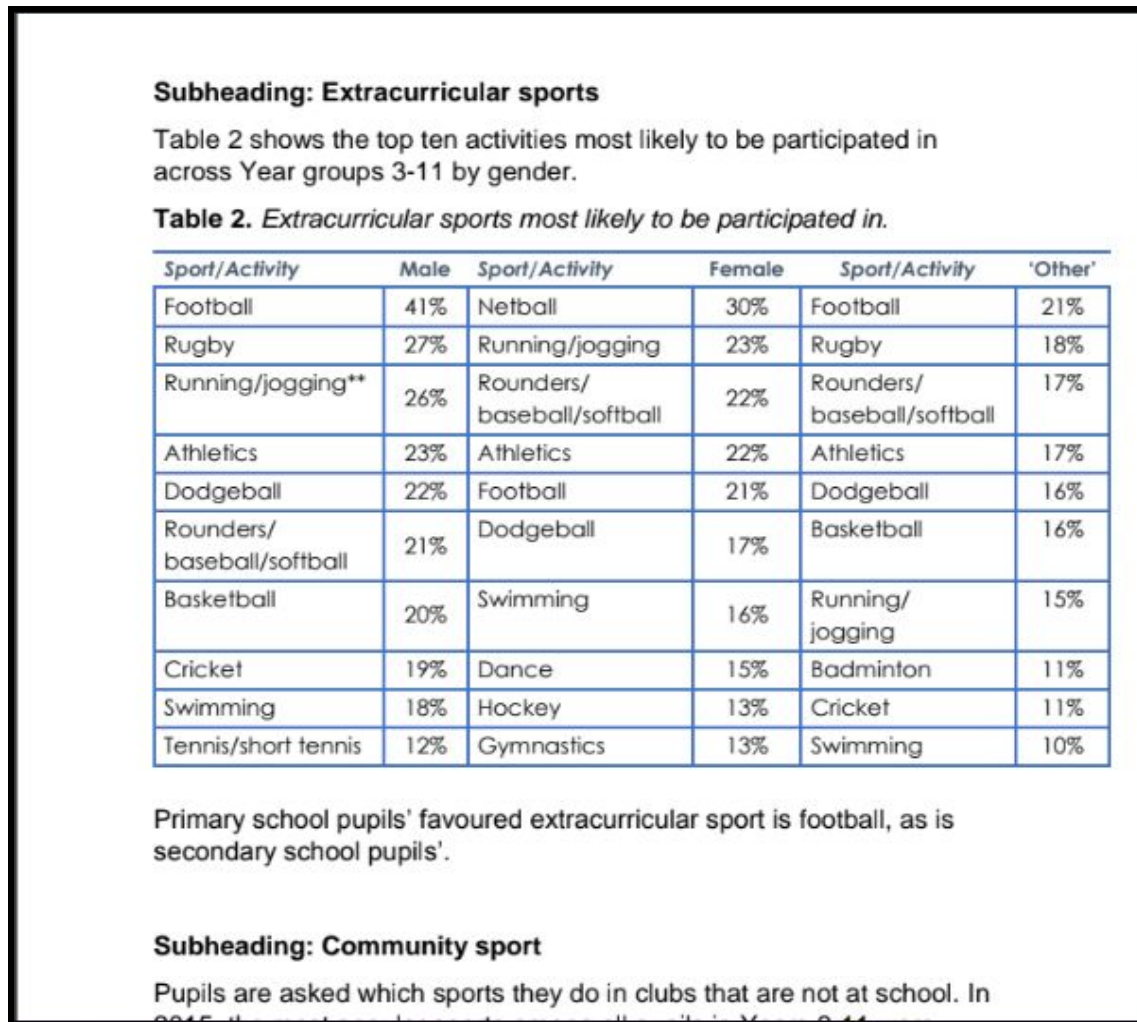
School Sports Survey 2018.



This shows that there are dedicated times within the school week purely for physical activity. Although this is not always focused on one particular sport, this time may improve a child's participation in sport as a whole, in turn helping the child improve their confidence to try a different sport, for example, rugby.

Figure 2

School Sports Survey 2018.



