

Dissertation Proposal Form

Amelia Grainger-Brooks (Student Number: 2405201)

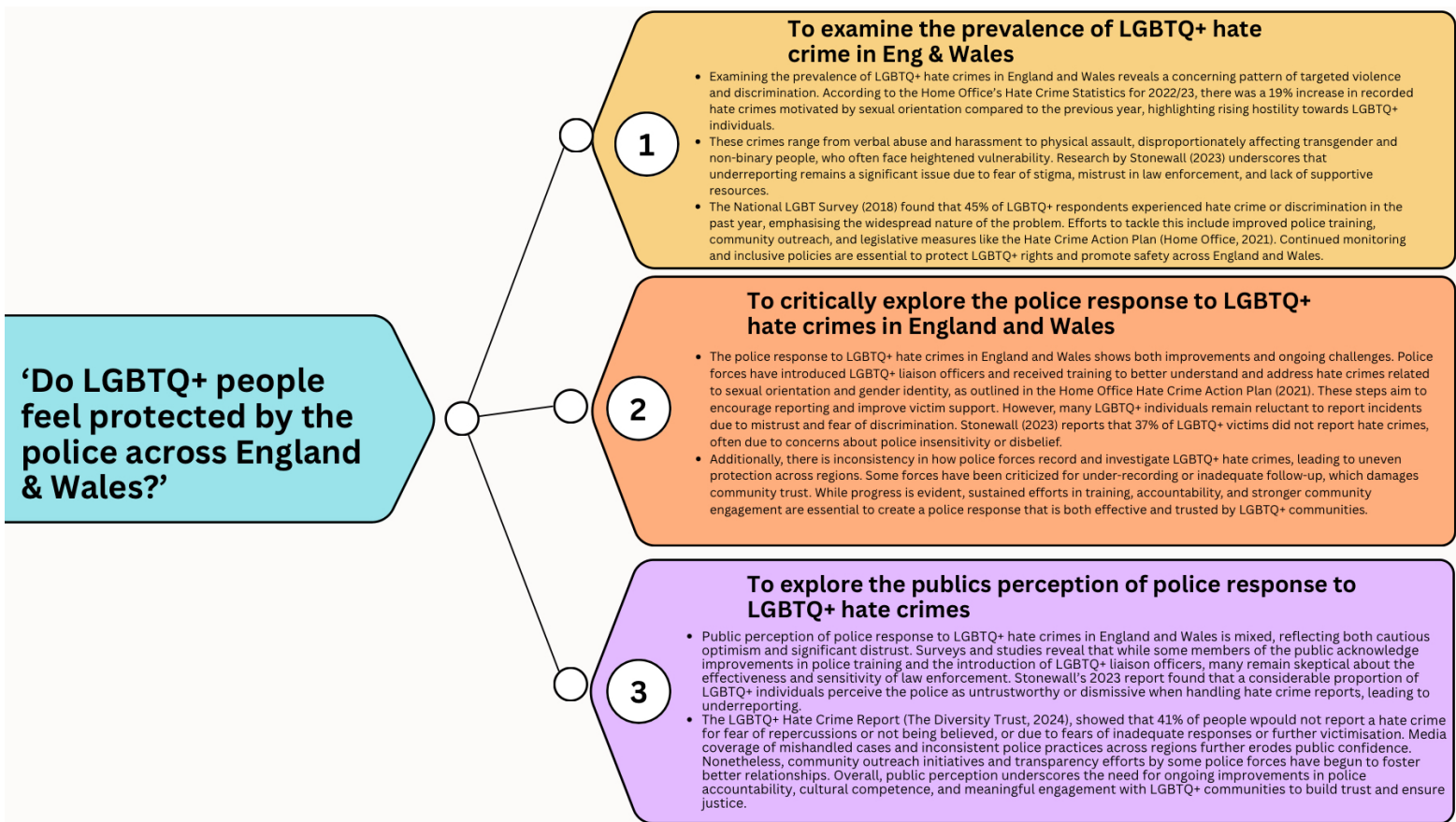
Module Code: BMPL5017A

Research Title: 'Do LGBTQ+ People Feel Protected by the Police in
England and Wales?'

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Task 1: Mind Map of Ideas



Task 2: Research Proposal



UNDERGRADUATE DISSERTATION RESEARCH PROPOSAL FORM

NAME: Amelia Grainger-Brooks

ID No.: 2405201

DRAFT RESEARCH TITLE QUESTION:

Why this topic? Why is it worthy of consideration for an undergraduate dissertation?

