

I confirm that I have not used any AI tools in the research and creation of this assignment. I confirm that I have not presented any AI generated materials as my own work. I confirm I have copies of my drafts, notes, and other resources I used, which I may be asked to provide in evidence.

Research in Action Portfolio of Competencies

Reflective Log

To analyse my thoughts on the successes and shortcoming of this module, I felt it appropriate to use Gibbs' reflective cycle (2006). This model follows a 6 sectioned approach to self-analyse, all of which will be covered within this reflective log.

It was outlined to us that throughout the module we would be working in groups to design and develop two separate research studies surrounding the topic of gender bias in sports. This was done using a plethora of different individuals' tasks, the first of which was a systematic literature search (SLS) to refine our research question. Following this, the group split in two and formed two sub teams to create a proposal form for two separate research studies as per the task brief. Following our SLS, we followed up by creating a proposal form for submission to our supervisor. The purpose of this form is to clarify the aims, purpose and method of our research project, and to allow for the viability of the study to be assessed by the supervisor. The final expectation within the module was perhaps the most difficult. The ethics form required precise coordination, good communication and effort from all members of the group. The importance of this ethics form was consistently reiterated week by week, as it was not only viewed by our supervisor, but also by the ethics panel formed by the university that is used to assess the appropriateness of research.

My feelings approaching this module were overwhelmingly optimistic and excited at the prospect of challenging myself with new skills that will prove pivotal for me to complete this degree. The idea of being challenged can increase intrinsic motivation levels, provided the individual has some level of understanding of the subject (Ma et al., 2017; van der Kooji et al., 2021). There was an element of nervousness prior to the start of the module, with the prospect of

teamwork being a difficult reality with prior experiences where others do not pull their weight. Despite this, Jackson et al., (2014) state that the ability to work with others is essential, so I understood the importance of trying to succeed in this facet. I also felt that this module may be overwhelming at times, with the workload combining with an already hectic schedule within the university calendar. At first glance, the module's assessments seemed to require significant time and effort to complete, but these fears were eased week by week as we continued to build our portfolio.

Evaluating the module, I believe overall it was a success. I feel not only that I fulfilled my personal potential, but I also contributed effectively and appropriately to my groups work when required. I feel one element of the work I personally thrived was meeting deadlines. As per Gevers et al., (2006) meeting deadlines is an important skill to assure success when working in a team or group. Despite a range of different interruptions between the members of the groups, I always aimed to reach deadlines and ensure feedback was taken onboard. I felt this was important because our research supervisor consistently put in effort to give us as researchers the best opportunity to succeed, and therefore I felt it was important to respect that and help the team achieve it's potential. An aspect of the module I felt I could improve on was the communication element. At times during the process of building both proposal and ethics forms for our research, there was confusion as to which section who was responsible for, and I felt as though without this confusion, our overall feelings around the workload will have improved.

I feel that the reason our group succeeded within the module was the mutual understanding of shared goals. Teamwork is reliant on sharing knowledge, skills and mutual goals (Tarricone & Luca, 2002). There were expectations from other group members that work was completed, and deadlines were met to ensure success, which personally drove me to work

harder. Despite this, Gardner (2012) uncovered that pressure within work groups can suppress vital information and hinder a group's productivity.

There was an understanding between group members that despite not having every task completed within the allocated lecture time the task would still be completed. This became difficult to manage when information was getting lost between group members when working remotely. I also feel that the lack of planning at times from the group caused us issues at times, and was something I personally struggled to cope with, as I thrive knowing what is expected of me and when it needs to be done by. To help make sense of this, I explored the literature around the importance of structure and planning in being academically successful. Iroda (2025) states that teamwork and planning are two key facets in increased efficiency.

This experience taught me the importance of delegation and how vital the sharing of information can be when working in a group setting. Within contemporary society, delegation is essential (Akhtar et al., 2025). I feel that both of those things would have allowed for increased comfort and success with regards to both the expectation of the group and the expectations of the supervisor.

If I were to have this opportunity again, there are things I would do differently. It would be beneficial to delegate tasks appropriately according to separate individuals based off of their strengths, to ensure individuals are engaged and motivated to work, and that they are operating at maximum effectiveness. I aim to develop my leadership skills before I am next required to work in a group, this would allow the elevation of some of the issues I personally struggled with throughout the module, such as the lack of clarity on the plan and what our long-term goals were within the module. I will develop these skills by pushing myself into scenarios where I am required to take control, in an attempt to make this experience easier in future.

Competency One: Applied research skills

It was first required to establish a research area and how we would conduct our study. Below you can see the final decisions highlighted in yellow.



Research Proposal

Research proposal (1,000 words overall)

Student Name and University ID number:	Jack Young (2403899), Katie Harris (2408461)
Proposed Supervisor's name:	<i>Only complete this if you have already been in contact with a potential supervisor who has agreed to supervise you in principle.</i> Dr Katie Sullivan

Psychology Research Area (tick all that apply)

Social Psychology	Developmental Psychology	Biological Psychology	Forensic Psychology
Health Psychology	Individual Differences	Educational Psychology	Political Psychology
Cognitive Psychology	Clinical Psychology	Counselling Psychology	Occupational Psychology
<i>Other: indicate briefly (not included in word count)</i>			
Sport Psychology			

Proposed Study Design (tick all that apply)

Quantitative	Experimental	Applied (with UWTSD students)	Online Questionnaire Survey
Qualitative	Quasi Experimental	Focus Groups	Online
Mixed Methods	Applied (with external organisation)	Interviews	Lab-based study
<i>If applied, and involving an external organisation, please indicate your plans for gaining appropriate approvals from the organisation: (not included in the word count)</i>		<i>Other study design: indicate briefly (not included in word count)</i>	

Suggested Research Title/Area: (between 10-15 words and must reflect the essence of your proposed research question, study design and study population and should be more specific than a broad topic area).