As you can see from the survey, within the sport of rugby, 27% of males within the year groups 3-11 participate in the sport of rugby. However as there is no 'girls' section for the sport of rugby as an extracurricular activity, there is an assumption that the section 'other' can be considered as females participating in the sport, which is more than 10% less than males, at 18%. This is considerably low compared to males playing the sport,

which may suggest and relate to my key issue, that participation levels between males and females in the sport of rugby does differ.

Figure 3

School Sport Survey 2018

Summary

The 2018 survey has shown participation levels have remained the same as observed in 2015 amongst pupils in Wales in Years 3-11. Long standing differences in participation levels continue to be observed, with female pupils and older pupils taking part less frequently in PE and sport.

There has however been an increase in the proportion of those with a disability or impairment taking part in sport three or more times per week outside of the curriculum. This has narrowed the participation gap between those with a disability or impairment and those without. Participation rates have also increased for Arab/Other and Asian/Asian British ethnic groups.

The difference in participation rates between FSM Quartile 1 (least deprived) and FSM Quartile 4 (most deprived) has increased by two percentage points.

For further details please see: www.schoolsportsurvey.org.uk

From the report, the summary states that participation levels in all sports, including rugby have stayed the same since 2015. Within three years there has been no increase in the participation of sport within schools.

It also states that there has been a decrease within females participating in sport, including the sport of rugby.

Figure 4

Funding4Sport

Coaches, instructors and leisure centre staff could wear casual clothing during activities, rather than formal or expensive sportswear.

Make sure the equipment available for women and girls is suitable (e.g. that there is a variety of sizes) and that it is suitable for women with disabilities.

Lack of self-confidence. Girls, on average, have less self-confidence than boys and rate their performance or ability more negatively than boys do. This is linked to issues about body image: girls who don't feel good about their bodies can lack confidence in their physical abilities and may be over-negative about their performance.

Self-confidence is also linked to competition. Although most sportswomen enjoy the competitive element of sport, many girls and women are turned off sport because it is competitive. This is one of the reasons why 'aesthetic activities', such as aerobics, gymnastics and yoga, are increasingly popular among girls and young women, and why some traditional team sports are less popular.

Recommendations: make sure all women and girls, regardless of skills or experience, get the chance to be an active part of activities and teams.

Set up mentoring systems for older or more experienced women and girls to mentor those who are younger or less experienced. Promote beginner and intermediate activities for girls and women as fun, open and non-competitive.

Parental and adult influence. The influence

Social and cultural barriers

The male-dominated culture of sport. The culture of sport itself presents a problem. Some argue that sport has traditionally been defined, organised, promoted and constructed as a male activity. Some women are turned off 'sport' altogether because they see it as a male-dominated activity. For many girls, being sporty is felt to be at odds with being feminine.

Recommendations: challenge sexist assumptions and behaviour inside your organisation and among participants.

Women and girls are more open to ideas about 'health' and 'wellbeing' than sport. Combine physical activity with health promotion; offer guest speakers on active lifestyles, nutrition, body image, smoking, etc.

Combine physical activity with expressive arts. There is scope for developing physical activities in conjunction with drama, dance and other expressive arts.

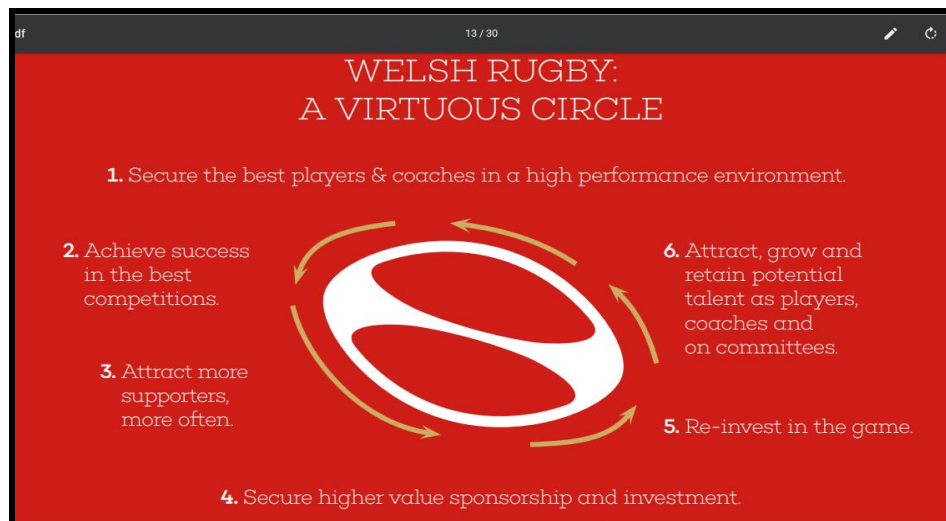
Attitudes and prejudices about sexuality.

