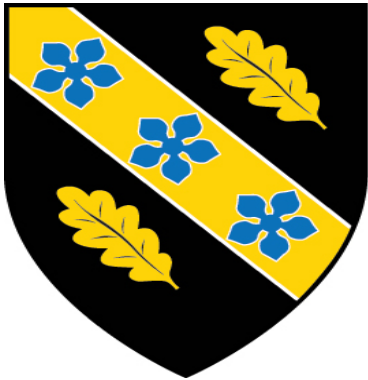




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SWANSEA - ABERTAWE

An Investigation into what are the potential root causes of radicalisation in young people? and how can this inform community policing.

Jordan-Lee Chaplin

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Declaration

This work has not previously been accepted in substance for any degree and is not being concurrently submitted in candidature for any degree.

Signed: J.Chaplin

Date: 07/10/2024

STATEMENT 1

This dissertation is being submitted in partial fulfilment of the requirements for the degree of BA.

Signed: J.Chaplin

Date: 07/10/2024

STATEMENT 2

This dissertation is the result of my own independent work/investigation, except where otherwise stated.

Other sources are acknowledged by footnotes giving explicit references. A bibliography is appended.

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I hereby give consent for my dissertation, if accepted, to be available for photocopying and for interlibrary loan, and for the title and summary to be made available to outside organisations.

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Abstract

The aim of this dissertation was to carry out an in-depth investigation into the possible root causes of radicalisation in young people and how the findings could inform community policing. A critical analysis was carried out by the researcher of the relevant and existing literature around this topic with regards to terrorism to date which also identified that there was a possible link between adverse child experiences and the Maslow pyramid of hierarchy to root causes of radicalisation.

To gain a greater understanding of the possible root causes of radicalisation in young people, a questionnaire was provided to police officers to complete on a voluntary basis which also helped the researcher identify how the findings could inform community policing.

Although the available literature on the topic is limited, the researcher has been able to answer the question as to *“what are the possible root causes of radicalisation in young people”* and identified *“how this can inform community policing”* in accordance with the available literature.

Table of abbreviations

MI5	Military Intelligence section five
UK	United Kingdom
HM Government	Her Majesty's Government
Bn	Billion
HMICFRS	His Majesty's inspectorate of constabularies and fire & rescue services

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Chapter 1 Introduction

This project is focused on radicalisation. Its direction is to answer the question of “What are the potential root causes of radicalisation” and “how can the findings inform community policing”. This chapter of the dissertation will provide a background and context for this research and justify its importance.

1.1 Background

The government will carry out a “wholesale refresh” of its plans to protect its citizens from the constant threat of terrorism and radicalisation, Home Office (2022). The Home Office (2022) goes on to state that the threat of terrorism is growing with the tactics and methodologies used by terrorists are diversifying and becoming increasingly fragmented.

To prevent terrorism in the United Kingdom, the government created a strategy called contest, Home Office (2023). Contest has 4 aims which are to

1. Prevent: to stop people becoming terrorists or supporting terrorism.
2. Pursue: to stop terrorist attacks happening.
3. Protect: to strengthen the United Kingdom’s protection against a terrorist attack.
4. Prepare: to minimise the impact of a terrorist attack.

Since 2018, there have been nine terror attacks declared in the United Kingdom which have resulted in six fatalities. Since 2015, MI5 and the police have foiled 39 late stage planned attacks in the UK saving countless lives, Home Office (2023).

Ward (2018) Suggests that terrorism is still a widely contested term with no accretive definition, however it has been defined in law in the UK as *“the use or threat of one or more of the actions listed as, serious violence against a person, serious damage to property, endangering a person's life (other than that of the person committing the action), creating a serious risk to the health or safety of the public or a section of the public and action designed to seriously interfere with or seriously to disrupt an electronic system. The use or threat must*

also be for the purpose of advancing a political, religious, racial or ideological cause” Crown Prosecution Service (2022).

1.2 Research Rational

It is wistful to think that projects like this must be researched, however with the growing amount of terrorist incidents in the UK, not only increasing, but becoming more difficult to detect and combat, it is clear that a commitment to ongoing education and research into terrorism is paramount. In the UK, the news has flooded over the years with terrorist attacks taking countless innocent lives, attacks such as the 7/7 bombings, the Manchester arena concert filled with children and teenagers and the London bridge attack where the suspect wore a fake bomb vest and stabbed 5 people on the bridge before being stopped by police. Therefore, this dissertation will help in identifying some of the root causes that make young people subject to the process of becoming radicalised and how identifying these possible root causes can inform community policing so that radicalisation can be identified at its early stages where prevention measures can grip the problem.

1.3 Objectives

The aim of this research is to address the possible root causes of radicalisation in young people, so to help the researcher address this the following objectives have been established,

1. To explore the possible root causes of radicalisation in young people?
2. Explore available literature on young adulthood radicalisation and the possible economic impacts.
3. Identify how research on radicalisation can inform community policing.

1.4 Structure

To complete the above objectives correctly the dissertation will lay out chapters.

Chapter 2 will address the current and previous research that has been addressed in relation to young people being radicalised, the terrorism threat in the UK and the measures put in place to prevent terrorism from becoming an uncontrollable issue.

Chapter 3 will identify the most suitable research techniques and the best method to collect data.

Chapter 4 will then look to analyse the data collected and will try to understand common themes from the data collected.

Chapter 5 will finally conclude the dissertation addressing its findings with an overall answer to the question posed whilst hitting the objectives.

1.5 Conclusion

Now that this chapter has covered the introduction of the research and the reasons for conducting it, as well as how the data will be collected and analysed, the next chapter will focus on the existing research that informs those seeking answers.

Chapter 2 Literature Review

2.1 Introduction

This chapter will cover a brief overview of radicalisation. It will then move onto the individual research objectives by exploring the available literature on the topic. It will help with answering the research question of “What are the potential root causes of radicalisation in young people? How can this inform community policing?” The dissertation explains why research around this topic is important and has the following objectives:

1. To explore the possible root causes of radicalisation in young people?
2. Explore available literature on young adult hood radicalisation and the possible economic impacts.
3. Identify how research on radicalisation can inform community policing.

2.2 Terrorism in the UK

Terrorism became a big political focus around the world post the 9/11 terror attacks in the United States of America. Due to this, in the United Kingdom, the government installed a counter-terrorism strategy called CONTEST. Although this has been adjusted over the past 2 decades, HM Government (2023) points out that contest is regularly updated and reviewed so it matches the threat of terrorism as it evolves and endures. Home Office (2018) explains that CONTEST aims to reduce the risk to the UK and its interests overseas from terrorism. They then go on to describe 4 workstream key objectives which are Pursue: to stop terrorist attacks. Prevent: to stop people becoming terrorists or supporting terrorism. Protect: to strengthen protection against a terrorist attack. Prepare: to mitigate the impact of a terrorist attack. The key phrase above is ‘reduce the risk’, implying that terrorism cannot be stopped in its tracks. Allen, Burton, & Pratt (2022) produced a document that contains statistics around the number of deaths due to terrorism. They show that in the years prior

to CONTEST the number of deaths in the United Kingdom were significantly higher than the number of deaths post introduction of CONTEST. In years between 1984 and 1998 there are around 700 deaths as a result of a terrorist attack compared to the years 2003 to 2021 with a total figure of 93 deaths. This shows that the introduction of CONTEST has significantly reduced the number of fatalities relating to terrorism.

2.3 What is radicalisation?

Still to this day, there is no establishable definition for the term radicalisation. However, there is a common theme that the term radicalisation is somewhat a process that a person goes through to justify extreme ideas. For the purpose of this research radicalisation will be defined as, a process whereby an individual is exposed to a change of beliefs or behaviours physically and mentally, justifying the use of violence on others. Cohen (2009) theorises that radicalisation as “the process where illicit actors hijack impressionable young people for a criminal purpose”. The definition however that cups the term radicalisation in its entirety as we know it is Dubouloz & Wilner (2010) who suggest that “Radicalization is a personal process in which individuals adopt extreme political, social, and/or religious ideals and aspirations, and where the attainment of particular goals justifies the use of indiscriminate violence. It is both a mental and emotional process that prepares and motivates an individual to pursue violent behaviour”. A more up to date definition however is that of Safeguarding network (2024) who stipulate that it is “the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups”.

2.4 The link between terrorism and radicalisation

Schuurman & Taylor (2018) suggests that radicalisation made an introduction to debates within terrorism in the early 2000s after the 9/11 attacks. However, they go on to explain that in broader literature on terrorism, government bodies, anti-terrorism agencies still too often perceive radicalisation as a process in which the adoption of radical beliefs leads to participation in terrorist violence. Schuurman & Taylor (2018) strongly believe that Ideology is a key factor of involvement in terrorism. Stewart (2023) suggests that the link still exists, with growing numbers of convictions from online terrorism offences since 2022. Stewart then describes how a revolutionary Islamic political party with a global presence called Hizb ut-Tahrir are somewhat “experts” in the radicalisation world. She goes on to say how they have been operating in the UK since 1980s and the Hizb ut-Tahrir are labelled as a “conveyor belt” from radicalisation to terrorism. The Home Office has decided to allow this party to operate in the UK as there is no evidence of radical views and do not advocate violence so cannot be banned in the UK even though they have been banned in over 19 countries and evidence shows that a person becomes more vulnerable to violent outlooks after being part of the party.