Undergraduate students' attitudes toward athlete gender, and sponsorship and pay deservingness: An experimental study.



Background: 250 words - Jack

Why is your study important? What theory and empirical research evidence supports your research question? (Please provide a rationale for your study including a brief review of relevant psychological literature and theory and a minimum of five references).

Intro

Male athletes are paid more in sponsorship deals than female athletes. No woman appeared in the top 50 most paid athletes off sponsorships in 2023, with only 2 females reaching the top 20 between 2013-2023 (Forbes, 2023).

How important are sponsorships to athletes?

Prochazka et al (2024) discover that individual sponsorship to young athletes directly affected performance, with an increase in competition results of 20% in sponsored athletes compared to non-sponsored.

After refining our research question, I was tasked with creating a summary of our research proposal, with a brief explanation backed with current literature to justify the need for our study.

<https://doi.org/10.1177/21674795251363427>

U can use this to say that narratives surrounding female athletes' demands for equal pay remain socially contested, which could influence how individuals perceive fairness and deservingness of pay.

<https://doi.org/10.1080/23750472.2021.1944819>

Prochazka DA., Bočková K., Kazistay N. (2024). Impact of sports sponsorship on early career athlete performance: Czech case study. Journal of Infrastructure, Policy and Development. 8(12): 9533.
<https://doi.org/10.24294/jipd.v8i12.9533>

Methodological Details (500 words) - Katie

Please summarise the key methodological approach: (you can include copies of proposed study materials as appendices if you wish). You must include details of the following:

- **Participants:** Who will your participants be, how will you access and recruit them, and how many are needed?
- **Design:** Using appropriate terminology clearly define key elements of your design (IVs, DVs, Qual approach, expt. manipulations etc). How do you plan to analyse your main data?
- **Materials:** What are the main measures, scales, experimental tools or other materials required for your study?
- **Procedure:** How will you carry out the study – define briefly what will happen to a participant in your study from the point of consent to the study debrief.

Participants: Participants will consist of undergraduate psychology students who will be recruited voluntarily via UWTSD's online experiment management system (EMS) in exchange for credits. Eligibility criteria will include being over the age of 18, and no restrictions will be applied on gender or understanding of topic. The study will require approximately [...] participants – still to be confirmed based upon existing literature.

Design: The study will employ a quantitative, between-subjects experimental design. The independent variable will be athlete gender, male vs female, and the dependent variables will be perceived deservingness of sponsorship and perceived deservingness of pay using two Likert scales. Participants will be randomly assigned to view one of two conditions, male and female athletes (vignettes). To ensure standardisation and control of extraneous variables, all participants will complete the study using the same online procedure and will be presented with the stimuli in the same order. Each participant will view one vignette corresponding to their assigned condition, and vignettes across conditions will be identical except for athlete gender to ensure that differences in results are due to the independent variable as opposed to differences in procedure. Random allocation to conditions will also be implemented via Qualtrics to reduce bias. Finally, the data will be analysed using an independent samples t-test. Two separate t-tests will be conducted for sponsorship deservingness and pay deservingness.

Materials: Consistent with prior research examining perceptions of wage equality and gender pay gaps (Strauss et al., 2025; Wysińska-Di Carlo & Karpiński, 2024), the stimuli will consist of two vignettes representing male and female athletes, describing the athletes' sport, performance level and achievements. Vignettes will be matched in size and quality. Images used in vignettes will be selected from publicly available online sources and matched across conditions to ensure similarity in pose (standing/smiling) and attire (sports clothing).

<https://doi.org/10.1093/esr/jcaf013>
<https://doi.org/10.1177/23780231241227158>

Since there is no single scale measuring perceived deservingness of sponsorship, items from the validated Scale of Athlete Brand Image (SABI) (Arai et al., 2013) will be adapted and modified, which measures perceptions of athlete marketability and brand attributes. The original scale consists of 55

items, including three subscales, however, only 10 items will be included in this study. Participants will respond to a series of statements by indicating how strongly they agree, and responses will be recorded on a seven-point Likert scale (1 = strongly disagree, 7 = strongly agree).

<https://doi.org/10.1080/16184742.2013.811609>

Perceived deservingness of pay will be measured – still to be identified. Not sure whether the scale needs to be specific to athletes, or attitudes toward pay and gender in general?

Some studies have created their own items - example:

<http://thesportjournal.org/article/update-in-attitudes-towards-wage-equality-in-gendered-professions/>

Both scales will be completed online via Qualtrics, and all participants will complete the same scales under the same conditions.

Procedure: Upon arrival, with a computer set up with a Qualtrics link, participants will be provided with an online information sheet. Participants will then be asked to complete the study's online consent form. Once consent is obtained, participants will be asked to complete short demographic information including age and gender. Following this, participants will complete the SAB1 scale, and then the **perceived deservingness of pay scale**. Participants will also be asked to provide any relevant information regarding their knowledge on the topic. Participants will then be provided with the study's online debrief form. Finally, participants will be asked to submit their responses.

During a lecture, the methodology and approach we would take with our research was discussed, the other member of my team built a method that was reaffirmed with references with guidance from myself.