Homophobia is the hatred or fear of homosexuals (i.e. lesbians, bisexuals and gay men). It includes another factor which is particularly relevant to the world of sport – 'homo-negativism' – which is a fear among heterosexuals that they may be perceived as homosexual. Women's sport (especially male-dominated sport such as football and rugby) is still regarded by some as fundamentally unfeminine. Lesbians are also regarded by some as unfeminine. The resulting, erroneous, conclusion is that

As you can see from the highlighted text provided from an article produced by funding4sport, there are many stereotypes, attitudes and barriers that may make girls not want to participate in sport, let alone rugby, relating to my key issue, as there are many barriers and issues with attitudes towards rugby alone. - which may support the notion that girls are still a marginalised gender in rugby even in today's society.

Figure 5

Welsh Rugby Union - strategy to increase female rugby players.



- The WRU released a strategy to increase female rugby players. It states the main factors to which is vital to increase girls playing rugby.

Figure 6

Welsh Rugby Union - Rugby Hub Centres

Four development centres around Wales will run an eight-week skill and conditioning programme

Had a taste of rugby in school or at a club/ Female Hub and hungry for more? Fancy trying it for the first time? Play regular rugby at school or a Female Hub and want to improve your game?

Share this page:

The WRU has launched an eight-week skills and conditioning programme for secondary school aged girls at four top class venues around Wales this autumn.

Registration is open now for all year 7 to year 13 aged girls of all abilities including newcomers to the game.

The first programme to kick off will be at Llandarcy Academy of Sport next Monday evening 30 September where the weekly programme will be run by Wales Sevens internationals Stef Andrews and Kayleigh Powell and former Wales captain and RGC academy skills coach Rachel Taylor will deliver the Parc Eirias centre which will be held on Thursday evenings from October 3. Sessions at Parc y Scarlets will run on Sunday afternoons from Sunday 6 October and sessions at USW Sports Park, Trefforest will be held on Friday evenings starting on October 11.

The WRU skill development centres will meet demand from girls for additional rugby opportunities and provide weekly sessions to upskill girls' core skills, technique and fitness.

The Welsh Rugby UNION set up four female hub centres around Wales to give girls an 8 week taster sessions on what playing rugby and training is like. This may increase their participation in the sport in the future.

Figure 7

British Journal of Sports

Full Text

[Translate](#) ▾

Introduction

Sport is a major cause of child and adolescent injury. 1 Rugby union, a high contact sport, has high rates of injury in adults and children alike. 2 A concern is whether parents, school children and coaches have sufficient understanding of risks of injury. Fuller identifies the communication of risk in sport as a critical but underdeveloped element of injury risk management. 3 The literature on risk communication endorses the use of probabilities as necessary for a comprehensive understanding of risk. 4 5 Research evidence suggests that the framing of statistical data influences public perception of risk. 3 5

The epidemiology of schoolboy rugby injuries is most commonly reported as incidence of injury per player-exposure, a population measure which does not convey the average probability of injury to an individual player during a rugby season.

This paper demonstrates a new application of an existing methodology, namely the Poisson distribution, to transform epidemiological data on injury rates to probabilities of injury for players. This methodology could and should be applied to other sports and for monitoring of individual sports.

Methods

The Poisson distribution predicts the probabilities of numbers of injuries resulting from a particular time exposure, either over time for a single player, or for players in a squad, conditional on the injury incidence.

The Poisson model is a standard model in risk analysis and is applicable where events of a particular class occur independently over time. 6 One of the first applications of the Poisson model was to injuries of soldiers within the Prussian cavalry.