2.5 The causes of radicalisation

The causes of radicalisation are vast, but recent research has found that a lot of causes are found within the home. Malik (2020) states that in 2020 a 17-year-old boy was convicted of planning a terrorist attack when police officers searched his house and found documents detailing extreme violence plans to commit on synagogues in the UK. (Malik 2020) then goes on to argue that youths don’t tend to be lone rangers when it comes to terrorism and radicalisation, but the one individual is part of a far bigger network of people all with the same extreme ideological goals. She suggests the causes for young people to become radicalised is to escape violent home factors such as domestic violence, racism, and a lack of opportunities. Another key pull factor is marriage and fame. (Malik 2020) believes that age

is critical to radicalisation of a person as young people are drawn to extreme ideas to make sense of the world.

Renström, Bäck, & Knapton (2020) carried out 4 studies to identify if a sense of belonging and social exclusion is linked to radicalisation. The results showed that both are an important role in who becomes radicalised meaning that preventative work is needed at the start of the process instead of concentrating on individuals at the top of the staircase. Their research suggests that their findings mixed with other young person vulnerabilities make a young person the “ideal” person to be targeted by extremist groups and ideological ideas.

A couple of years prior to this, in 2018, counter terrorism policing foiled multiple terror attacks linked to the first all-female terror plot. Casciani (2018) wrote an article explaining the causes that drove a young female to terrorism. In 2017, counter terrorism police officers conducted a warrant at the home of 17-year-old Safaa Boular. Casciani (2018) goes on to say that following her arrest, Safaa stood trial aged 18, where she began to unveil the truth behind her actions. In the witness box, the 18-year-old *“accused her mother during the trial of being violent and vindictive the head of a chaotic home where the girls had to fend for themselves.”* Her mother would throw mugs and spit at her and then acted as if nothing happened the following day. She continued by explaining her parents separated when she was 6 years old but maintained a relationship with her father. Aged 14, Safaa was diagnosed with type 1 diabetes which in turn meant she received her long-awaited attention from her mother but only lasted a month leaving Safaa to manage her illness herself. In 2014 Safaa then ran away from home leaving a note stating, “This home is not the right place for me”. Safaa then attempted to reach Syria but was stopped at the borders. After the terror attacks in Paris in 2015 she became curious about the meaning of the self-proclaimed Islamic State (IS) in Syria so went online and was contacted by a woman recruiter in Raqqa, Syria who was one of the first and most prolific English recruiters for the IS. Safaa then met others online who she became friends with as she wasn’t allowed friends in the UK directed by her mother, and amongst her friends she met a man that would change her life forever leading her down the path of radicalisation. She was directed to plot a terror attack on a British museum, which she carried out and was later charged with offences relating to it. Safaa Boular was sentenced to life imprisonment.

Both of the cases above, share something in common as they suggest that when basic human needs such as love, sense of security, friendship, fame or marriage are deficient, the individuals then sought for them as this is a natural human instinct suggesting that the Maslow Pyramid may be a link to somebody being radicalised. Mcloed (2024) states that the Maslow's Hierarchy of Needs dates back between the 1940's to 1950's. Mcloed (2024) goes on to explain that the pyramid is broken down in to five parts with physiological needs at the bottom and the more intellectual needs at the top. At the bottom, examples of physiological needs are things we need for survival such as: breathing, food, clothing, and sleep. Above is safety and security which is things like health, family, and social ability. Above this is love and belonging like friendship, intimacy, and a sense of connection. Then at the top is self-esteem and self-actualisation suggesting morality, creativity, confidence, and achievement of the hierarchy pyramid.

It can be argued that should a link between the Maslow pyramid of needs and radicalisation be met then preventative work needs to be addressed in these cases early on to assist in limiting the amount of vulnerable young adults being exposed to radicalisation.

U.S Mission Geneva (2015) provides the link between Maslow's Hierarchy of needs and radicalisation. They state that terrorist is born from all kinds of life and up bringing from the slums and working class to the posh suburbs. They suggest that if a person from any walk of life is missing stages from the Maslow Pyramid, this becomes a pull or push factor to someone who is already vulnerable to gain what is missing from a terrorist organisation.

War becomes an opportunity for extremist groups to recruit and radicalise others. (Symonds 2024) wrote an article explaining that recent conflicts on Gaza have opened an opportunity for people to be radicalised. He goes on to explain that the head of counter terrorism policing in the UK Matt Jukes stated that 33 arrests were made due to online content relating to the Gaza war in breach of terrorism laws in the UK. He briefed reporters by saying that the counter terrorism unit received over 3,000 referrals of people suspected to have been or in the process of being radicalised. Some young persons as young as 11 or 12 were engaging in what he said was "troubling conversations". Matt jukes carries on then by

saying that due to the conflict in Gaza, referrals to the PREVENT programme had increased by 13% more than the previous year of 2023.

2.6 Young people radicalised to become terrorist extremists

The number of young people who are falling subject to radicalisation and who have also been stopped and arrested, has risen over the years. Counter terrorism policing (2021) state that the number of children arrested in relation to terrorism offences has hit its highest figure since records began over 20 years ago. They advise that the home office released their statistics in 2021 and revealed that 181 arrests were made for the year ending 2021 and of the 181, a total of 24 of these individuals were children under the age of 18 which is a record high since the recording began back in 2002.

Stonehouse (2023) suggests that a record number of young people are being arrested for terror related offences and their journey tends to start online. Stonehouse (2023) wrote an article based on a schoolboy named Jon, explaining that he was exposed to terrorist propaganda on social media by a friend. This affected Jon due to a personal connection as his close uncle was serving in the military. Jon joined the group on social media because he felt a sense of purpose. He commented himself, stating "I was a very angry guy, struggling academically and didn't know where my life was going". Jon was then referred to the PREVENT programme by his schools safeguarding lead where he was rehabilitated. This again shows the strength in which the Maslow pyramid plays a part in the process of radicalisation. Stonehouse (2023) also gave some statistics released by counter terrorism policing who evidenced that in 2019, 4% of their arrests were children below the age of 18 compared to 2022 where the figure increased by 20%. The police blamed this on the Covid-19 pandemic because children were online more at home. Binder & Baker-Beall (2022) also argue that radicalisation is making a swift move online. Their research exposes YouTube as that the most used online platform to radicalise individuals.

2.7 The economic impacts of radicalisation

The literature available surrounding this heading is limited. Marsden & Copeland (2020) explain in their research that they aimed of retrieving research from 2017 onwards, however found that they had to date back all the way to 2000 to build a more comprehensive body of research. Their findings suggest that unemployment is a significant factor for people to travel to countries such as Syria and Iraq after being radicalised and that a loss of a job will increase the risk of someone supporting extremism.

Terror attacks create large amounts of loss to funds within the country. Morison (2018) states that because of the five terror attacks in the United Kingdom in 2017, the total financial impact exceeded £3bn. This shows that terrorism doesn't just have a community or even emotional impact, but also effects the finances of a country. This in turn helps to justify this research and its objectives.

2.8 What is being done to stop radicalisation in young people?

Programs have been set up to combat the rise in the amount of young people being radicalised in the United Kingdom. Counter Terrorism Policing (2021) explain that a website called ACT Early was set up in 2020 to help combat radicalisation amongst the younger population. This was due to research suggesting that family members and friends were the first to see someone they knew well becoming radicalised, however analysis in 2020 showed that of all the referrals taken on the ACT website, only 2% of them came from those who knew the subjects best.

PREVENT which is another strategy implemented by the government, is now also working as a multi-agency approach with Channel to help prevent radicalisation. Home Office (2020) explains that the police refer vulnerable referrals from PREVENT to channel, who then hold a meeting which is chaired by the local authority and is joined by other agencies like education and health. Home Office (2020) goes on to show that in the year 2020, the number of referrals made to channel was a total of 1,424 of which 697 were taken on after a channel panel meeting. However, there is little available research on its success as a preventative measure. Due to the nature of terrorism and the rapid speed that

radicalisation can occur, research around its validity as a preventative measure needs exploring in order to inform current policing practices.

ACT (n.d) argue that the police are at the forefront of preventing radicalisation stating it is a “key role” within policing. They go on to show that all referrals to the police regarding an individual’s involvement or vulnerabilities are handled with care and confidence but to receive these referrals, primarily from the public, they must keep the public’s trust and confidence. On the other hand, Fox (2024) argues that the police are ill-informed, and they are not the right people for the job suggesting that people have lost trust in the police highlighting the need for research and clarification on how to deal with this problem in its entirety.

Chapter 3 Methodology

3.1 Introduction

This Chapter will cover the research methods used for this dissertation. It will start with outlining the ethical commitment of this dissertation followed by the research methods used and the justification for the use of those methods over others.

When looking at a definition for research, Western Sydney University (2021) defines research *“as the creation of new knowledge and/or the use of existing knowledge in a new and creative way so as to generate new concepts, methodologies and understandings. This could include synthesis and analysis of previous research to the extent that it leads to new and creative outcomes”*. A Research methodology however is defined by Hassan, (2024) as *“Research Methodology refers to the systematic and scientific approach used to conduct research, investigate problems, and gather data and information for a specific purpose. It involves the techniques and procedures used to identify, collect, analyse, and interpret data to answer research questions or solve research problems”*.

As this dissertation focuses on potential root causes of radicalisation in young people, the research is aiming to find a link between Abraham Maslow’s Hierarchy of need and radicalisation. Currently there is very little information and research available on this that links the issues together. The justification for this research is that terrorism, costing people’s lives also has an economic impact on the United Kingdom, the research will also aim to help inform community policing of this.