A plan was also formed with a procedure that would later be refined and acted upon by us as researchers to carry out the research

Key Ethical considerations (150 words) - Jack

This study will adhere to the British Psychological Society (BPS) code of human research ethics (British Psychological Society, 2021). As the study involves exposure to sensitive subjects such as [discrimination], there is potential for discomfort and distress. To minimise this risk, participants will be clearly informed about the nature of the study in the information sheet before giving consent. they will be reminded that participation is voluntary and that they may [withdraw] at any time without penalty. Only undergraduate students aged 18 and over will be recruited, and no vulnerable populations will be targeted. Data will be collected anonymously and stored securely in accordance with GDPR and university data protection policies. a full debrief will be provided immediately after participation, explaining the study aims and offering relevant support information if participants experience any distress.

It was essential for us to consider any ethical issues that may arise during our study, and to do this we used the BPS code of ethics and conduct. I researched into the expectation and standards we would need to abide by and how we need to conduct ourselves to avoid any risk to participants, researchers and the institute.

British Psychological Society. (2021). *Code of ethics and conduct* (Ethics Committee).
<https://www.bps.org.uk/guideline/code-ethics-and-conduct>



Overall comments:

Competency two: Ethical considerations (ethics form)

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APPLICATION FOR ETHICAL APPROVAL

In order for research to result in benefit and minimise risk of harm, it must be conducted ethically.

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”.

This form must be completed and approved prior Here all vital info is collated to ensure any ethical issues that do arise are signposted to the appropriate people

SECTION A: About You (Principal Researcher)

1	Full Name:	Jack Young, Katie Harris			
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:	Institute of Education and Humanities / Centre for Psychology and Counselling			
4	Campus:	Swansea, SA1			
5	E-mail address:	2403899@student.uwtsd.ac.uk , 2408461@student.uwtsd.ac.uk			
6	Contact Telephone Number:	N/A			
7	Project Title	Exploring undergraduate students’ attitudes toward athlete gender, and sponsorship and pay deservingness: An experimental study.			
8	Proposed Start Date	01/04/2026	Proposed End Date	01/06/2026	
For students:					
9	Student Number:	2403899, 2408461			
10	Programme of Study:	BSC Psychology			
11	Supervisor:	Dr Katie Sullivan			

SECTION B: Internal and External Ethical Guidance Materials

	Please list the core ethical guidance documents that have been referred to during the completion of this form (including any discipline-specific codes of research ethics, location-specific codes of research ethics, and also any specific ethical guidance relating to the proposed methodology). Please tick to confirm that your research proposal adheres to these codes and guidelines. You may add rows to this table if needed.	
1	UWTSD Research Ethics & Integrity Policy	☒
2	UWTSD Research Data Management Policy	☒
3	UWTSD Open Access Publications Policy	☒
4	British Psychological Society Code of Ethics and Conduct (2021)	☒

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5	British Psychological Society Code of Human Research Ethics (2021)	☒
6	British Psychological Society Ethics Guidelines for Internet-Mediated Research (2021)	☒

In a similar vein to the proposal form, a more detailed research purpose summary was created by the other member of the team. I supported within this process with the systematic literature search to support with academic literature

	Introduction to the Research (maximum 300 words per section) Ensure that you write for a Non-Specialist Audience when outlining your response to the points below: • Purpose of Research Activity • Proposed Research Question • Aims of Research Activity • Objectives of Research Activity Demonstrate, briefly, how Existing Research has informed the proposed activity and explain: • What the research activity will add to the body of knowledge • How it addresses an area of importance.
3	Purpose of Research Activity The purpose of this research is to explore attitudes toward gender differences in athlete sponsorship and pay. Previous studies in this field have highlighted significant differences in sponsorship and pay, with male athletes typically receiving greater sponsorship opportunities and higher earnings compared to female athletes (Flake et al., 2013). Female athletes often receive less media coverage, fewer sponsorships, and financial security than male athletes (Indelicato, 2025; Label et al., 2021; Sherry et al., 2016). Wicker et al. (2023) indicates that narratives surrounding female athletes' demands for equal pay remain socially contested, making it a relevant context in which to examine whether individuals perceive male and female athletes as equally deserving of sponsorship and pay. While research has consistently demonstrated that gender inequality in sport exists, much of the literature focuses on athletes' own evaluations, often overlooking public attitudes. This study therefore aims to address this gap by examining undergraduate psychology students' perceptions of athlete gender and financial deservingness. Flake, C. R., Dufur, M. J. & Moore, E. L. (2013). Advantage men: The sex pay gap in professional tennis. <i>International Review for the Sociology of Sport</i>, 48(3), 336-376. https://doi.org/10.1177/1012690212442166 Indelicato, A. (2025), Does gender equality in sports matter? Examining the socio-economic impact on public perceptions. <i>Frontiers in Sports and Active Living</i>, 7, 1537064. https://doi.org/10.3389/fspor.2025.1537064 Label, K., Mumcu, C., Pegoraro, A., Lavoie, N. M., Lough, N., Antunovic, D. (2021). Re-thinking women's sport research: Looking in the mirror and reflecting forward. <i>Frontiers in Sport and Active Living</i>, 3, 746441. https://doi.org/10.3389/fspor.2021.746441