The model requires the following variables and data: injury incidence, exposure- length of matches and number of matches played in a season.

Fear of injury may stop both boys and girls from wanting to play.

Figure 8

Extra-curricular activities schedule from primary school 1.

EXTRA CURRICULAR ACTIVITIES/GWEITHGAREDDAU ALLGYRSIOL				
MARY IMMACULATE CATHOLIC PRIMARY SCHOOL SCHOOL CLUBS				
PLEASE COLLECT YOUR CHILD PROMPTLY AT 4.15 p.m. UNLESS INDICATED OTHERWISE.				
Day	Club	Time	Year(s)	Teacher(s)
Monday				
Tuesday				
	Digi Club	3.15-4.15	3 and 4	Miss Carruthers
	Netball	3.15-4.15	5 and 6	Mrs Joseph
	Games Club	3.15-4.15	KS2	Miss Skoczek

From looking at the schedule on primary school 1, it is clear that they do not run any extra curricular clubs for the sport of rugby. This may suggest that it will be difficult to get girls to participate more if there is no opportunity to try the sport.

Figure 9
Gender Roles Theory

An Exploration of Gender-Role Expectations and Conflict among Women Rugby Players

Article in *Psychology of Women Quarterly* 31(3):311 - 321 · September 2007 with 312 Reads 

DOI: [10.1111/j.1471-6402.2007.00374.x](https://doi.org/10.1111/j.1471-6402.2007.00374.x)

 [Cite this publication](#)