To build on the current known information around radicalisation it has been decided to carry out data collection to produce both primary and secondary data. Conducting the research in this manner will allow the methods to meet the research objectives.

3.2 – Research design (mixed methods design)

A research design is the strategy used for answering a research question. McCombes (2021) explains that creating a research design will allow the researcher to make decisions over the overall research objectives, whether the researcher will rely on primary or secondary research, what sampling and data collection methods are used, the procedures followed to collect that data and data analysis methods. She goes on to say that a well-planned research design will help the researcher ensure that the methods used throughout, answer the research objectives. The research design that has been chosen is a mixed methods approach. George (2021) explains the mixed methods approach as a combination of qualitative and quantitative research to answer a research question. This approach allows an overall complete picture as it integrates benefits from both quantitative and qualitative. A mixed methods approach has been selected because it will give a better comprehensive understanding of topics by combining the qualitative and quantitative approaches and allows the work to capture both the depth of individual experiences and the range of statistical patterns. This in turn will enhance the validity and reliability of the findings.

3.3 – Data collection methods

There are many data collection methods that can be used. Hassan (2024) outlines some of them as surveys which is where a group of people are given a list of questions and this can be done over the phone, online or face to face. Another is interviewing, allowing a one-to-

one conversation between the interviewer and interviewee. Another is observation which involves the watching and recording of people's behaviour, events, or objects in their natural setting. This dissertation will use surveys to collect data. This is because of the time restraints with subject deadlines and the sampling group working different shift patterns, delaying collection of the data if this was to be done via interviews or group discussions. By choosing to conduct surveys this allows the data to be collected from a larger target of respondents. Coalecom (2024) suggests that the best way of collecting data is through surveys as they allow the researcher to send the survey to large amounts of respondents in a short amount of time. However, Ndukwu (2022) argues that interviews are a tried and tested way to collect data as it allows the researcher to see the interviewees body language and facial expressions when they are giving their response. The Albert Team (2022) suggest that focus groups are a good way of collecting data as again as interviews they are face to face and require fewer resources and time compared to an interview. They also allow clarification on any answers given by the respondents. On the other hand, one disadvantage you face when using focus groups is that the sample selected may not represent the population accurately.

3.4 – Sampling strategy

This work will be using voluntary response sampling. This is where participants can volunteer their thoughts through online questionnaires. McCombes (2022) explains that voluntary sampling is like convenience sampling, however voluntary sampling allows people to choose if they want to provide their thoughts rather than the researcher targeting and reaching out to individuals. The sampling size for this work will depend on the above amount of volunteers. However, on considering the need of a wide range of opinions and ideas it would be justifiable to gather 50 plus participants to allow the research to be transparent as possible.

3.5 – Ethical considerations

When addressing ethical considerations in this research, the sampling group were provided information relating to this research, consent was obtained from all participants whilst using a secured website which maintained confidentiality and anonymized the responses which in return ensured that any potential harm to the participants was minimised. The research ensured compliance with relevant regulations to conduct it responsibly and ethically.

3.6 Research Onion

The research onion originally created by Saunders in 2007 effectively gives the researcher a diagram that looks like an onion with regards to having multiple layers. Each layer offers options on how the researcher's methodology can unfold. Phair and Warren (2021) explain that a research onion in its simplest term describes the different decisions made when working on a research methodology. Phair and Warren (2021) argue that Saunders creation is not perfect, but it is a useful tool.

Chapter 4 Systematic presentation of findings discussion and analysis

4.1 Introduction

This chapter will detail the findings of research in a systematic form and an analysis of the results found. The purpose of the questionnaire is to identify how and what are the root causes of radicalisation in young people and how this might inform community policing.

1. What are the root causes of radicalisation in young people?
2. Explore available literature on young adulthood radicalisation and the possible economic impacts.
3. Identify how research on radicalisation can inform community policing.

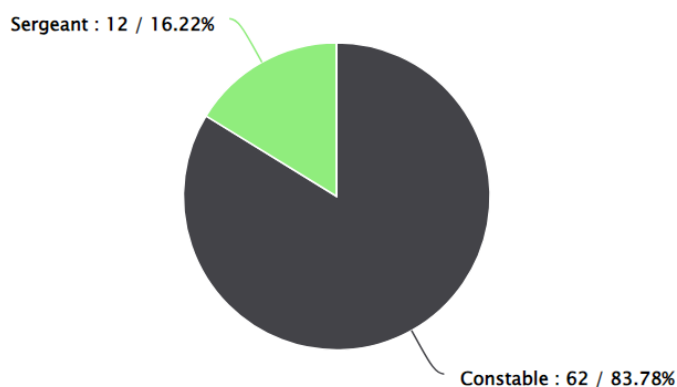
4.2 Participants

Question 1) What is your rank? Question 2) What department do you work in?

Question 1 asked the participants what their rank was within policing. 83.78% of the responders were Constables and 16.22% were Sergeants.

Specialisation of the departments, varied amongst the participants. The survey allowed the participant to free type their response with most saying "Response". Others consisted of "Training", "Custody", "CID" and "Neighbourhood Policing Team".

Figure 1

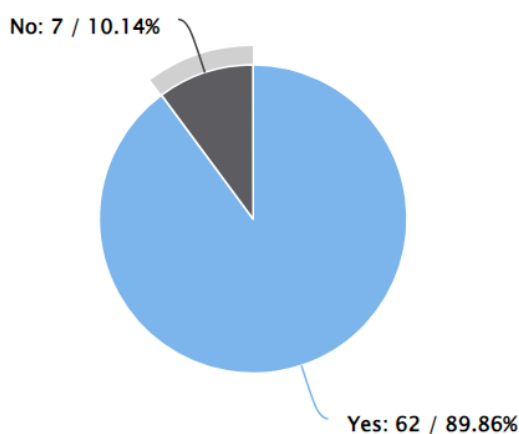


4.3 Participa

Question 3) Are you aware of what ways a young person can be radicalised?

This question was developed to identify the participants knowledge around causes of how a young person can be radicalised.

Figure 2



The findings show that majority of responders are aware of radicalisation ways, 10.4% are not and 6 of the respondents that did not answer, could indicate lack of knowledge of ways of radicalisation. Officers which deal with the public on daily basis should have the knowledge and understanding of early indications and ways of radicalisation in order to

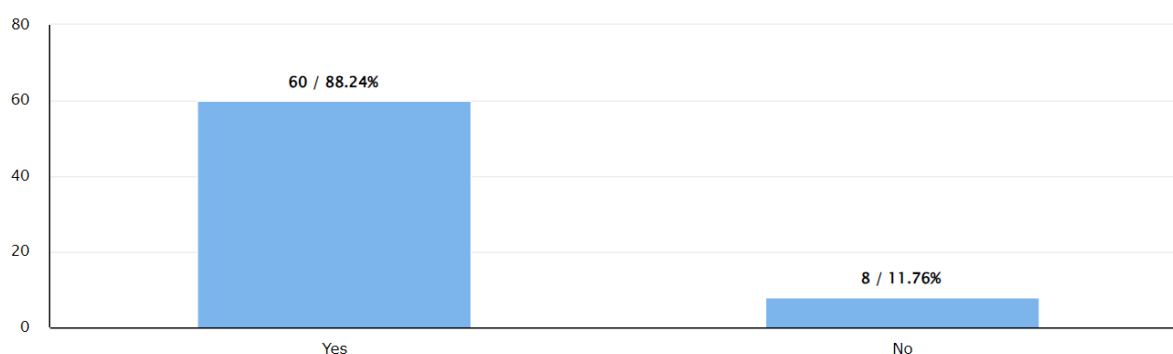
escalate concerns and prevent the process of radicalisation reaching its final stages and in essence, safeguarding vulnerable individuals.

Question 4) Do you think young people are more likely to be radicalised? Question 5)

What is your reasoning behind your previous answer?

This question aims at identifying if the participants think age is a factor of becoming radicalised.

Figure 3



The above chart shows that the participants strongly think that a young person is more prone to radicalisation.

Participants reasoning behind the answer indicate that they believe a young person is more vulnerable to radicalisation due to factors such as: their minds not being fully developed and peer pressure. Other responses also back the possible link from ACES and MASLOW to radicalisation by Renström, Bäck, & Knapton (2020) and Casciani (2018).

1 respondent said *“Young people are impressionable and often keen to feel that they belong. Someone giving them attention in any capacity could expose them to radicalisation. Especially if they have suffered ACEs which may cause them to feel pressured to do as the person they idolise says. Radicalisation is a form of grooming like CSE so yes, young people are particularly vulnerable.”*

While another wrote:

"I believe that they are more impressionable and can be influenced more by outside forces. A group may offer them something whether it be a sense of belonging or to be treated as if they are older which they may not have in their home setting."

Another suggests:

"I think that a person of a young age is more likely to be radicalised because of the high amounts and use of social media and the internet."

Devon Safeguarding Children partnership (n.d) agree with the above. Their website promotes the above statements suggesting that children are more likely to be radicalised because of their vulnerabilities and that they may feel bullied and treated different to others in society, confused about what they are doing, or they may be isolated, lonely or wanting to belong.

Question 6) What do you think is the main root cause of radicalisation in young people?

This question gathers the participants opinions on what they think is the root cause of radicalisation in young people. The participants were given the options of Loneliness, Age, Economic status, Adverse Child Experiences and Other.

Loneliness had the highest at 31.15% with Economic status being the lowest at 13.11%.

Surprisingly, 16.39% had selected other and wrote of the following to what they thought is the main cause.