The topic for this dissertation is "Do LGBTQ+ people feel protected by the police across England and Wales?".

This was chosen because there is a gap in the research on this topic area and further research into this topic will be great for a dissertation as it opens up a conversation that is needed in this area. Evidence from countless studies throughout the past two decades show how not much has changed in regards to how the LGBTQ+ community feels about the police. There has consistently been a strained relationship and an intense lack of trust in the police. A study of this topic is important because a better understanding of perception of the police and how they deal with issues related to LGBTQ+ people is crucial in fostering a better and more positive relationship with the police and community, which also improves one of the key principles of policing by consent.

Recent research indicates that LGBTQ+ people in England and Wales report low levels of trust in police and often feel less protected by law enforcement. For example, a 2024 survey from Policing the Rainbow, found that LGBTQ+ individuals experience more mistreatment by police, have lower trust in law enforcement, and are less likely to call the police for help (Policing Insight, 2024). Additionally, 82% of LGBTQ+ people in Wales who experienced hate crimes did not report them to the police, reflecting a lack of confidence in police protection (Stonewall 2017).

SUMMARY OF RESEARCH AIM & OBJECTIVES:

Here, you are required to clarify the information you want to collect on your research topic in the form of two, three or four key objectives:

The overall aim of this project will be to determine how, why and what is effecting the relationship between the LGBTQ+ community and the police. How police are responding and working to better the relationship. The impact that crimes have on the community and their trust in the police. The publics perception of how police treat crimes and cases involving LGBTQ+ people and the reasons for the underreporting of crimes against LGBTQ+ people. Are the current methods of policing LGBTQ+ hate crimes and other forms of violence such as domestic violence, effective in developing trust from the LGBTQ+ community and do LGBTQ+ people feel safe and protected the same way heterosexual people do.

Objective 1: To examine the prevalence of crimes committed against LGBTQ+ people in England & Wales

Objective 2: To critically explore the police response to crimes against LGBTQ+ people in England & Wales and the impact on the community.

Objective 3: Explore public perceptions of police response, whether their response makes people feel safer, etc.

THEORETICAL CONTEXT:

Please clarify some of the key literature to be utilised as part of your research. Consider textbooks, journals, articles, government reports, organisational strategic plans, and list a short bibliography of these key sources. This need not be extensive but will give your supervisor a good point to start from.

Literature surrounding LGBTQ+ people and the police have a overarching theme of distrust, a sense of uncertainty in the relationship between the police and the LGBTQ+ community. LGBTQ+ people seem to feel like the police are not here to protect them and that they don't feel safe in reporting incidents of hate crime or domestic violence due to that strained relationship.

Stonewall (2023), states how there is a significant cause for concern regarding the safety of LGBTQ+ people across England and Wales and also concerns with the police's ability and willingness to protect the community.

Furthermore, according to Donovan, C and J, Rowlands (2025), LGBTQ+ people do not feel adequately protected by the police, particularly in cases of hate crime and domestic abuse. Victims say about how they feel current police response is insufficient in handling their issues due to the perceived feeling of it being due to their sexual orientation and or genderqueer identity.

There is a common feeling that their experience will not be taken seriously by police. Another challenge in the reporting of crimes against LGBTQ+ people is their belief that their case of hate crime or domestic violence is not serious enough to be reported. A study by Russell, R. et al (2025), emphasises the need for better training for police to deal with members of the LGBTQ+ community. The study also highlights some of the key barriers in reporting of hate crimes for LGBTQ+ people, these being uncertainty in what constitutes for a hate crime, particularly when it's verbal abuse. A deep distrust in the police due to fears of mistreatment or homophobic or transphobic abuse from the police themselves.

Additionally, statistics from the Police Conduct Report (Gov.UK, 2025), show that people from the LGBTQ+ community have slightly lower confidence in the police to deal with complaints with 59% of the community saying they are not very confident or not confident at all with the police. Furthermore, 45% of LGBTQ people reported fairly to very negative feelings towards The Met, compared to the 32% of heterosexual people. And also, in a question where people were asked about their view on the police, 37% of LGBTQ+ people expressed a fairly negative or very negative view.