Melissa A. Fallon



LaRae M. Jome

PhD 22.4 · Saint Mary's University of Minnesota

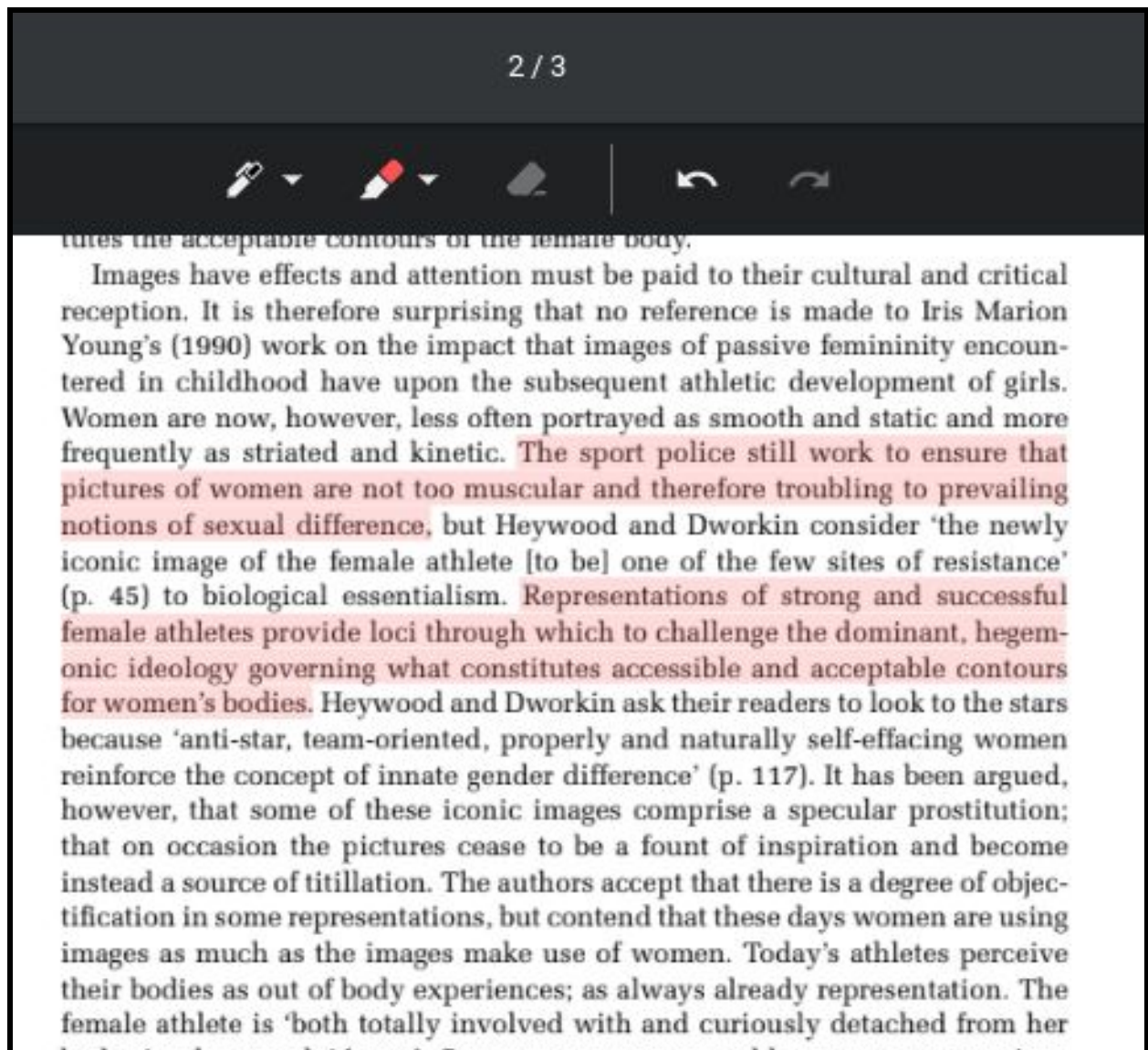
Abstract

Gender-role conflict theory has suggested that women athletes will experience role conflict because they are attempting to enact both feminine and masculine gender roles, yet research findings have shown mixed support for this notion. The purpose of this study was to explore how women rugby players negotiate gender-role expectations and conflict as women participating in a traditionally masculine sport. Eleven Caucasian women, noncollege rugby players between the ages of 25 and 38 were interviewed. The results indicated that women rugby players perceived numerous discrepant gender-role expectations. In addition, three different types of gender-role conflict emerged; however, similar to previous findings, participants perceived conflicting expectations for their gender-role behavior more than they seemed to experience conflict about those expectations. Participants actively employed various strategies to resolve or avoid experiencing gender-role conflict. The resiliency displayed by the women athletes in coping with discrepant gender-role messages provides new considerations for gender-role conflict theory.

The Gender Role theory explores how girls may not want to play rugby due to the masculinity of the sport and the stereotypes along with it.

Figure 10

The Feminist Theory



In today's society people want to see physically strong women. Feminism theories believe that women can be just as strong as men.

3) Methodologies

Action Plan for my research

- Activity One - Ensure to follow child protection guidelines are followed and find out who the child protection officer of each school I will be visiting and ask if they would like to see my DBS
- Activity two - Find out who the child protection officer for each school I will be visiting and show my DBS to them.
- What am I going to find out - whether there is a difference between the participation levels of boys and girls in the sport of rugby
- My methodology will be through structured observation and a pre-planned checklist
- I will explain to the participant that their participation is voluntary and that they may withdraw at any time.
- I will be observing each group of children from three different schools weekly, to measure whether the girls or boys seem want to participate more during each rugby session
- I will be talking to the WRU Rugby Hub Officer - observing how he encourages the other participants to participate in each session
- Organise a tick chart to observe how many boys and how many girls participate in each session
- Carry out observation - observing participation strategies

1. What do I want to find out? - Does the level of participation differ between boys and girls in the sport of rugby
2. How am I going to find out? - Through structured observation and unstructured observation
3. Who will I talk to / observe? - I will be talking and observing the children who participate in the rugby sessions
4. How will I access these people? - Through the rugby sessions provided for each school

5. What bias have I got about the subject? - I enjoy the sport so would expect people to participate however some children may not enjoy the sport and not want to participate.
6. How can I ensure that my bias will not be reflected in my research methods? - I will ensure not to allow my own opinions on the sport affect how the participants see it.
7. What do I expect to discover? - I expect that the level of participation in the sport of rugby will be higher than girls

Reflective Diary.