One said:

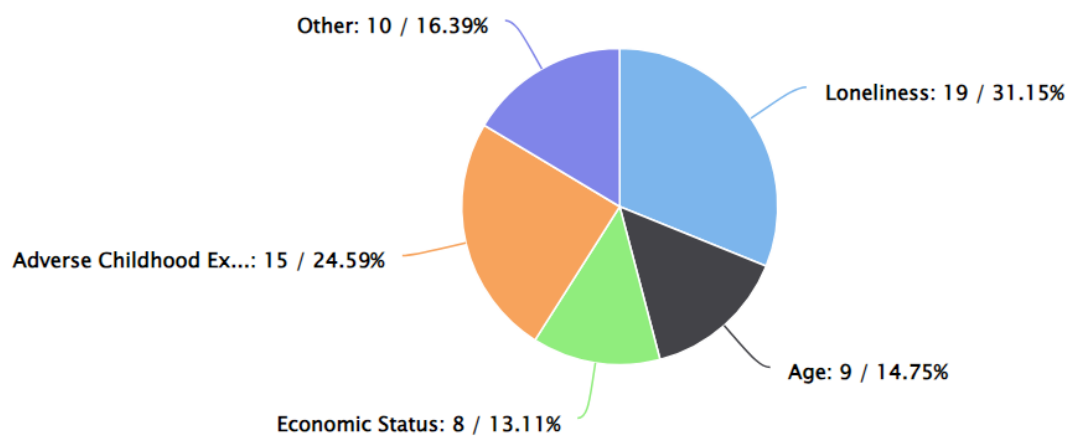
"Belief".

Whilst another wrote:

“Struggling with their place in society or becoming distanced from the cultural / values that their family and / or peers adhere to”.

These views again back the research of Casciani (2018) and Renström, Bäck, & Knapton (2020).

Figure 4

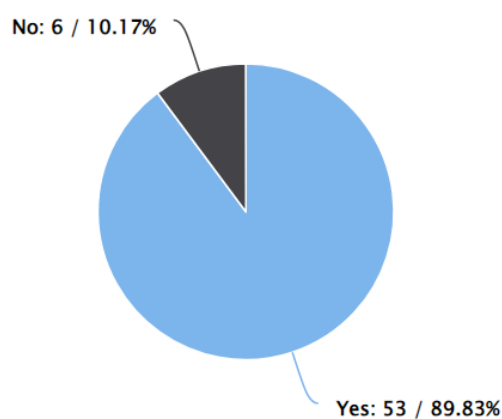


Hesketh (2017) argues that the main cause is the internet and an older mentor. He carried out a study of 22 youths who were in a gang and found that they all wanted to be in a group and were influenced by the internet or an older mentor.

Question 7) Do you think religious beliefs can be a factor in radicalisation?

This question reflects if religion plays a part in radicalisation. The results show that a staggering 89.83% of the participants think that religion is a factor.

Figure 5

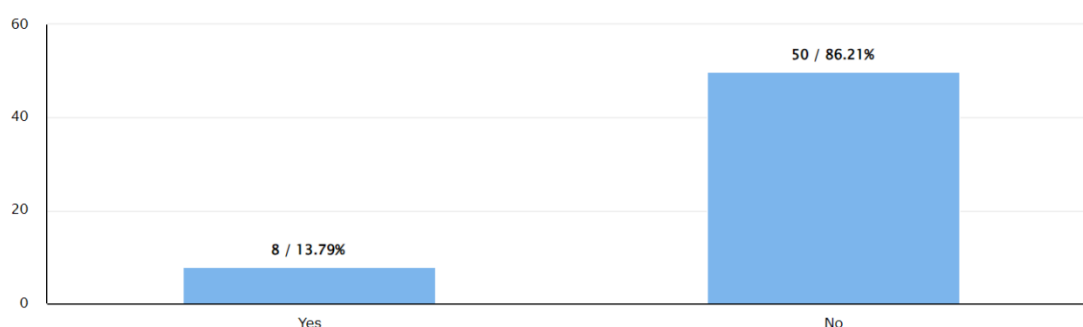


Ahearn, Bhui and Jones (2020) carried out a study which shows that gender, religious identity and attending a mosque are not connected to sympathy of terrorism. This argues against the above findings as their results showed that 91% of their participants believe that religion doesn't have a direct link to radicalisation.

Question 8) Do you think there is enough awareness and education about the causes of radicalisation in the department you work in?

This question shows that officers from various departments are uninformed of the causes of radicalisation. Participants were given the choice of yes or no to the above question and a shocking 86.21% said no. This indicates that a lot of departments are very rarely having training around radicalisation which may have a detrimental impact on officers being able to identify signs of persons being radicalised in the early stages, resulting in needing more deeper deradicalisation programmes or not identifying them at all resulting in fatal consequences.

Figure 6



Research by HMICFRS (2023) backs the findings by stating that there is a gap in the knowledge of front-line officers when it comes to radicalisation due to a lot of the UK police forces failing to train and brief staff of the awareness of radicalisation HMICFRS (2023).

Chapter 5 findings and conclusions

5.1 introduction

This chapter will look at providing a summary of the primary research findings. It will then look to address the objectives presented in the introduction for the following reasons:

Reason 1 – To establish if the objectives of this dissertation have been met.

Reason 2 – To argue with or against the findings of the research discussed in the literature review where the chapter will then conclude with its recommendations.

1. What are the root causes of radicalisation in young people?
2. Explore available literature on young adult hood radicalisation and the possible economic impacts.
3. Identify how research on radicalisation can inform community policing.

5.2 Summary of primary findings

The aim of this dissertation is to gain an understanding of the root causes of radicalisation in young people and identify how these findings can inform community policing. The information that has been collected through an online questionnaire, completed by 74 participants, found that the root causes of radicalisation in a young people starts within the home agreeing with Malik (2020) and Casciani (2018). The findings also potentially link ACE's

and the Maslow pyramid to radicalisation as suggested by U.S Mission Geneva (2015), allowing vulnerabilities to be exposed easier in young people.

5.3 Objectives

5.3.1 What are the root causes of radicalisation in young people?

When asked, largely 89.86%, of the participants were aware in which ways a young person can be radicalised allowing the findings to be more transparent. This meant that when asked if the participants think that a young person is more vulnerable to being radicalised, 88% agreed giving them an opportunity to explain why. Both Malik (2020) and Casciani (2018) wrote articles on young people being radicalised and evidenced that there were links to why this may be, such as coming from a broken home, looking for fame, marriage and love and a sense of belonging. With the participants then also giving their opinion around this, the same root causes filtered through such as, they are seeking a sense of belonging, higher use of the internet and seeking fame, love and promised financial security. The findings are also in agreement with Devon Safeguarding Children partnership (n.d), who suggest the same ACES and Maslow vulnerabilities are preyed on by extremists. Although there is limited research and findings around a direct link from ACES or Maslow's pyramid of hierarchy to radicalisation, it is clear that a link is somewhat made from what has been found from the participants answers.

5.3.2 Explore available literature on young adult hood radicalisation and the possible economic impacts.

This dissertation has shown that the literature available addressing the economic impacts are limited. There is sufficient information around socio-economic impacts which in turn can

lead to the economic impacts where, for example, if unemployment is a root cause to radicalisation in young people, then this can have a knock-on effect on job growth in the UK.

Due to the limitations of this dissertation, further research will need to be looked at in this field to get a clear picture and better understanding of the economic impacts that radicalisation may cause.

5.3.3 Identify how research on radicalisation can inform community policing.

As part of this research, participants were asked if they think there is enough awareness and education about the causes of radicalisation in the department that they work in. 86.21% of the participants state that they do not feel there is enough awareness if at all in their department. At the beginning of the survey, participants were also asked what departments they worked in, and answers were all frontline policing roles such as response, neighbourhood policing teams, custody and public protection. Already, it is safe to say that there is a clear gap in frontline roles of the knowledge around radicalisation. HMICFRS (2023) back the findings by stating that in their inspection of police forces they identified that officers were not being briefed and taught around the awareness of radicalisation.

5.3.4 Recommendations

After finishing this dissertation, the following recommendations have been made

1. For the findings to be more representative of policing in the UK, more participants and other forces would need to be included.
2. The final recommendation is around education and awareness. From carrying out this research it is evident that there is a lack of awareness of radicalisation within policing in the frontline roles. This would need to be addressed by college of policing and police forces

to better equip police officers with the knowledge and tools if they suspect someone is being radicalised.

5.4 Final thoughts

This dissertation has achieved its objectives and aims but it has also answered the question of 'What are the possible root causes of radicalisation in young people' as the answers given by the participants, linked in with what was found in the literature review has identified that not only shown some of the root causes but also it has identified the possible link between radicalisation and the Maslow Pyramid and adverse child experiences also suggesting that further research would need to be addressed in this area.

After completing this dissertation it is visible to see that although prevention strategies like CONTEST and PREVENT have reduced the chances, risks and fatalities linked to terrorism more work is needed with in the policing constabulary as a whole as officers based from what was found in the research and by the participants are not briefed, educated and informed of radicalisation as a whole and this is backed by the HMICFRS and their recommendations to policing constabulary's in the UK.

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Appendix

Appendix A – Blank questionnaire

What are the root causes of radicalisation? And how can this inform community policing?

Hello and thank you for taking part in my research. This is a short, easy answer survey, which will help me with my dissertation now that I am in my last year of my policing degree. Your answers will help me identify the root causes of radicalisation and in turn, how identifying this will inform community policing. This survey is completely anonymous, and your answers will only be held on this survey and my own research. Thank you again for taking part.

