

Research Proposal (1675 words)

Research Question: A teacher's perspective on how nutrition education is integrated into the current curriculum in schools in Wales, a qualitative study.

Introduction

Childhood obesity remains a public health epidemic in the UK, with recent data reinforcing concerning trends. In 2022, around 15% of 2–15-year-olds were classed as obese which is consistent with the data published in 2019. 12% of 2–10-year-olds and 19% of 11–15-year-olds classified as obese (NHS Digital, 2024).

The National Child Measurement Programme (NCMP) provides further insights into these statistics. The data collected from 2023-2024 indicated that obesity prevalence among white British reception aged children (4–5-year-olds) increased when compared with the date from 2009-2010. In comparison, the rates of obesity in various ethnic groups including India, Bangladeshi, Chinese, black African, other white, and any other ethnic group, decreased (NHS Digital, 2024).

These findings show the urgent need for efficient treatments to combat childhood obesity. A key component of these initiatives is nutrition education, and this study will examine how teachers in the UK see the existing incorporation of nutrition in the curriculum. In the UK, food and nutrition instruction in schools is currently based on the "Food – a fact of life" program created by the British Nutrition Foundation. In addition to integrating with other disciplines including design and technology, health and wellbeing, science, numeracy, literacy, and more, the program complies with the UK's food and nutrition curriculum requirements (British Nutrition Foundation, n.d.). There is also a Healthy Schools Program in various regions which encourages schools to promote healthy eating through activities such as nutrition lessons, cooking classes, healthy meal planning.

This study will specifically investigate teachers who work in Wales's perception of nutrition education as part of the curriculum in Wales. With the implementation of the Curriculum for

Wales 2022, which prioritises holistic education, including health and wellness, the Welsh curriculum for schools has experienced substantial change (Welsh Government, 2022). The health and wellness of Learning and Experience (AoLE), which is essential to teaching about nutrition and concentrates on helping children acquire an awareness of healthy lifestyles, is one of the areas where nutrition education is incorporated (Welsh Government, 2021). The significance of eating a balanced diet, how nutrition impacts health, how to read food labels, and useful techniques for cooking nutritious meals are among the subjects discussed. Nutrition is also included in Wales' Personal and Social Education (PSE) framework. Pupils are urged to comprehend the social and cultural ramifications of food as well as its function in health and wellbeing. (Welsh Government, 2008).

Research aims and objectives

This study has a single primary research aim that gives the investigation a wide-ranging and comprehensive purpose. Focusing on a primary aim helps direct the research design and technique of the study and guarantees that it stays manageable and focused (Creswell, 2014). According to Saunders, Lewis, and Thornhill (2019), having a single aim guarantees coherent research and guarantees that all objectives contribute to the resolution of the same overarching question. The purpose of this study is to investigate how teachers feel that nutrition education is embedded into the education curriculum in Wales. This will improve comprehension of the value and function of nutrition education in the curriculum.

The first research objective for this study is to gather qualitative data by conducting interviews or focus groups with teachers. As a result, the researcher will be able to get qualitative information regarding their opinions, attitudes, and experiences with nutrition education to date. The second research objective is to analyse the substance of the current curriculum to ascertain how nutrition education is currently incorporated, and how well it satisfies educational criteria. Surveying teachers' knowledge and comprehension of dietary principles and recommendations is the third objective. The fourth objective is to assess training options by looking at the efficacy and accessibility of teacher nutrition education professional development programs. Examining how educators view student involvement

and interest in nutrition education and its influence on behaviour modification is the sixth objective. The final objective is to use the study's findings to provide practical suggestions for improving nutrition instruction in schools.

Research questions

To address the aim of investigating the perceptions of teachers on the inclusion of nutrition education in the curriculum, the following research questions have been formulated.

RQ1: What are teachers' perceptions of the effectiveness of nutrition inclusion in the current school curriculum?

RQ2: How do teachers perceive the importance of nutrition education in promoting healthy eating habits among students?

RQ3: To what extent do teachers feel adequately trained and supported to deliver nutrition education effectively?

RQ4: What challenges do teachers face when teaching nutrition education as part of the school curriculum?

RQ5: How do teachers believe the current nutrition education curriculum aligns with students' needs and real-world application?

RQ6: What resources (e.g., materials, professional development) do teachers feel are necessary to improve the delivery of nutrition education?

Methodology

Qualitative research design will be used as it is especially well-suited for examining perceptions, attitudes, and experiences. It enables detailed comprehension and subtle

insights that may be missed by quantitative approaches (Precision Consulting, 2021). Since the emphasis is on the viewpoints of teachers, qualitative techniques like focus groups and interviews can encourage conversation and let participants share their opinions in their own words (Kvale and Brinkmann, 2009).

Semi-structured interviews provide researchers the freedom to explore issues that may come up during the talk while also allowing them to ask pre-planned questions. Participants may find this format useful for delving further into themes or concerns. Focus groups promote teacher interaction, which can result in deeper conversations and reveal commonalities and divergent perspectives. According to Stewart and Shamdasani (2014), it can also spark concepts that might not come up in one-on-one interviews.