Reflective Placement Diary

What happened - Overall reflective diary

What went well?	All sessions seemed to go well and every participant enjoyed each session and communicated well.
What were the main challenges / problems/ difficulties you faced?	Negative behaviour deemed to be a problem through some of the sessions including sessions being interrupted due to this.
How did you react to the challenges?	A small minority of children were removed from the session in order to avoid interruptions
How did you feel?	When the sessions were interrupted I often felt frustrated as this affected the children's participation.
What surprised you?	How many children were happy to participate
What were you familiar with?	I was familiar with what children wanted to participate in every session and how they felt about the sessions.
Have your beliefs and expectations changed or been challenged?	Yes, as far more girls wanted to participate in the sport than I expected.

Critiquing your experience

How well did you think you managed the challenging situation?	I thought I managed the situation well as I was calm throughout.
Has this experience changed your mind or opinion in any way?	Yes, as I believed there would be far less girls wanting to participate in the sport than there was.
Were you given any feedback (formal or informal)? Can you seek further advice from anyone in order to give you another perspective?	. I was given feedback from each overlooking teacher in each school and the Rugby Hub officer informally. All feedback was positive and they gave points on how well the sessions went.
Is there any other reading or research you could follow up regarding the subject matter?	I would like to research if behaviour has a major impact on how children participate in sport.
What skills do you need to develop to address this incident more effectively in the future?	x
What conclusions have you drawn?	I concluded that although more girls participated in rugby than I thought, there is still a clear divide in the level of participation and there are more boys willing to participate in the sport than girls.

What next?

Given the same event; would you do anything different next time?	I would aim to plan sessions more in advance and explain to the participants what the next session includes.
--	--

What are the key lessons learned for future use 	I have learned to allow enough time for interruptions, water breaks and time for explaining activities in each session to allow enough time to complete the sessions.
How might your learning feed into your assignment/s?	I feel as though I have a substantial amount of information for my key issue from my structured observation, unstructured observation and further research.



FFURFLEN GANIATÂD CYFRANOGIAD

PARTICIPANT INFORMATION SHEET

Teitl Y Prosiect: / Project Title: Participation in Rugby

Dear Participant:

My name is Megan Williams and I am studying in the School of Childhood and Education.

I would like to invite you to participate in my research project. This project will study participation of children within the sport of rugby and aims to find out whether participation differs between boys and girls.

All observations will be kept strictly confidential to the researchers involved and at **NO** time will individual observation / interview answers be released to the general public. Your participation in this study is completely voluntary so you can withdraw from the questionnaire at any stage.

Attached to this letter is a consent form. 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 the observation, I will be happy to provide you with a copy of the findings at your request. The results of the observation will hopefully enhance my understanding of participation with rugby and will be stored on my password protected computer. The results of the research will be fed back to my lecturers at UWTSD and an external examiner.

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

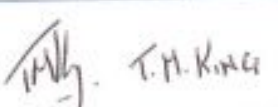
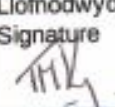
Name and address of researcher

Megan Williams
UWTSD
College Road
Carmarthen
SA31 3EP

1701239@student.uwtsd.ac.uk

Participation Consent Form.

 Prifysgol Cymru Y Drindod Dewi Sant University of Wales Trinity Saint David	FFURFLEN GANIATÂD CYFRANOGIAD PARTICIPATION CONSENT FORM
Teitl Y Prosiect / Project Title: Participation in Rugby	
Enw'r Ymchwilydd / Name of Researcher: Megan Williams	

1	Cadarnhaf fy mod wedi darllen a deall y daflen wybodaeth dyddiedig 13/12/19 ar gyfer yr astudiaeth uchod. Rwyf wedi cael y cyfle i ystyried y wybodaeth, gofyn cwestiynau, ac rwyf wedi cael ateb boddhaol i'r rhain.	I confirm that I have read and understand the information sheet dated 13/12/19 for the above study. I have had the opportunity to consider the information, ask questions and have had these answered satisfactorily.	✓
2	Deallaf fy mod yn cymryd rhan o'm gwirfodd a bod croeso i mi dynnu'n ôl ar unrhyw adeg, heb roi rheswm.	I understand that my participation is voluntary and that I am free to withdraw at any time, without giving any reason.	✓
3	Deallaf y gellir defnyddio unrhyw wybodaeth a roddir gennyf mewn adroddiadau, erthyglau neu gyflwyniadau gan y tîm ymchwil.	I understand that any information given by me may be used in future reports, articles or presentations by the research team.	✓
4	Deallaf na fydd fy enw'n ymddangos mewn unrhyw adroddiadau, erthyglau neu gyflwyniadau.	I understand that my name will not appear in any reports, articles or presentations.	✓
5	Cytunaf i gymryd rhan yn yr astudiaeth uchod.	I agree to take part in the above study.	✓
Enw'r Cyfranogwr Name of Participant		Llofnodwyd Signature	
 T.H. King		 Megan Williams	
Ymchwilydd Researcher		Llofnodwyd Signature	