1. What is your rank?

- ☐ PCSO
- ☐ Constable
- ☐ Sergeant
- ☐ Inspector
- ☐ Any rank above Inspector

2. What department do you work in?

3. Are you aware of what ways a young person can be radicalised?

- ☐ Yes
- ☐ No

4. Do you think young people are more likely to be radicalised?

☐ Yes

☐ No

5. What is your reasoning for the previous answer?

to

☐ Loneliness

☐ Age

☐ Economic Status

☐ Adverse Childhood Experiences

☐ Other

If other, please state here.

7. Have you ever encountered propaganda promoting extremist views?

☐ Yes

☐ No

8. Do you believe that religious beliefs can be a factor in radicalisation?

☐ Yes

☐ No

9. Have you ever dealt with an incident where hate speech or discrimination could contribute to radicalisation?

☐ Yes

☐ No

10. Do you think there is enough awareness and education about the risks of radicalisation in the area you work in?

☐ Yes

☐ No

11. Do you think your role plays a part in combating radicalisation?

☐ Yes

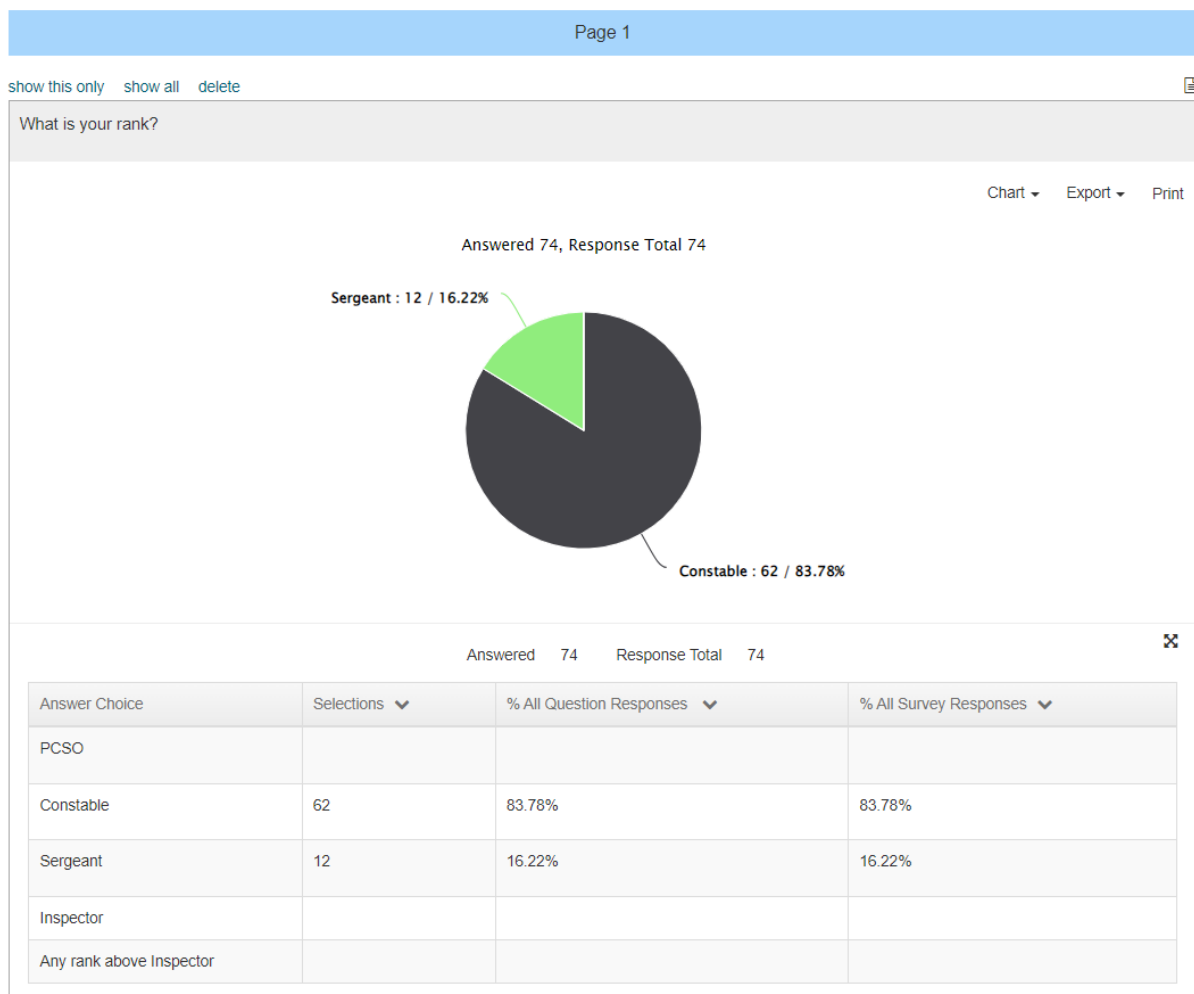
☐ No

12. Do you know how to flag up suspicions you may have, that someone is being radicalised?

☐ Yes

☐ No

Appendix B – Answerers to questionnaire



Q2. What department do you work in?

Response X 50

Organised Crime Unit X 1

Training Department X 1

CID X 4

Hub Investigation Team X 2

Child Protection Team X 4

Corporate services X 1

Neighbourhood Policing Team X 2

Page 3

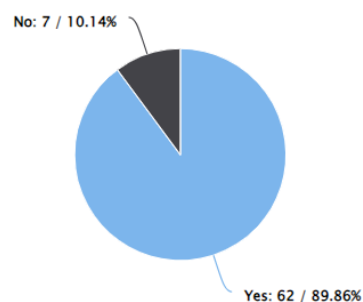
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Are you aware of what ways a young person can be radicalised?

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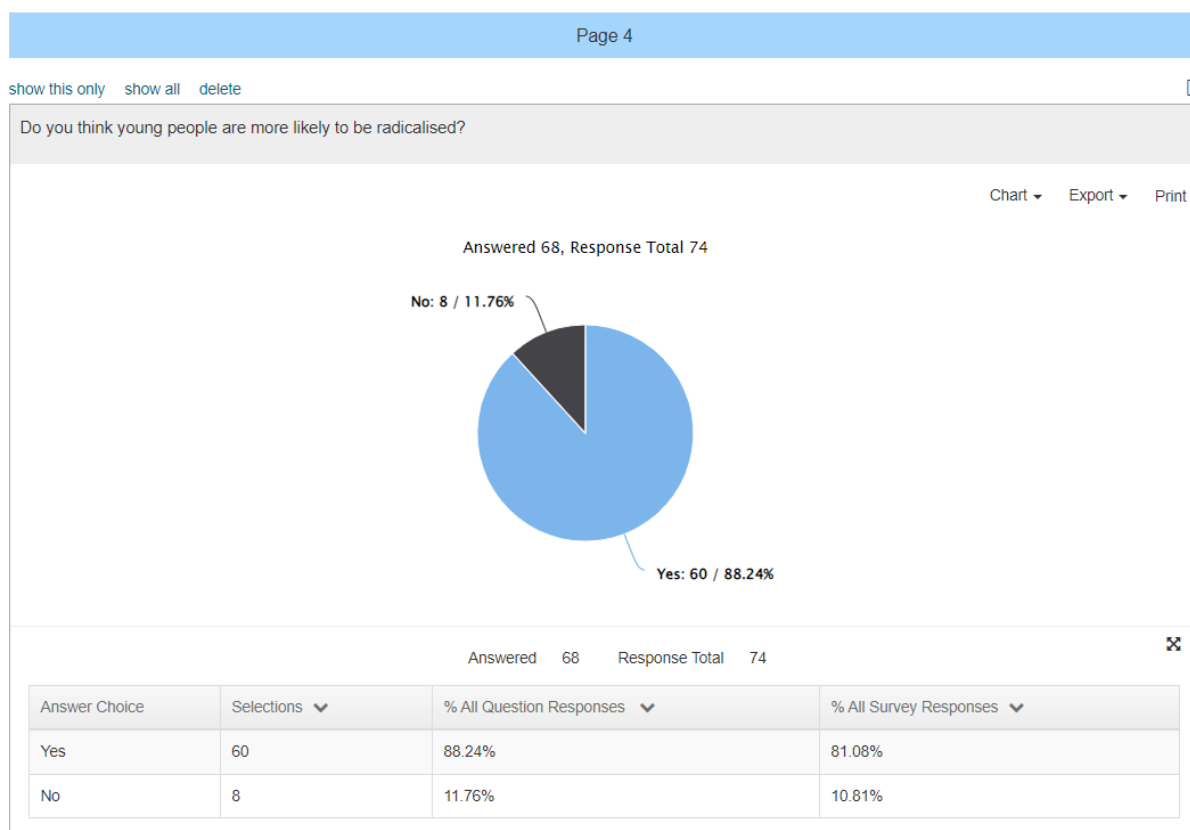
Answered 69, Response Total 74



Answered 69 Response Total 74



Answer Choice	Selections ▾	% All Question Responses ▾	% All Survey Responses ▾
Yes	62	89.86%	83.78%
No	7	10.14%	9.46%



Q5 What is your reasoning for the previous answer?