Purposive sampling will be used which entails purposefully choosing participants according to predetermined standards (for example, teachers from various key-stage levels, subjects, or schools/demographic) to guarantee that a variety of viewpoints are recorded. This method can offer a thorough understanding of the subject being studied (Bryman, 2016).

The findings' validity and credibility can be increased by using triangulation (Flick, 2004). For a more thorough grasp of the subject, the researcher will consider combining data from other sources (such as curriculum document analysis and nutrition education class observations) to triangulate the information. Patton (2015) asserts that triangulation reduces bias that could result from using only one approach or one researcher's viewpoint. Triangulation helps to counteract any scientific or subjective biases by combining several data sources or methodologies (Flick, 2004).

This qualitative approach enables a thorough comprehension of their attitudes, behaviours, obstacles, and suggestions, offering insightful information that can guide practice and policy (Barbour, 2007).

Data Analysis

Finding patterns, themes, and insights in qualitative data necessitates a methodical approach. With the participants' permission, the interviews and focus group talks will be recorded and transcribed to produce a text-based dataset for analysis. For the researcher to fully comprehend the material, it is also important that they become acquainted with the transcripts (Kvale and Brinkmann, 2009).

By finding text passages that are related to concepts or themes, the researcher will employ coding as a data analysis technique. Software for qualitative analysis (such as NVivo, Atlas.ti, or MAXQDA) or manual coding are both options however, NVivo is preferred for analysis of qualitative data. Open coding, in which codes are determined by the content of the data without bias, will be employed first. This makes it possible to recognise new themes with flexibility. The codes will be put into more general categories or themes as the researcher works, combining related codes and eliminating irrelevant ones. (Corbin and Strauss, 1998).

The researcher will organise the codes into themes that reflect noteworthy trends or concepts. Themes are required to encapsulate the substance of the information and connect to the research question (Clarke and Braun, 2006), and it is important to ensure the themes that have been selected appropriately represent the data, this may entail revisiting the original transcripts again (Clarke and Braun, 2006). The results will be contextualised and linked to current research to assist in placing the results in the larger context of the research (Creswell, 2014).

To ensure that their viewpoints have been fairly represented, the researcher may consider presenting the results or themes to a subset of participants. To increase credibility and get different viewpoints, the researcher will also ask peers or colleagues to assess the analysis process and results (Smith, 2006).

The results and the report will be arranged as a presentation of the findings centred on the themes that were found, including participant quotes and detailed descriptions to highlight important ideas. The researcher will discuss the findings' implications for practice, policy,

and future studies in school nutrition education. The researcher will also offer the participants a debriefing session.

Ethical considerations

The researcher will guarantee informed consent and provide a clear explanation of the study's importance, goal, and requirements for participation (Bell and Waters, 2014). They will ensure that participation is completely voluntary and that there are no repercussions for those who decide to withdraw (Smith, 2003). Potential hazards and advantages will be discussed with the participants so they can make an informed decision regarding their involvement (Guillemin and Gillam, 2004). Only authorised researchers will have access to the raw data, and participant confidentiality will be protected by anonymising data and securely storing data (Homan, 1991). The researcher will be sensitive to the cultural backgrounds and contexts of the participants, ensuring that the research does not inadvertently harm or disrespect their beliefs or practices.

Prior to commencing the study, the researcher will obtain approval from the relevant ethics review board to make sure it complies with ethical norms and guidelines. See ethics form in appendix (1.1).

The study will always be transparent, and the researcher will be honest with participants about how the research will be utilised and will not mislead any findings. The participant's contributions will be acknowledged by the researcher in any publications or presentations. resulting from the research (Resnik, 2011).

Expected Outcomes

1. **Perceived importance:** Teachers will acknowledge the significance of nutrition education, although their opinions on its current implementation may vary.
2. **Challenges with curriculum integration:** Teachers will discuss issues include a lack of time, training, and resources for nutrition education.

3. **Needs for Professional Development:** To feel comfortable providing nutrition education in an effective manner, many teachers will indicate that they require further training or professional development.
4. **Suggestions for enhancement:** Teachers will provide recommendations, such as adding more experiential learning opportunities and offering more precise instructions on how to teach nutrition within the parameters of the current curriculum.
5. **Regional and school-type variations:** The study may show how different regions or school types view and implement nutrition education differently for example when comparing certain demographics, primary and secondary schools etc.

References

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Appendix

1.1 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:	Bria Mae Rees			
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:	UWTSD			
4	Campus:	Carmarthen			
5	E-mail address:	Bria21@outlook.com / 2314624@student.uwtsd.ac.uk			
6	Contact Telephone Number:	07368528112			
For students:					
7	Student Number:	2314624			
8	Programme of Study:	Sport and Exercise Nutrition MSc			
9	Director of Studies/Supervisor:	Dr Chris Cashin			

SECTION B: Approval for Research Activity

1	Has the research activity received approval in principle? (please check the Guidance Notes as to the appropriate approval process for different levels of research by different categories of individual)	YES	☒	NO	☒
					Date
2	If Yes, please indicate source of approval (and date where known): Approval in principle must be obtained from the relevant source prior to seeking ethical approval	Research Degrees Committee	☒		
Institute Research Committee		☐			
Other (write in)		☐			

SECTION C: Internal and External Ethical Guidance Materials

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

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	☐

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.