Cewch wrthod cymryd rhan yn yr astudiaeth hon. Cewch ddod â'ch cyfranogiad yn yr astudiaeth hon i ben unrhyw bryd. Os penderfynwch barhau'n ddienw, bydd sicrhau hynny'n flaenoriaeth a chymerir pob cam	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
--	--

ymarlferol i guddio pwy ydych. Os yw'n well genrych fod yn anhysbys, ni fydd unrhyw wybodaeth yn eich enwi ar dapiau sain na thrawsgrifiadau o'r cyfweiliad hwn nac o unrhyw un arall. Ni fydd neb yn clywed unrhyw dapiau sain nac yn gweld unrhyw drawsgrifiadau heb eich cydsyniad o flaen llaw. Bydd deunyddiau a grëir yn sgîl y cyfweiliad hwn neu unrhyw gyfweiliad arall yn aros yn gyfrinachol.	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.
Ar ôl llenwi'r ffurflen, dychwelwch hi yn yr amlen a ddarperir (lle bo'n berthnasol). Rhoddir un copi i'r cyfranogwr a chedwir y gwreiddiol yn ffeil y tîm ymchwilio yn:	When completed please return in the envelope provided (if applicable). One copy will be given to the participant and the original to be kept on the file of the research team at:
ENW A CHYFEIRIAD YR YMCHWILYDD	NAME & ADDRESS OF RESEARCHER Megan Williams UWTSD College Road SA31 3EP 1701239@student.uwtsd.ac.uk

Research Methods / Results.

Throughout my placement, I conducted different research methods in order to ensure I could gain as much information in order to study my key issue. One of the most effective research methods which allowed me to clearly see whether the participation levels between girls and boys differed in the sport of rugby was a tick chart I filled out during each session. This allowed me to clearly see exactly how many girls and how many boys participated in each session and allowed me to compare and contrast. In addition, filling this chart every day also allowed me to be reflective on my own practice to see what I could improve for the next session. To be reflective, I followed Schon's (1983) 'Reflection in action / Reflection on action' theory. This allowed me to make effective decisions to provide the best practice I could. While reflecting in action, I was able to reflect on particular decisions made at the time and what I could do to change reactions or encourage their participation. Reflection on action allowed me to reflect on new information and scenarios during my placement and how I can react to them in the future.

Reference from: Schon, D. (1983). *Donald Schön -*

Reflection-in-action/Reflection-on-action.. Available:

https://www.bradford.ac.uk/wimba-files/skill-space/Reflective_Writing_HTML/page_04.htm. Last accessed 29th April 2020.

The **Results Table** is as follows:

Primary school one

Session 1 - Game based session to encourage children to participate.

Boys participating	Total boys in class	Girls participating	Total girls in class
19	19	13	15

Session 2 - Footwork and evasion skills.

Boys participating	Total boys in class	Girls participating	Total girls in class
19	19	15	15

Session 3 - Catching and passing a ball to a target.

Boys participating	Total boys in class	Girls participating	Total girls in class
19	19	14	15

Session 4 - Decision making - when to pass a ball and defend.

Boys participating	Total boys in class	Girls participating	Total girls in class
19	19	13	15

Session 5 - Competitive game based - mini rugby games.

Boys participating	Total boys in class	Girls participating	Total girls in class
19	19	15	15

My overall observation

- All seemed to be more confident in trying new skills
- Girls seemed a less confident than boys
- Most boys had already tried the sport in the past
- Most girls had never tried the sport.
- Girls confidence improved by session 5 and all were willing to participate

Primary school two

Session 1 - Game based session to encourage children to participate.