1 More impressionable, easily influenced and targeted to be taken advantage of

2 Young people are bolder, take more risks, less aware of consequences. Greater feelings of being aggrieved.

3 Children don't fully understand the consequences of things and children are more likely to give into "peer pressure".

4 Vulnerability and exposure through social media

5 Young people are more impressionable and unable to make informed decisions.

6 Young minds can be shaped however anyone can be radicalised at any point in their life.

7 Easier to influence and less life experience

8 They're impressionable and vulnerable, I would suggest those who are vulnerable are more likely to be radicalised

9 Young people are in a very influential period of their life.

10 Vulnerabilities

11 Influence and social media

12 Easier influenced

13 Young people often look up to those around them and can be influenced replicating what they think and do.

14 I think that vulnerabilities make people more likely to be radicalised, being a young person is one of these vulnerabilities, but this doesn't make them more likely to be radicalised than an adult with learning difficulties for example

15 Because they are more impressionable

16 The rise of social media, certain videos/posts putting out a certain message

17 Easily influenced

18 Because they are more vulnerable the younger, they are

19 Define young?? Anyone who is vulnerable can be radicalised, regardless of age

20 Young and naive

21 I would say children can be seen to be more vulnerable due to their age and possibly mental ability to completely understand the concept of things. I would state that offenders would target them due to this, by essentially 'selling them a dream's.

22 Young people are, by definition, vulnerable, and therefore can be swayed easier via manipulation and deception by radical extremists. They are also much more internet-savvy, and this is where a lot of radicalisation takes place

23 Social media influences

24 More vulnerable to ideologies. Want to appear more grown up, want acceptance

25 Brains not fully developed, issues at home with family, a lack of family/support, wanting to feel a part of something.

26 Upbringing

27 Easily influenced at a younger age, more vulnerable due to age for a number of reasons

- 28 Lack of awareness around the “grooming” techniques and manipulation
- 29 Better access through technology to radicalisation material and easily influenced as a younger person
- 30 Some can be extremely vulnerable and impressionable which leads them to be groomed
- 31 Younger generations are heavily reliant on social media and as such it is easier to become radicalised or to be fed misinformation or biased ideas! The media misreporting news plays a further part. Younger people generally are not as well socialised due to a heavy reliance on technology which again makes radicalisation easier
- 32 Younger people are not fully developed and are susceptible to being influenced by radicalisation a lot easier than an adult would be
- 33 Younger people can be more easily led and will take influence from role models as opposed to having their own beliefs
- 34 Tend to have more vulnerabilities and the need to fit in
- 35 .
- 36 More likely to be impressionable
- 37 Easily influenced and internet and social media can assist
- 38 They are easily led / influenced by others; emotionally immature; impressionable
- 39 Gen z appear to be very switched on, not as influenced and well informed
- 40 Impressionable
- 41 Can feel left out of society
- 42 Easier to influence
- 43 With the media being the way it is and information so easily accessible online
- 44 Young people are impressionable and often keen to feel that they belong. Someone giving them attention in any capacity could expose them to radicalisation. Especially if they have suffered ACEs which may cause them to

feel pressured to do as the person they idolise says. Radicalisation is a form of grooming like cse so yes, young people are particularly vulnerable.

45 From my experience within policing I have dealt with more persons radicalised between the ages 30 -50

46 Vulnerable and naive

47 They are easily targeted, easy to get or filter information to

48 Younger people can be more vulnerable and naive

49 Younger generation more likely to be radicalised online

50 I believe that they are more impressionable and can be influenced more by outside forces. A group may offer them something whether it be a sense of belonging or to be treated as if they are older which they may not have in their home setting

51 Young people are more susceptible to being influenced or pressured into doing things without being aware of or fully understanding the consequences. As a result of this, young people can more easily be radicalised

52 Young people typically more easily influenced and misled

53 Because terrorism is not a hobby

54 Experience

55 Young people are easily led and more impressionable

56 Social media following trends to fit in

57 na

58 they are vulnerable and influential

59 More vulnerable and easily influenced and not aware of consequences

60 I think that a person of a young age is more likely to be radicalised because of the high amounts and use of social media and the internet

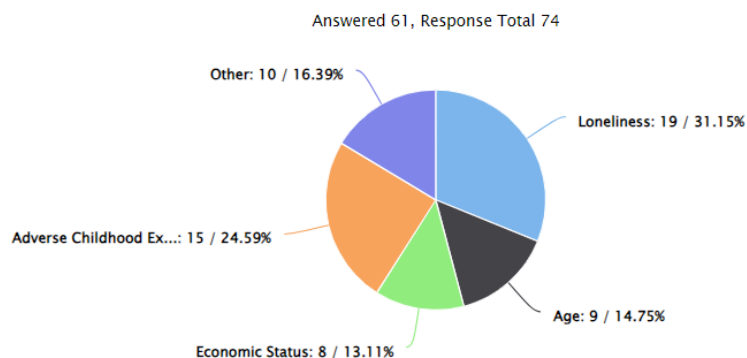
61 More vulnerable and more likely to use wider social media platforms.

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What do you think is the main factor to being more vulnerable to radicalisation?

Chart Export Print



Answered 61 Response Total 74



Answer Choice	Selections ▼	% All Question Responses ▼	% All Survey Responses ▼
Loneliness	19	31.15%	25.68%
Age	9	14.75%	12.16%
Economic Status	8	13.11%	10.81%
Adverse Childhood Experiences	15	24.59%	20.27%
Other	10	16.39%	13.51%

Responses to "Other"

Answered 10 Sort Count Search Download Text Download Excel

No.	Text Response	Full Response
1	Belief	
2	Don't think there is any one main factor	
3	All	
4	Vulnerability	
5	Reliance on social media and technology	
6	Struggling with their place in society or becoming distanced from the cultural / values that their family and / or peers adhere to	
7	I would suggest all of them in their own respect are main factors rather than one singular. When someone is lonely they will accept anyone who is willing to provide them attention. When someone is young they are naive. Economic status easily bribed into it and advertise child experiences the child or person may want to get back at the world for what they experienced	
8	A mixture of at least any two of the above	
9	There is no main factor, there are numerous	
10	Mental health problems	

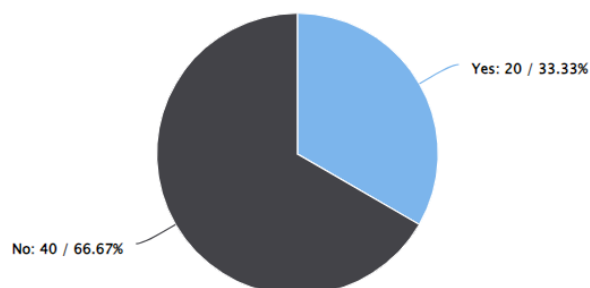
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Have you ever encountered propaganda promoting extremist views?

[Chart](#) [Export](#) [Print](#)

Answered 60, Response Total 74



Answered 60 Response Total 74



Answer Choice	Selections ▾	% All Question Responses ▾	% All Survey Responses ▾
Yes	20	33.33%	27.03%
No	40	66.67%	54.05%

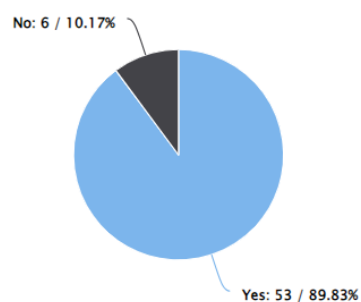
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Do you believe that religious beliefs can be a factor in radicalisation?

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Answered 59, Response Total 74



Answered 59 Response Total 74



Answer Choice	Selections ▾	% All Question Responses ▾	% All Survey Responses ▾
Yes	53	89.83%	71.62%
No	6	10.17%	8.11%

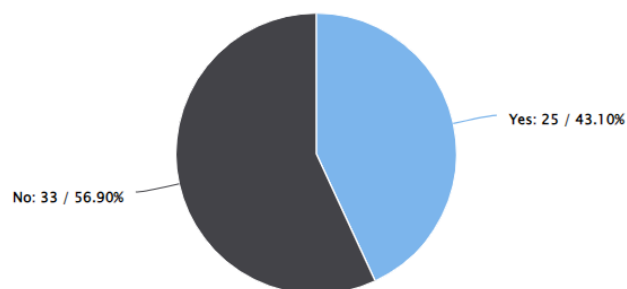
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Have you ever dealt with an incident where hate speech or discrimination could contribute to radicalisation?

[Chart](#) [Export](#) [Print](#)

Answered 58, Response Total 74



Answered 58 Response Total 74



Answer Choice	Selections ▼	% All Question Responses ▼	% All Survey Responses ▼
Yes	25	43.10%	33.78%
No	33	56.90%	44.59%

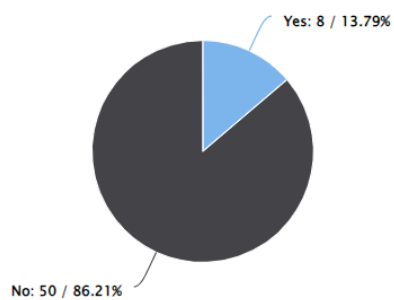
Page 10

[show this only](#) [show all](#) [delete](#)

Do you think there is enough awareness and education about the risks of radicalisation in the area you work in?

[Chart](#) [Export](#) [Print](#)

Answered 58, Response Total 74



Answered 58 Response Total 74



Answer Choice	Selections ▼	% All Question Responses ▼	% All Survey Responses ▼
Yes	8	13.79%	10.81%
No	50	86.21%	67.57%

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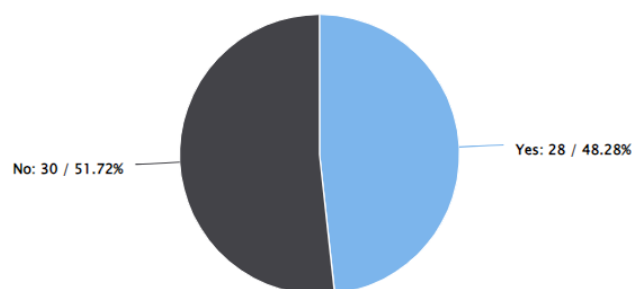
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Do you think your role plays a part in combating radicalisation?