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	Sherry, E., Osborne, A., & Nicholson, M. (2016). Images of sports women: A review. <i>Sex Roles</i>, 74(7), 299-309. https://doi.org/10.1007/s11199-015-0493-x Wicker, P., Breuer, C., & Dallmeyer, S. (2023). The gender earnings gap among elite athletes in semi-professional sports. <i>Managing Sport and Leisure</i>, 28(6), 583-600. https://doi.org/10.1080/23750472.2021.1944819
4	Research Question(s) Do undergraduate students perceive male and female athletes as equally deserving of sponsorship and equally deserving of pay?
5	Aims of Research Activity This study aims to examine whether athlete gender influences students' perceptions of sponsorship and pay deservingness. To explore whether undergraduate students' attitudes reflect wider societal gender biases identified in sport research.
6	Objectives of Research Activity To measure undergraduate students' attitudes toward athletes' sponsorship and pay deservingness using two separate Likert scale questionnaires. To assess participants' perceptions of athletes' sponsorship and pay deservingness based on vignette scenarios. To compare participants' perceptions of deservingness across male and female athlete conditions. To randomly assign participants to one of two vignette conditions using Qualtrics randomizer. To compare mean ratings between conditions using appropriate statistical tests.
	Proposed data collection methods (maximum 600 words) Provide a brief summary of all the methods that may be used in the research activity to collect data, 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	Participants will consist of undergraduate psychology students, aged 18 and over. The data for this study will be collected in-person within the University of Wales Trinity Saint David's (UWTSD) psychology labs, which will consist of questionnaire responses taken from two different scales (sponsorship and pay). Participants will be recruited voluntarily via the university's online experiment management system (EMS), where they will be able to select a timeslot and sign up to take part in the study. Upon arrival, the researcher will greet the participant in the waiting area, and escort them into the labs. The researcher will then briefly explain to the participant what to expect, including the approximate duration (15 minutes) and the option to skip a question if necessary. The researcher will

Here we discussed the logistics of how we would data collect, we established that we would use students from the University using the EMS system, and that the research would happen in person within the laboratory environment of the department.

The proposed methodology was also covered by my team member, but some elements of the methodology were discussed as a team, with the proposed scales being pulled from research conducted by myself.

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	then inform the participant that they will be outside if needed, and prompt them to complete the study on the computer that will be set up ready, which will be created on Qualtrics. First, participants will be presented with an information sheet (see appendix B) outlining the nature of the study, their right to withdraw without penalty and what their role will entail. Following this, participants will be asked to read and sign the study's virtual consent form (see appendix A), which will include statements related to their participation. Once consent is obtained, participants will be asked to complete two short demographic questions, age and gender. Participants will then be randomly assigned to one of two conditions, male and female athletes (vignettes) via Qualtrics (see appendix F & G). Each participant will view one vignette corresponding to their assigned condition, which will include a visual image of either a female or male athlete taken from the copyright free source, Unsplash. Images across conditions will be matched in size and quality, as well as similarity in pose, lighting, facial expression and attire (both neutral face, holding a tennis racket, in tennis kit and in ready position), describing the athletes' sport (tennis), performance level (ranking/league level) and achievements (previous sponsorships, years of experience, number of games won). After participants have read the vignette, they will be shown a small box asking them to confirm the gender they viewed to ensure engagement. Following this, participants will be asked to complete the Scale of Athlete Brand Image (SABI) (Arai et al., 2013) (see appendix D), where eight items (3, 5, 7, 10, 13, 19, 26, 28) across the 10 factors will be used without modification. Responses will be recorded on a seven-point Likert scale (1 = strongly disagree, 7 = strongly agree), and example items include "The athlete has prominent athletic skills in his/her sport" and "The athlete is a good role model for others". Some items have been omitted as they refer to broader athlete brand image dimensions that are not directly related to deservingness of sponsorship, ensuring greater validity. Next, participants will complete the Organizational Justice Scale (Colquitt, 2001) (see appendix E), where items 1- 4 of the subscale 'Distributive Justice' will be utilised and adapted to ensure relevance and suitability to the present study. For example, item one of the subscale will be changed from "Does your (outcome) reflect the effort you have put into your work" to "The athlete's pay reflects the effort they have put into their performances". Participants can respond on a five-point Likert scale (1 = to a small extent, 5 = to a large extent). Again, some items from this scale have been omitted as they relate to organisational procedures and interpersonal treatment. After that, participants will be provided with the study's debrief form (see appendix C), which will outline the true aims of the study, and information regarding the use of deception. Participants will then be asked to submit their responses. Finally, the researcher will thank participants for their participation, as well as reminding them that their data will remain anonymous. No other methods will be used in this study without additional ethical approval.
	Location of research activity:
8	UWTSD's psychology labs, IQ campus.

SECTION D: Scope of Research Activity – **Katie**

	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?	☐	☒

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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 you have ticked NO to every question, then the research activity is (ethically) low risk and you may skip section E and continue to section F.

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

SECTION E: Intended Participants - Katie

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

The participants for this research were vital to consider for a number of reasons, including ethical protection. All recruits were planned to be collated internally within the university, and we were aiming to collect at least 40 participants.