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:	A teacher's perspective on how nutrition education is integrated into the current curriculum in schools in Wales, a qualitative study.			
2	Proposed start date:	23/03/2025	Proposed end date:	30/04/2025	
Introduction to the Research (maximum 300 words per section) Ensure that you write for a <u>Non-Specialist Audience</u> when outlining your response to the points below: <i>Purpose of Research Activity</i> <i>Proposed Research Question</i> <i>Aims of Research Activity</i> <i>Objectives of Research Activity</i> Demonstrate, briefly, how <u>Existing Research</u> has informed the proposed activity and explain					

	<i>What the research activity will add to the body of knowledge How it addresses an area of importance.</i>
3	Purpose of Research Activity The purpose of this study is to investigate how teachers feel nutrition education is embedded into the teaching curriculum in Wales. This will improve comprehension of the value and function of nutrition education in the curriculum.
4	Research Question A teacher's perspective on how nutrition education is integrated into the current curriculum in schools in Wales, a qualitative study.
5	Aims of Research Activity To improve comprehension of the value and function of nutrition education in the curriculum.
6	Objectives of Research Activity • To gather qualitative data by conducting interviews or focus groups with teachers. • To ascertain how nutrition education is currently incorporated and how well it satisfies educational criteria by analysing the substance of the current curriculum. • Surveying teachers' knowledge and comprehension of dietary principles and recommendations, as well as how this affects their instructional strategies • To assess training options by looking at the efficacy and accessibility of teacher nutrition education professional development programs. • Examining how educators view student involvement and interest in nutrition education and its influence on behaviour modification. • To use the study's findings to provide practical suggestions for improving nutrition instruction in classrooms.
	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	Focus groups and semi-structured interviews will be among the data collection techniques used. These will be recorded and transcribed with participant permission.
	Location of research activity Identify all locations where research activity will take place.
8	Virtual – Microsoft teams
	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	<i>(this box should expand as you type)</i>

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.		

	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:		
	Promoting health and wellbeing in the younger generation. <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?	10-20
11	Who will the participants be?	Teachers
12	How will you identify the participants?	Through local community (purposive sampling)

	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			
	(this box should expand as you type)			

	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			
	(this box should expand as you type)			

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: None noted	How you will mitigate the risk to participants: (this box should expand as you type)	
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		
	(this box should expand as you type)		

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: <i>(this box should expand as you type)</i>	How you will mitigate the risk to the investigator: <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?
	Feedback will be provided in the form of a presentation and debriefing session where participants will have the opportunity to ask questions.
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.
	Informed consent and confidentiality will be obtained in writing and participants will be informed of the study's purpose, their role, and how their data will be used.
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.
	Questionnaire will be anonymous. However, during focus groups, participants will be aware of the other participants present due to the nature of the method i.e. group discussion.

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	<u>NO</u>
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.	☐	☐
	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	<u>NO</u>
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),	☐	☐
	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:		
	Password protected files (this box should expand as you type)		

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):		
	NVIVO, SPSS used for data analysis.		
22	List all who will have access to the data generated by the research activity:		
	Primary researcher only		
23	List who will have control of, and act as custodian(s) for, data generated by the research activity:		
	Primary researcher only		
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.		
	Stored electronically in password protected file for duration of study.		
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. (Most relevant to academic staff)		
	N/A		
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:	B.M.Rees	Date: 06/03/2025

For STUDENT Submissions:

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

For STAFF Submissions:

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

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

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

RESEARCH STUDENTS ONLY

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

RESEARCH STAFF ONLY

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

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

1.2 Timeline

Time	Aim	Tasks
Weeks 1-2	Planning and Preparation	• Literature review on nutrition education and teachers' perspectives (keep literature log) • Develop the research proposal, including aims, objectives, methodology and ethical considerations • Keep a research journal to document the process and inform the later reflection
Weeks 3-4	Planning and Preparation	• Submit research proposal for ethical review and approval • Finalise interview and focus group questions based on literature review
Weeks 5-6	Recruitment and data collection preparation	• Identify and recruit potential schools and teachers for participation • Obtain permissions from school's administrators • Finalise recruitment materials (e.g., consent forms). • Schedule interviews and focus groups with participants
Weeks 7-8	Data Collection	• Conduct semi-structured interviews with teachers (5-10 interviews) • Conduct focus groups with teachers (2-3 focus groups) to gather diverse perspectives
Weeks 9-10	Data Transcription and In-Depth Analysis and Interpretation	• Transcribe interviews and focus group discussions • Begin coding of transcripts to identify key themes and patterns

		• Conduct thematic analysis of the data and validate themes through member checking or peer review • Draft findings and interpretations based on the analysis. Relate findings back to research questions and existing literature.
Weeks 11-12	Reporting and Dissemination	• Write final report, including introduction, methodology, findings, discussion, and conclusions • Prepare presentations for schools, educational authorities • If felt appropriate, consider submitting findings to academic journals/conferences for broader dissemination