Chart ▾ Export ▾ Print

Answered 58, Response Total 74



Answered 58 Response Total 74



Answer Choice	Selections ▾	% All Question Responses ▾	% All Survey Responses ▾
Yes	28	48.28%	37.84%
No	30	51.72%	40.54%

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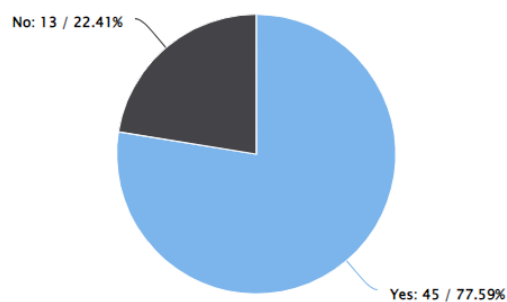
show this only show all delete



Do you know how to flag up suspicions you may have, that someone is being radicalised?

Chart ▾ Export ▾ Print

Answered 58, Response Total 74



Answered 58 Response Total 74



Answer Choice	Selections ▾	% All Question Responses ▾	% All Survey Responses ▾
Yes	45	77.59%	60.81%
No	13	22.41%	17.57%

Appendix C – Ethics form

APPLICATION FOR ETHICAL APPROVAL

RESEARCH STUDENTS

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

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

This document is also available in Welsh.

RESEARCH STAFF ONLY

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

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

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

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

The individual undertaking the research activity is known as the “principal researcher”.

Ethical approval is not required for routine audits, performance reviews, quality assurance studies, testing within normal educational requirements, and literary or artistic criticism.

Please read the notes for guidance before completing ALL sections of the form.

This form must be completed and approved prior to undertaking any research activity. Please see Checklist for details of process for different categories of application.

SECTION A: About You (Principal Researcher)

1	Full Name:	Jordan – Lee Chaplin			
2	Tick all boxes that apply:	Member of staff:	☐	Honorary research fellow:	☐
	Undergraduate Student	☒	Taught Postgraduate Student	☐	Postgraduate Research Student

3	Institute/Academic Discipline/Centre:	IMH
4	Campus:	Swansea Campus
5	E-mail address:	2125667@student.uwtsd.ac.uk
6	Contact Telephone Number:	07731365213
For students:		
7	Student Number:	2125667
8	Programme of Study:	BSc (Hons) Professional Policing Practice
9	Director of Studies/Supervisor:	Jane Davies

SECTION B: Approval for Research Activity

1	Has the research activity received approval in principle? (please check the Guidance Notes as to the appropriate approval process for different levels of research by different categories of individual)	YES	☒	NO	☐
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				<i>Date</i>
2	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	☐	
		Institute Research Committee	☐	
		Other (write in) Jane Davies	☒	04/02/2024

SECTION C: Internal and External Ethical Guidance Materials

	Please list the core ethical guidance documents that have been referred to during the completion of this form (including any discipline-specific codes of research ethics, location-specific codes of research ethics, and also any specific ethical guidance relating to the proposed methodology). Please tick to confirm that your research proposal adheres to these codes and guidelines. You may add rows to this table if needed.			
1	<u>UWTSD Research Ethics & Integrity Code of Practice</u>			☒
2	UWTSD Research Data Management Policy			☒
3	<i>[List any other relevant documents here]</i>			☐

SECTION D: External Collaborative Research Activity

If there are external collaborators then you should gain consent from the contact persons to share their personal data with the university. If there are no external collaborators then leave this section blank and continue to section E.

1	Institution					
2	Contact person name					
3	Contact person e-mail address					
4	Is your research externally funded?	YES	☐	NO	☐	
5	Are you in receipt of a KESS scholarship?	YES	☐	NO	☐	
6	Are you specifically employed to undertake this research in either a paid or voluntary capacity?	Voluntary	YES	☐	NO	☐
7		Employed	YES	☐	NO	☐
8	Is the research being undertaken within an existing UWTSD Athrofa Professional Learning Partnership (APLP)?	If YES then the permission question below does not need to be answered.	YES	☐	NO	☐
9	Has permission to undertake the research has been provided by the partner organisation?	(If YES attach copy) If NO the application cannot continue	YES	☐	NO	☐

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

10	Does this organisation have its own ethics approval system?	YES	☐	NO	☐
	If Yes, please attach a copy of any final approval (or interim approval) from the organisation (this may be a copy of an email if appropriate).				

SECTION E: Details of Research Activity

1	Indicative title:	Root causes of terrorism and its effect on society		
2	Proposed start date:	SHEET ON MOODLE	Proposed end date:	SHEET ON MOODLE
	Introduction to the Research (maximum 300 words per section) Ensure that you write for a <u>Non-Specialist Audience</u> when outlining your response to the points below: <i>Purpose of Research Activity</i> <i>Proposed Research Question</i> <i>Aims of Research Activity</i> <i>Objectives of Research Activity</i> Demonstrate, briefly, how 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>			
3	Purpose of Research Activity This proposal will identify the research undertaken around the root causes of terrorism and the impact it has on the society. Terrorism is something that has been long in its history and is still a wide threat around the world today. There has been in depth studies into terrorism and there are a wide variety of sources which can include government reports and statistics, newspaper reports and articles, website material and literature from charitable organizations.			

	There are different definitions of terrorism and world 101 (no date) suggests that the policymakers consider differences depending on the threat originating with in the country, meaning domestic terrorism or where the threat is from outside the country meaning international terrorism. Allen, G, Burton, M & Pratt, A (2022) published an article on behalf of the House of Commons Library and have supplied evidence that there was a bigger political focus following the 9/11 attacks in America that took thousands of lives. Following this the UK government in 2003 introduced its counter-terrorism strategy called CONTEST which aims to reduce the risk in the UK of a terrorist attack. Terrorism is an everchanging and adapting threat to the world therefore researching this as an undergraduate will help filling the gap amongst already published research. The research will focus on what causes terrorist attacks and why this may occur and how does this then effect society and its communities. (this box should expand as you type)
4	Research Question What are the root causes of terrorism and what impact does it have on society? (this box should expand as you type)
5	Aims of Research Activity The aim is to expand on research published for a more up to date understanding of terrorism. (this box should expand as you type)
6	Objectives of Research Activity The proposal will analyse figures around the amount of terror attacks each year in the UK and what the security services such as the police and MI5 do to prevent such incidents occurring. The proposal will explore the types of terror attacks that can happen which is not just violent attacks but can also be through means of cybercrime.

	The proposal will evaluate the impact that a terrorist attack can have on its local communities and produce statistics around how members of the public in Britain feel about terrorism and if it has an impact on them. (this box should expand as you type)
	Proposed methods (maximum 600 words) Provide a brief summary of all the methods that may be used in the research activity, making it clear what specific techniques may be used. If methods other than those listed in this section are deemed appropriate later, additional ethical approval for those methods will be needed. You do not need to justify the methods here, but should instead describe how you intend to collect the data necessary for you to complete your project.
7	QUESTION AIR (this box should expand as you type)
	Location of research activity Identify all locations where research activity will take place.
8	CARDIFF (this box should expand as you type)
	Research activity outside of the UK If research activity will take place overseas, you are responsible for ensuring that local ethical considerations are complied with and that the relevant permissions are sought. Specify any local guidelines (e.g. from local professional associations/learned societies/universities) that exist and whether these involve any ethical stipulations beyond those usual in the UK (provide details of any licenses or permissions required). Also specify whether there are any specific ethical issues raised by the local context in which the research activity is taking place, for example, particular cultural and/or legal sensitivities or vulnerabilities of participants. If you live in the country where you will do the research then please state this.
9	N/A

	<i>(this box should expand as you type)</i>
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10	Use of documentation not in the public domain: Are any documents NOT publicly available?	NO	☒
		YES	☐
11	If Yes, please provide details here of how you will gain access to specific documentation that is not in the public domain and that this is in accordance with the current data protection law of the country in question and that of England and Wales. <i>(this box should expand as you type)</i>		

	Does your research relate to one or more of the seven aims of the Well-being of Future Generations (Wales) Act 2015?	YES	NO
12	A prosperous Wales	☒	☐
13	A resilient Wales	☒	☐
14	A healthier Wales	☒	☐
15	A more equal Wales	☒	☐
16	A Wales of cohesive communities	☒	☐
17	A Wales of vibrant culture and thriving Welsh language	☐	☒
18	A globally responsible Wales	☒	☐
19	If YES to any of the above, please give details:		
	<i>(this box should expand as you type)</i>		

SECTION F: Scope of Research Activity

	Will the research activity include:	YES	NO
1	Use of a questionnaire or similar research instrument?	☒	☐
2	Use of interviews?	☐	☒