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	Participant numbers and source Provide an estimate of the expected number of participants. How will you identify participants and how will they be recruited?	
10	How many participants are expected?	This study will require a minimum of 40 participants to achieve a medium effect size, with a desired power of .80.
11	Who will the participants be?	Participants will consist of students aged 18 and over from the University of Wales Trinity Saint David (UWTSD). All participants must be enrolled on an undergraduate psychology related course. No other exclusions will apply.
12	How will you identify the participants?	Participants will be recruited voluntarily via EMS, where they can sign up to take part in the study. Upon arrival, participants will need their EMS identity code, and the researcher will only ask for this to correctly identify participants for this study. No code will be collected or associated with any data.
13	Will you be excluding any groups of people, and if so, what is the rationale for that?	Participants must be over the age of 18 and enrolled on a psychology related programme.
14	Will the research involve any element of deception? If yes, please describe why this is necessary and whether participants will be informed at the end of the study	The study involves a small element of deception as participants will not be informed that the study is examining potential gender bias. Participants will be randomly assigned to one of two conditions, and they will not be informed about the other group at any point before debriefing to prevent response bias. The information sheet will therefore clearly state that the aims of the study will be revealed only at debrief.
15	Describe whether participants will be able to withdraw from the study, and up to what point (e.g., if data is to be anonymised). If withdrawal is not possible, after a certain point, explain why not.	Participants will be informed that participation is voluntary and that they may withdraw at any point during the study without penalty. However, once participants have left the lab environment, the data will remain anonymous and it will not be possible to identify, and therefore, it is not possible to remove individual responses. Participants will be informed of this in the study's information sheet before taking part in the study.

	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			

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	Participants will not be asked to provide written consent as the study's consent form will be virtual via Qualtrics. Instead, participants will be asked to provide consent electronically before the study begins. Participants will not be able to complete the study without providing consent.
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	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			
	Participants will not be aware that the aim of the study is to examine potential gender bias. There will be two groups for this study, and participants will not be informed until debrief to prevent response bias.			

SECTION F: Anticipated Risks - Jack

	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.	
1	Risks to participants For example: sector-specific health & safety, emotional distress, financial disclosure, physical harm, transfer of personal data, sensitive organisational information. If you have identified in section D that there are no participants, then enter N/A and go skip to question 3.	
	1. Since the study will include an element of deception, there is potential for participants to feel that they have been unfairly deceived, which could lead to feelings of anger, frustration or upset. The most important section of the ethics form was the anticipated risks we may face. On the left column is the perceived risks and the right is how we planned to mitigate those risks 2. It is also possible that participants find the subject to be uncomfortable and feel frustration if their views are not aligned with the social norm.	1. In line with BPS code of ethics (2021), and UWTSD research and ethics & integrity code of practice policy the researcher will provide a debrief sheet to participants at the end of the study, which will clearly state the true aims of the study and why the used extent of deception was necessary. In addition, the debrief sheet will also include contact information for both the researcher and the researcher's supervisor, which will clearly state that they can be contacted at any time following the completion of the study. It will also provide support service contacts from within the university (UWTSD wellbeing) if participants feel uncomfortable. If participants do not wish to submit their data upon finding out about the deception, they will be reminded that they can withdraw their data without penalty before submitting. Finally, the researcher will offer a space at the end of the study to allow for any questions. 2. It is highlighted within the information sheet that all participants can opt out of the research at any point with no penalty. They are not required to answer any questions out of pressure from the researcher.

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	3. There could be concerns from a participant's perspective regarding the security of the data collected during the study. There were multiple forms of risks to consider. It was vital we considered the institute, participants, researchers and risks to the environment. I learned that it is essential to consider every sort of risk and how it may affect different groups, which was a new skill for me	3. There will be an explanation of how the data is collected, stored and analysed confidentially within the information sheet of the study. It is also possible that the researchers provide a more detailed description of how data is stored should the participant request it. As stated above, the participant also has the right to withdraw their data at any point up to the completion of the study, where it will then be anonymised in preparation for analysis. It will not be possible to withdraw data after the anonymisation process is completed. <i>(this box should expand as you type)</i>
2	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	
	"Although the study does not examine extreme or distressing topics, discussion of gender bias may be mildly sensitive for some participants." Support will be provided through the University of Wales Trinity Saint David wellbeing support team, who's information will be provided on the debrief forms of the research. <i>(this box should expand as you type)</i>	
3	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: 1. There is a possibility that researchers face unhappiness due to the nature of the study, with an element of deceit present in the research. 2. It is also possible that participants find the subject to be sensitive or aggravating, which could lead to a hostile environment being created, which could lead to discomfort for the researcher. 3. There is also a possibility of receiving strong opinions which can lead to potential discomfort if participants express strong opinions. 4. A participant may feel that deception within the research is not ethical and take that out on the researcher. <i>(this box should expand as you type)</i>	<i>How you will mitigate the risk to the investigator:</i> 1. To mitigate this issue, the true intention of the study will be clarified after the research is complete within the debrief sheet. 2. To combat this, If at any time the participant feels uncomfortable with the research, they are welcome to opt out, which is clarified in the information sheet that will be presented to participants at the beginning of the study. 3. Professional communication is used to ensure that there is no unprofessional behaviour within the lab environment. 3b. To avoid being left in a scenario alone, the research supervisor will be contactable throughout any data collection process, and participants will only take part within reasonable work hours where staff are available to support if necessary. As researchers we will follow lab safety protocols to ensure the safety of the researchers. 4. Lab based testing is used to ensure deceit is required, and researchers check in with the

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		supervisor consistently to ensure participant and researcher safety. <i>(this box should expand as you type)</i>
4	University/institutional risks For example: adverse publicity, financial loss, data protection	
	Risk to the University: There is a minimal risk of reputational harm if data were to be mishandled. There is a risk that a failure to comply with ethical standards could lead to a damage in the university's reputation. Failure to store EMS codes separately from data could breach GDPR policy. Copyrighted images could present reputational or legal risk unless licensing is confirmed. <i>(this box should expand as you type)</i>	<i>How you will mitigate the risk to the University:</i> Data is stored securely in line with university policy to avoid any data being released and causing damage to the university's reputation. The research project is created in line with BPS guidelines to ensure there are no ethical issues surrounding the study to mitigate this scenario from arising. Adhere to GDPR policy. Appropriate encryption of digital files Supervisor oversight Appropriate verification of image licensing <i>(this box should expand as you type)</i>
5	Environmental risks For example: accidental spillage of pollutants, damage to local ecosystems	
	Risk to the environment: There is minimal environmental risk within the study, paper copies can be provided of the consent, information and debrief forms upon request. <i>(this box should expand as you type)</i>	<i>How you will mitigate the risk to environment:</i> To mitigate this, there are recycling bins within the area in which the research is conducted to avoid and environmental issues. <i>(this box should expand as you type)</i>

Environmental risks were factors that I had not realised were important to consider. Thankfully they were minimal for our study, with only one that was simple to mitigate.