Research from the past two decades have a consistent conclusion; the police do not take LGBTQ+ hate crime seriously enough. Police violence is a serious but often ignored issue that comes from deep-rooted racism, homophobia, and transphobia in the criminal justice system (Dreyer et al., 2020). You can see this bias in how law enforcement deals with hate crimes. Many times, the harm caused by these crimes is minimised, and victims are treated without care or professionalism, something backed up by older international studies and surveys on crimes against LGBTQ+ people (Dwyer, 2014; Nadal et al., 2015). These show that not much has changed over the years in regards to how the police deal with LGBTQ+ issues.

A study from (Girardi, 2021), highlights how LGBTQ+ people felt the process of reporting hate related incidents to be "slow and counterproductive" and also that officers seemed to be "uninterested".

SUMMARY OF RESEARCH –SURVEY METHOD:

Summary of qualitative or quantitative methods, and survey techniques being considered.

For the primary research objective of understanding the public's perception of police response to cases involving LGBTQ+ people, a qualitative survey will be conducted to gather the information needed. Qualitative data was chosen because this project focuses on people's experiences, stories, thoughts, and opinions, which are best captured through open, detailed responses rather than numerical data. Questions like, "Have you ever been a victim or been a witness to a hate crime against an LGBTQ+ person?" and "If you or someone you know have interacted with the police for a hate crime related to being LGBTQ+, to what extent do you feel the police handled it adequately?" Although these are rough drafts, they reflect the kind of open-ended questions the study will use. Qualitative survey techniques are ideal for this study because they allow for collecting rich, in-depth information about people's experiences and opinions. This method prioritises understanding people's views thoroughly while ensuring respect and care for participants throughout the research process.

SUMMARY OF SAMPLING FRAMEWORK:

Provide details of target sample. For example, who are you intending to ask to participate in your research, will you be seeking perspectives from experts who work in a given field, or will you be using a general questionnaire to gauge perspectives from members of the public?

This survey will sample a wide range of people. It will include people of the general public, within the ages of 18-50 of all races, and ethnic backgrounds and genders, to ensure my survey is reflective of the intersectionality between LGBTQ+ identity gender identity and race and how the crossover of those characteristics can effect opinions and perceptions of my chosen topic. The reason the survey will be targeted to participants ages 18-50 is because one, under 18s can't consent to the study so they will have to be 18+ due to legal issues with minors and consent. And the reason it will be up to 50 is because a wide range of ages will add depth to the score of the research. It is capped at 50 to minimise the amount of participants and also because there is evidence that elderly participants tend to drop out of studies compared to younger participants and so to minimise this risk the age will be capped at 50 (Hernandez, R. et al, 2024).

INITIAL REFERENCE LIST:

Please follow the Harvard referencing system

Donovan, C. and Rowlands, J. (2025). On what basis do bodies that provide funding for tackling VAWG (for example: government departments, police forces, voluntary organisations) currently prioritise funding decisions? [online] Available at: <https://committees.parliament.uk/writtenevidence/139775/pdf/> [Accessed 24 Feb. 2026].

Girardi, R. (2021). 'It's easy to mistrust police when they keep on killing us': A queer exploration of police violence and LGBTQ+ Victimization. *Journal of Gender Studies*, 31(7), pp.1–11. doi:<https://doi.org/10.1080/09589236.2021.1979481>.

Gov.UK (2025). *IOPC Public Perceptions Tracker Summary Report, Financial Year 2024/25*. [online] .Yonder. Available at: <https://www.policeconduct.gov.uk/sites/default/files/documents/IOPC-public-perceptions-tracker-report-2024-25.pdf> [Accessed 24 Feb. 2026].

Russell, R., O'Brien, F. and Boulton, L. (2025). Asked if I have experienced homophobia, I'll say no. What I mean by that is I have not had my head kicked in": Understanding LGBT+ Perspectives on Hate Crime and Barriers to Reporting in the UK. *The Police Journal: Theory, Practice and Principles*. [online] doi:<https://researchonline.ljmu.ac.uk/id/eprint/27521/24/Asked%20if%20I%20have%20experienced%20homophobia%20Ill%20say%20no%20What%20I%20mean%20by%20that%20is%20I%20have%20not%20had%20my%20head%20kicked%20in.pdf>.

Stonewall (2023). *New data: Rise in hate crime against LGBTQ+ people continues,....* [online] Stonewall. Available at: <https://www.stonewall.org.uk/news/new-data-rise-hate-crime-against-lgbtq-people-continues-stonewall-slams-uk-gov-> [Accessed 24 Feb. 2026].