3	Use of focus groups?	☐	☒
4	Use of participant diaries?	☐	☒
5	Use of video or audio recording?	☐	☒
6	Use of computer-generated log files?	☐	☒
7	Participant observation with their knowledge?	☐	☒
8	Participant observation without their knowledge?	☐	☒
9	Access to personal or confidential information without the participants' specific consent?	☐	☒
10	Administration of any questions, test stimuli, presentation that may be experienced as physically, mentally or emotionally harmful / offensive?	☐	☒
11	Performance of any acts which may cause embarrassment or affect self-esteem?	☐	☒
12	Investigation of participants involved in illegal activities?	☐	☒
13	Use of procedures that involve deception?	☐	☒
14	Administration of any substance, agent or placebo?	☐	☒
15	Working with live vertebrate animals?	☐	☒
16	Procedures that may have a negative impact on the environment?	☐	☒
17	Other primary data collection methods. Please indicate the type of data collection method(s) below.	☐	☒
	Details of any other primary data collection method: (this box should expand as you type)		

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

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

SECTION G: Intended Participants

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

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

Participant numbers and source Provide an estimate of the expected number of participants. How will you identify participants and how will they be recruited?		
10	How many participants are expected?	I am expecting a rough estimate of 100 participants. <i>(this box should expand as you type)</i>
11	Who will the participants be?	Colleagues, family, and co-students. <i>(this box should expand as you type)</i>
12	How will you identify the participants?	I will identify these through work. <i>(this box should expand as you type)</i>

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

	Information for participants:	YES	NO	N/A
24	Will participants be paid?	☐	☐	☒
25	Is specialist electrical or other equipment to be used with participants?	☐	☐	☒
26	Are there any financial or other interests to the investigator or University arising from this study?	☐	☐	☒
27	Will the research activity involve deliberately misleading participants in any way, or the partial or full concealment of the specific study aims?	☐	☐	☒
28	If YES to any question, please provide full details			

	<i>(this box should expand as you type)</i>
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SECTION H: Anticipated Risks

	Outline any anticipated risks that may adversely affect any of the participants, the researchers and/or the University, and the steps that will be taken to address them.		
	If you have completed a full risk assessment (for example as required by a laboratory, or external research collaborator) you may append that to this form.		
1	Full risk assessment completed and appended?	Yes	☐
		No	☒
2	Risks to participants For example: sector-specific health & safety, emotional distress, financial disclosure, physical harm, transfer of personal data, sensitive organisational information		
	Risk to participants: NO RISKS <i>(this box should expand as you type)</i>	How you will mitigate the risk to participants: <i>(this box should expand as you type)</i>	
3	If research activity may include sensitive, embarrassing or upsetting topics (e.g. sexual activity, drug use) or issues likely to disclose information requiring further action (e.g. criminal activity), give details of the procedures to deal with these issues, including any support/advice (e.g. helpline numbers) to be offered to participants. Note that where applicable, consent procedures should make it clear that if something potentially or actually illegal is discovered in the course of a project, it may need to be disclosed to the proper authorities		
	<i>(this box should expand as you type)</i>		
4	Risks to the investigator For example: personal health & safety, physical harm, emotional distress, risk of accusation of harm/impropriety, conflict of interest		
	Risk to the investigator:	How you will mitigate the risk to the investigator:	

	<i>(this box should expand as you type)</i>	<i>(this box should expand as you type)</i>
5	University/institutional risks For example: adverse publicity, financial loss, data protection	
	Risk to the University: <i>(this box should expand as you type)</i>	How you will mitigate the risk to the University: <i>(this box should expand as you type)</i>
6	Environmental risks For example: accidental spillage of pollutants, damage to local ecosystems	
	Risk to the environment: <i>(this box should expand as you type)</i>	How you will mitigate the risk to environment: <i>(this box should expand as you type)</i>

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

SECTION I: Feedback, Consent and Confidentiality

1	Feedback
---	-----------------

	What de-briefing and feedback will be provided to participants, how will this be done and when?
	I will be looking to set up a questionnaire and I will send this out via WhatsApp messenger for the participants to complete. From here I will explain how the questionnaire works, what it will be used for and what I will do with the answers given and how they will be stored without breaching confidentiality. <i>(this box should expand as you type)</i>
2	Informed consent Describe the arrangements to inform potential participants, before providing consent, of what is involved in participating. Describe the arrangements for participants to provide full consent before data collection begins. If gaining consent in this way is inappropriate, explain how consent will be obtained and recorded in accordance with prevailing data protection legislation.
	<i>(this box should expand as you type)</i>
3	Confidentiality / Anonymity Set out how anonymity of participants and confidentiality will be ensured in any outputs. If anonymity is not being offered, explain why this is the case.
	Confidentiality will be assured by not requesting personal details of participants. <i>(this box should expand as you type)</i>

SECTION J: Data Protection and Storage

	Does the research activity involve personal data (as defined by the General Data Protection Regulation 2016 “GDPR” and the Data Protection Act 2018 “DPA”)?	YES	NO
1	“Personal data” means any information relating to an identified or identifiable natural person (‘data subject’). An identifiable natural person is one who can be identified, directly or indirectly, in particular by reference to an identifier such as a name, an identification number, location data, an online identifier or to one or more factors specific to the physical, physiological, genetic, mental, economic, cultural or social identity of that natural person. Any video or audio recordings of participants is considered to be personal data.	☐	X

	If YES, provide a description of the data and explain why this data needs to be collected:		
2	(this box should expand as you type)		
	Does it involve special category data (as defined by the GDPR)?	YES	NO
3	“Special category data” means sensitive personal data consisting of information as to the data subjects’ – (a) racial or ethnic origin, (b) political opinions, (c) religious beliefs or other beliefs of a similar nature, (d) membership of a trade union (within the meaning of the Trade Union and Labour Relations (Consolidation) Act 1992), (e) physical or mental health or condition, (f) sexual life, (g) genetics, (h) biometric data (as used for ID purposes),	☐	X
	If YES, provide a description of the special category data and explain why this data needs to be collected:		
4	(this box should expand as you type)		

	Will data from the research activity (collected data, drafts of the thesis, or materials for publication) be stored in any of the following ways?	YES	NO
5	Manual files (i.e. in paper form)?	☐	☒
6	University computers?	☐	☒
7	Private company computers?	☒	☐
8	Home or other personal computers?	☐	☒
9	Laptop computers/ CDs/ Portable disk-drives/ memory sticks?	☐	☒
10	“Cloud” storage or websites?	☐	☒
11	Other – specify:	☐	☒

12	For all stored data, explain the measures in place to ensure the security of the data collected, data confidentiality, including details of backup procedures, password protection, encryption, anonymisation and pseudonymisation:		
	The dissertation will be completed on a police issued computer that is protected by passwords where they are re-set every 3 months. <i>(this box should expand as you type)</i>		

	Data Protection		
	Will the research activity involve any of the following activities:	YES	NO
13	Electronic transfer of data in any form?	☐	☒
14	Sharing of data with others at the University outside of the immediate research team?	☐	☒
15	Sharing of data with other organisations?	☐	☒
16	Export of data outside the UK or importing of data from outside the UK?	☐	☒
17	Use of personal addresses, postcodes, faxes, emails or telephone numbers?	☐	☒
18	Publication of data that might allow identification of individuals?	☐	☒
19	Use of data management system?	☐	☒
20	Data archiving?	☐	☒
21	If YES to any question, please provide full details, explaining how this will be conducted in accordance with the GDPR and Data Protection Act (2018) (and any international equivalents, where appropriate):		
	<i>(this box should expand as you type)</i>		
22	List all who will have access to the data generated by the research activity:		
	The data will only be stored by myself. <i>(this box should expand as you type)</i>		
23	List who will have control of, and act as custodian(s) for, data generated by the research activity:		
	Myself		

	<i>(this box should expand as you type)</i>		
24	Give details of data storage arrangements, including security measures in place to protect the data, where data will be stored, how long for, and in what form. Will data be archived – if so how and if not why not.		
	The data will be stored via the website SURVEY MONKEY. <i>(this box should expand as you type)</i>		
25	Please indicate if your data will be stored in the UWTSD Research Data Repository (see https://researchdata.uwtsd.ac.uk/). If so please explain. <i>(Most relevant to academic staff)</i>		
	NO <i>(this box should expand as you type)</i>		
26	Confirm that you have read the UWTSD guidance on data management (see https://www.uwtsd.ac.uk/library/research-data-management/)	YES	☒
27	Confirm that you are aware that you need to keep all data until after your research has completed or the end of your funding	YES	☒

SECTION K: Declaration

	The information which I have provided is correct and complete to the best of my knowledge. I have attempted to identify any risks and issues related to the research activity and acknowledge my obligations and the rights of the participants. In submitting this application I hereby confirm that I undertake to ensure that the above named research activity will meet the University's Research Ethics and Integrity Code of Practice which is published on the website: https://www.uwtsd.ac.uk/research/research-ethics/		
1	Signature of applicant:	J.CHAPLIN	Date: 22/02/2024

For STUDENT Submissions:

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

For STAFF Submissions:

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

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

☒	I have read the guidance notes supplied before completing the form.
☒	I have completed ALL RELEVANT sections of the form in full.
☒	I confirm that the research activity has received approval in principle
☒	I have attached a copy of final/interim approval from external organisation (where appropriate)
☐	I have attached a full risk assessment (where appropriate) <i>ONLY TICK IF YOU HAVE ATTACHED A FULL RISK ASSESSMENT</i>
☒	I understand that it is my responsibility to ensure that the above named research activity will meet the University's Research Ethics and Integrity Code of Practice.



I understand that before commencing data collection all documents aimed at respondents (including information sheets, consent forms, questionnaires, interview schedules etc.) must be confirmed by the DoS/Supervisor, module tutor or Academic Director.

RESEARCH STUDENTS ONLY

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

RESEARCH STAFF ONLY

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

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