SECTION G: Feedback, Consent and Confidentiality - Jack

If you have identified in section D that there are no participants, then enter skip this section and continue to section H.

	Feedback What debriefing and feedback will be provided to participants; how will this be done and when?
1	Participants will be debriefed following completion of the questionnaire; it will be provided digitally on a screen and will also be available as a paper copy if the participant would prefer. They will also be given the opportunity to contact the research team at any point with any questions they may have. Within the debrief form the intention of the study, how the data will be protected and will offer the participant the opportunity to take the researchers contact information if they have any questions. The debrief form will outline the true intention of the study and explain why the element of deception is necessary. There will also be appropriate signposting for any relevant support services that participants may require.
	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.
2	Participants will be provided with an information sheet outlining the study's intention before being provided with a consent form that includes an explanation of how data is dealt with, any possible risks that may arise throughout the study, and the procedure they will follow. Before being allowed to continue, the participants must confirm they have read the information sheet before consenting. It will also highlight the participants right to withdraw at any time at no penalty. Participants will give consent electronically via Qualtrics before any data collection begins to comply with British Psychological Society's (BPS) ethics code (BPS, 2021). British Psychological Society. (2021). <i>Code of ethics and conduct</i> . https://www.bps.org.uk/guideline/code-ethics-and-conduct <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.
3	All responses to this study will be anonymous and there will be no identifying information collected. Data will be treated confidentially, with identifying information stored separately and secured within the university. Data will not be published publicly for this study. <i>(this box should expand as you type)</i>
Copies of any written consent form, written information and all other explanatory material should accompany this application. If you have included these then please list the documents included here.	

The next section was vital to consider, as it leads to the protection of our participants. It was outlined here as to how participants would be informed, debriefed and how their data would be protected. This is key to get right as it is not possible to get research cleared without adequate protection.

4

Appendix – Scale of Athlete Brand Image (SABI)

Appendix - Organizational Justice Scale

Appendix – Male athlete

Appendix – Female athlete

Here is a summary of
the study's appendices,
with all necessary
material being
highlighted

It is clarified below that some demographic information will be collected within the study. It is important to outline this within the ethics form as some studies require more information than others, but our study takes relatively basic information that does not need additional protection.

SECTION H: Data Protection and Storage - Jack

	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 and transcription of such are considered to be personal data.	☒	☐
If YES, provide a description of the data and explain why this data needs to be collected:			
2	This research will collect some general demographic information like age and gender. The only form of personal data that is gathered will be the experiment management system unique ID code, which are anonymous and is only used to identify the participant (these codes cannot be associated with any data), the data cannot be linked back to the individual's ID code. Age and gender are collected as non-identifiable demographic information. The data that will be collected will be unidentifiable, with no way of associating results to individual participants. We are required to collect demographic information to carry out the appropriate analysis, with the research question focusing on gender bias in sports the collection of gender data gives us an opportunity to analyse further. In a similar vein the questionnaire data is required to allow for analysis and an appropriate write up on the findings. <i>(this box should expand as you type)</i>		
	Does the research involve the processing of special category data (as defined by the General Data Protection Regulation 2016 and the Data Protection Act 2018)?	YES	NO
3	Racial or ethnic origin	☐	☒
4	Political opinions	☐	☒
5	Religious or philosophical beliefs	☐	☒
6	Genetic, biometric or health data	☐	☒
7	Sex life or sexual orientation	☐	☒
8	Trade union membership	☐	☒
If you ticked YES to any of questions L3-L8, provide a description of the data and explain why this special category data needs to be collected to support the research and that it is in the public interest to do so:			
9	N/A		

	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?	☐	☒

Below it is summarised how our data would be stored safely to ensure no participants data is released without permission and only the appropriate people have access to the data. This was done following the University of Wales Trinity Saint David's GDPR and Data Protection guidelines.

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:		
	Data will initially be stored on Qualtrics' encrypted servers and will only be accessed by the researcher through password protected account. stored on appropriate university provided one drive accounts, that are protected by both a password and two factor authentication to ensure no data breaches occur. Participants are assigned unique identifiers, and this data will be stored in a separate folder that is encrypted. All data that is stored on a personal device will be protected and transferred to university storage when appropriate. This also allows for data to be backed up automatically within the university system.		