Boys participating	Total boys in class	Girls participating	Total girls in class
16	16	15	15

Session 2 - Footwork and evasion skills.

Boys participating	Total boys in class	Girls participating	Total girls in class
16	16	15	15

Session 3 - Catching and passing a ball to a target.

Boys participating	Total boys in class	Girls participating	Total girls in class
16	16	15	15

Session 4 - Decision making - when to pass a ball and defend.

Boys participating	Total boys in class	Girls participating	Total girls in class
16	16	15	15

Session 5 - Competitive game based - mini rugby games.

Boys participating	Total boys in class	Girls participating	Total girls in class
16	16	15	15

Main overall observations

- All children had tried rugby before in school and community clubs
- All were confident to learn new skills
- All were comfortable to try different things
- Girls wanted to be better than the boys
- 'Chicken and hero' game, not all were as confident as others.

Primary school three

Session 1 - Game based session to encourage children to participate.

Boys participating	Total boys in class	Girls participating	Total girls in class
17	17	12	12

Session 2 - Footwork and evasion skills.

Boys participating	Total boys in class	Girls participating	Total girls in class
17	17	12	12

Session 3 - Catching and passing a ball to a target.

Boys participating	Total boys in class	Girls participating	Total girls in class
17	17	12	12

Session 4 - Decision making - when to pass a ball and defend.

Boys participating	Total boys in class	Girls participating	Total girls in class
17	17	12	12

Session 5 - Competitive game based - mini rugby games.

Boys participating	Total boys in class	Girls participating	Total girls in class
17	17	12	12

Main overall observations

- All children seemed to enjoy each session
- Majority of boys and girls had taken part in rugby in school sessions before
- Girls were willing to try a new skills
- Not all girls were as confident but were willing to participate after session was explained

Primary school four

Session 1 - Game based session to encourage children to participate.

Boys participating	Total boys in class	Girls participating	Total girls in class
15 (2 removed due to behaviour)	17	10 (one removed due to behaviour)	15

Session 2 - Footwork and evasion skills.

Boys participating	Total boys in class	Girls participating	Total girls in class
17	17	12	15

Session 3 - Catching and passing a ball to a target.

Boys participating	Total boys in class	Girls participating	Total girls in class
14 (one removed due to behaviour) (two off school ill)	17	12	15

Session 4 - Decision making - when to pass a ball and defend.

Boys participating	Total boys in class	Girls participating	Total girls in class
17	17	14 (one removed due to behaviour)	15

Session 5 - Competitive game based - mini rugby games.

Boys participating	Total boys in class	Girls participating	Total girls in class
17	17	15	15

Main overall observations

- Sessions were often interrupted due to negative behaviour
 - Children often removed from session due to negative behaviour
 - Not all girls had tried rugby before. Only 3 had before.
 - Most boys had tried rugby before but were willing to learn
 - Girls were more willing to participate as the sessions went on
 - Everyone seemed to enjoy each session.
-

During and at the end of each session, I ensured to note down my main observations from each session. This allowed me to be reflective to see what went well and what did not go so well, in order to change the outcome next time. This refers to Kolb's (1939) theory on experiential learning. Kolb suggests that being reflective lead to experiential learning, stating that reflecting on your own practice will allow you to learn through experience, by following a pattern of "What happened, what was my experience of it, why did it happen / is there any research that might deepen my understanding, and what will I do when/ if it happens again". This cycle proved to be effective during my research, especially point three about researching information as to why the situation happened. For example, during my sessions as you can see from the results table, many children interrupted the sessions due to negative behaviour. Kolb's theory on experiential learning allowed me to think about researching whether behaviour affects children's learning and their participation in sport, which gave me research which allowed me to have more of a clear understanding why their participation differs due to negative behaviour, while linking to my key issue.

Reference from: Kolb, D (1939). *Kolb's Experiential Learning*. Available: https://www.bradford.ac.uk/wimba-files/skill-space/Reflective_Writing_HTML/page_04.htm. Last accessed 29th April 2020.