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	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/or any international equivalent):		
	All data will be encrypted and stored in password-protected folders on the University Office 365 system, accessible only to the researcher and supervisor. Data transfers will be encrypted. The Qualtrics system is encrypted and will also be password protected, only accessible to the research team. Participants will be assigned unique identifiers, and identifying information will be stored separately. Data will be retained until the completion of the research and then securely deleted. Participants will have the right to access their data and request deletion in accordance with the Data Protection Act 2018. <i>(this box should expand as you type)</i>		
20	List all who will have access to the data generated by the research activity:		
	Katie Harris, Jack Young, Harry Foster, Emma Guy and Katie Sullivan <i>(this box should expand as you type)</i>		
21	List who will have control of, and act as custodian(s) for, data generated by the research activity:		
	Katie Harris, Jack Young, Harry Foster and Emma Guy <i>(this box should expand as you type)</i>		
22	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.		
	Data will initially be stored on Qualtrics and will only be accessed by the researcher through password protected account. stored on appropriate one drive accounts, that are protected by both a		

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	password and two factor authentication to ensure no data breaches occur. Participants are assigned unique identifiers, and this data will be stored in a separate folder that is encrypted. All data that is stored on a personal device will be protected and transferred to university storage when appropriate. This also allows for data to be backed up automatically within the university system. <i>(this box should expand as you type)</i>	
22	Confirm that you have read the UWTSD guidance on data management (see https://www.uwtss.ac.uk/library/research-data-management/)	☒
23	Confirm that you are aware that you need to keep all data until after your research has completed or the end of your funding	☒

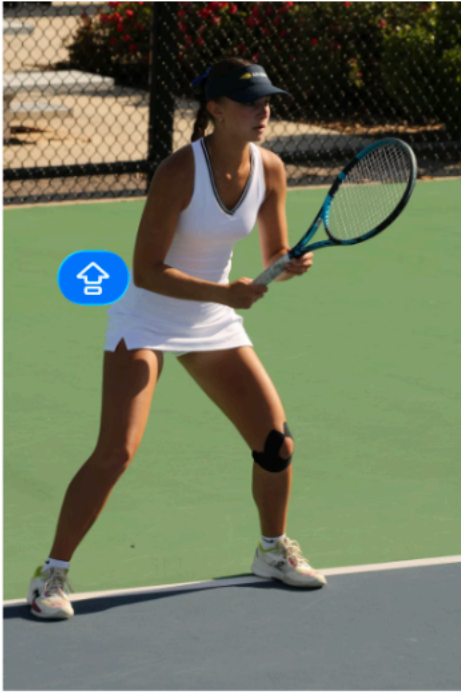
It was clarified below that AI was not used during this study

SECTION I: Use of AI tools

Use of generative AI and other AI-based tools		YES	NO	N/A
There are a number of ethical issues relating to the use of generative AI and other AI-based tools, including data security, output bias, and output errors. In general, you should assume that any generative AI or other AI-based tool that you pay to use is more secure and accurate than one which is free to use.				
Will the research use AI tools to do any of the following:				
1	Capture data?	☐	☒	☐
2	Generate and/or edit text?	☐	☒	☐
3	Generate graphics?	☐	☒	☐
4	Generate video?	☐	☒	☐
5	Generate sound/music?	☐	☒	☐
6	Generate code?	☐	☒	☐
7	Generate synthetic data?	☐	☒	☐
8	Analyse data?	☐	☒	☐
9	Analyse personal or sensitive data?	☐	☒	☐
10	Classify data?	☐	☒	☐
11	Do you intend to use the free version of any AI tools?	☐	☒	☐
If you have answered YES to any of questions O1-O11, please provide justification detailing why this is necessary for the research.				
12	This study does not require the use of artificial intelligence (AI).			

SECTION J: 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.uwtss.ac.uk/research/research-ethics/
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Here you can see an example of what was included within our appendix. This photo was used as a support for the vignette within the research, and was collected from a copyright free website to ensure no breach of copyright laws.

Competency three:Data Collection



Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David

Centre for Psychology and Counselling
SA1 Campus
Swansea

Participant Consent Form

Title of Study: Undergraduate students' attitudes toward athlete gender, and sponsorship and pay deservingness: An experimental study.

Research Team: Jack Young (2403899@student.uwtsd.ac.uk) and Katie Harris (2408461@uwtsd.ac.uk).

Date: 25/03/26

1. I confirm that I have read and understand the Information Sheet for the above study.	Yes	No
2. I had an opportunity to ask questions and have them answered satisfactorily.	Yes	No
3. I understand that I may ask further questions at any time.	Yes	No
4. I understand that my participation is voluntary, and I am free to withdraw from the study at any time without penalty or giving any reason.	Yes	No
5. I understand that my fully anonymised data will be utilised for only this research study, which is being conducted by a second-year Psychology student for the purpose of their undergraduate Research in action module, and will be deleted once external examiner approval for the project has been obtained.	Yes	No
6. I have been informed that if I feel I would be uncomfortable answering personal questions related to gender and pay that I should not take part in this study.	Yes	No
7. I understand that I may decline to answer any questions.	Yes	No
8. I understand that any data collected will be anonymised and stored in an anonymous format and once I leave the lab it will not be possible to trace the data back to me to withdraw.	Yes	No
9. I understand that the anonymised data provided will be securely stored and accessible only to the members of the research team directly involved in the study, and that confidentiality will be maintained.	Yes	No
10. I confirm that I am over 18 years old	Yes	No
11. I agree to take part in the above study.	Yes	No

Above is the consent form that was presented to participants. This is a digital form that was designed to be included within our study. These are all questions that allow the participant to understand the intention and expectation within the study. It allows the participant to feel comfortable while taking part while ensuring that our study is ethically appropriate.



Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David

Centre for Psychology and Counselling
SA1 Campus
Swansea

Participant Information Sheet

Title of Study: Undergraduate students' attitudes toward athlete gender, and sponsorship and pay deservingness: An experimental study. Undergraduate students' attitudes toward athlete gender, and sponsorship and pay deservingness: An experimental study.

Research Team: Jack Young (2403899@student.uwtsd.ac.uk) and Katie Harris (2408461@uwtsd.ac.uk).

Date: 25/03/26

Invitation Paragraph:

You are invited to take part in a research project being conducted by a second-year Undergraduate student within the Psychology and Counselling department at The University of Wales Trinity Saint David (UWTSD). Before you decide to take part, it is important for you to understand why the research is being conducted and what participation will involve.

Please take the time to read the following information carefully and discuss it with the researcher if you wish. Ask if there is anything that is not clear or if you would like more information. Take time to decide whether you wish to take part. Thank you for reading this.

Purpose of Research:

The purpose of this study is to explore the attitudes surrounding gender bias in sports and the deservedness of athletes when gaining sponsorships. This study aims to examine whether athlete gender influences students' perceptions of sponsorship and pay deservingness and aims to explore whether undergraduate students' attitudes reflect wider societal gender biases identified in sport research.

What does taking part involve:

This study will involve an experimental lab-based task in person. During this study you will be required to do the following:

- Provide demographic information (age and gender).
- Take part in a computer-based task. You will see one of two vignette's which you will be asked to read.
- You will then be asked to fill in a questionnaire related to athlete brand image

- You will then be asked to engage with a second questionnaire related to perceived deservingness of pay
- At the end of the study, you will be debriefed by the researcher, and you will be provided with the study debrief sheet.

How long will the study take:

This study is expected to take around 15 minutes to complete. If you have signed up via the EMS, you can expect to receive 1 credit.

Benefits of participating:

Whilst there are no immediate benefits for those people participating in the study, it is hoped that this work will contribute to the existing body of knowledge on gender bias and attitudes towards pay and sponsorship deservedness.

Risks of participating:

This study involves engagement with content surrounding the topic of gender bias. This is a topic that can cause discomfort for some participants.

Participation and withdrawal:

Participation in this study is completely voluntary, and you also have the option of not answering any questions you do not feel comfortable answering. You can withdraw at any point during the study without penalty. If you wish to withdraw during the study, please inform the researcher. You do not need to give a reason for withdrawing. However, please note that once you leave the lab environment, it will not be possible to withdraw your data, as it is anonymous.

How will your data be used and processed:

Your data will only be used for the purpose of the research activity. This study will also collect demographic data of age and gender. This is for the purpose of descriptive statistics, which form the standard reporting measures in psychology. Once the data is collected, we will aggregate the data for presentation purposes by calculating the mean age and total gender numbers. This data will also not be linked to your name. The researcher will not disclose data information or use it for any other purposes.

How will your data be collected and stored:

All collected raw data will be kept in a raw format and then aggregated for analysis purposes. Computer data will be collected via Qualtrics, and this data will be stored on the Qualtrics server which is only accessed by the researcher through a password protected university account. All Qualtrics data will be anonymous and copied from the lab computer to the researcher's university OneDrive account, which will also be protected with a password. If there would be a need to transfer data by a memory stick, the memory stick will be encrypted, and the data will be deleted once transfer is

completed. This data will be subsequently deleted after the module assessment undergoes evaluation by the end of year examination board.

How can you contact the researchers if you have any questions:

You can contact the research students via email: Jack Young (2403899@student.uwtsd.ac.uk) and Katie Harris (2408461@uwtsd.ac.uk).

You can also contact the research supervisor via email: Katie Sullivan – katie.sullivan@uwtsd.ac.uk.

This information sheet can be printed upon request. If you have any questions, feel free to ask the researcher now or at any time throughout the study. Otherwise, please click the next button below to begin the research.

The information sheet that is highlighted above is the first thing participants were presented with when taking part in the study. Within this sheet is the purpose of this research, to ensure participants understand the true intention of the research. There is also an outline of what the study involves, with an explanation of the stages of the research. This is also provided in person by the researcher, but it is important that participants can read and understand the task they face. There is also an explanation as to what happens with data in line with GDPR guidelines. Finally the contact details of both the researchers and the supervisor are provided to contact in case of any questions or queries regarding the research.

While research has consistently demonstrated that gender inequality exists, fewer studies have explicitly examined public perceptions. From this study, we hope to contribute to the literature on gender bias in sport, particularly in the context of public perceptions.

If you wish to withdraw your data from the study, you must tell the researcher before leaving the lab. After leaving the lab, all your data will be anonymised, and we will not be able to trace it back to you. If you would like a paper copy of this form, please ask the researcher.

If taking part in this study has raised any questions or concerns, please contact the researchers: Katie Harris and Jack Young on 2408461@student.uwtsd.ac.uk, 2403899@student.uwtsd.ac.uk or contact the research supervisor: Dr Katie Sullivan on katie.sullivan@uwtsd.ac.uk.



If you have found any part of this experience to be distressing, please consider speaking with someone that you trust such as a family member or friend. You may also consider speaking with one of the organisations below for additional support:

Within UWTSd:

- **UWSTD Wellbeing Support** - <https://www.uwtsd.ac.uk/student-services/wellbeing-support/>
- Student Assistance Support – Free 24-hour confidential helpline 0800 028 3766

Outside UWTSd

- TogetherAll: <https://account.v2.togetherall.com/register/student>
- Feeling Good App: <https://www.feelinggood.app/onboarding/uwtsd-en/>
- Student Union Student Minds (support groups):
<https://www.studentminds.org.uk/findsupport.html>

The debrief form above highlights the appropriate support networks that we offer to our participants if they feel uncomfortable, unhappy or worried about the contents of the study. It also allows us to clarify the true intentions of the study and clarify the right to withdraw.

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