Hernandez, R. et al (2024). Attrition from longitudinal ageing studies and performance across domains of cognitive functioning: an individual participant data meta-analysis. *BMJ open*, [online] 14(3), pp.e079241–e079241. doi:<https://doi.org/10.1136/bmjopen-2023-079241>.

Dreyer, B. et al (2020). The Death of George Floyd: Bending the Arc of History Towards Justice for Generations of Children. *Pediatrics*, [online] 146(3). doi:<https://doi.org/10.1542/peds.2020-009639>.

Dwyer, A. (2014). Pleasures, perversities, and partnerships: The historical emergence of LGBT-police relationships. In D. Peterson & V. R. Panfil (Eds.), *Handbook of LGBT communities, crime, and justice* (pp. 149–164).

Task 3: 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:	Amelia Grainger-Brooks			
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:	University of Wales Trinity Saint David's
4	Campus:	Swansea
5	E-mail address:	2405201@student.uwtsd.ac.uk
6	Contact Telephone Number:	07593877938
For students:		
7	Student Number:	2405201
8	Programme of Study:	Professional Policing

9	Director of Studies/Supervisor:	Laura Knight
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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)	☒		Module lecturer

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	<i>[List any other relevant documents here]</i>	☐

SECTION D: External Collaborative Research Activity

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

1	Institution	N/A
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	Voluntary YES ☐ NO ☐

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

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

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

SECTION E: Details of Research Activity

1	Indicative title:	Do LGBTQ+ people feel protected by the police across England and Wales?’		
2	Proposed start date:	September 2026	Proposed end date:	May 2027
	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</i> • <i>How it addresses an area of importance.</i>			

3	Purpose of Research Activity The purpose of doing a dissertation on whether LGBTQ+ people in England and Wales feel protected by the police is to explore how this community experiences and perceives police protection. LGBTQ+ individuals often face higher risks of hate crimes and discrimination, making it important to understand if they feel safe and supported when interacting with law enforcement (Girardi, 2022). This research aims to capture their lived experiences and opinions, which are essential for identifying any gaps or challenges in police response to LGBTQ+ issues. Many LGBTQ+ people may hesitate to report crimes due to fear of discrimination or negative treatment by the police (Home Office, 2025). Investigating their perceptions helps reveal whether police forces are effectively serving and protecting this community or if improvements are needed. Understanding these feelings of safety or mistrust can highlight areas where police training, policies, or community engagement could be strengthened (Pickles, 2020). This dissertation also contributes to broader social justice goals by focusing on equality and human rights. It provides evidence that can inform policymakers and police services on how to better support LGBTQ+ individuals, ensuring they receive fair and respectful treatment (Maine, 2022). Finally, the dissertation aims to amplify LGBTQ+ voices, giving them space to share their stories and perspectives. This approach not only promotes accountability within policing institutions but also encourages trust-building between the police and LGBTQ+ communities. Overall, the study seeks to contribute to creating a safer, more inclusive environment where all individuals feel protected and valued. (this box should expand as you type)
4	Research Question ‘Do LGBTQ+ People Feel Protected by the Police within England and Wales?’ (this box should expand as you type)
5	Aims of Research Activity I will also research subsections of objectives by looking at things such as; The perceptions and experiences of LGBTQ+ individuals regarding police protection and responsiveness in England and Wales. Which I would find at Colliver, B. "50 Facts Everyone Should Know about the Police (2025). The factors that influence LGBTQ+ people's feelings of safety or mistrust towards the police, including past interactions, community narratives, and systemic issues. How police practices, policies, and training impact the relationship between law enforcement and LGBTQ+ communities. Whether LGBTQ+ individuals believe their needs and concerns are adequately addressed by the police when reporting hate crimes or discrimination. And also if there are any recommendations from LGBTQ+ participants on how police services can improve trust, protection, and inclusivity. (this box should expand as you type)
6	Objectives of Research Activity (this box should expand as you type)
	Proposed methods (maximum 600 words) Provide a brief summary of all the methods that may be used in the research activity, making it clear what specific techniques may be used. If methods other than those listed in this section are deemed appropriate later, additional ethical approval for those methods will be needed. You do not need to justify the methods here, but should instead describe how you intend to collect the data necessary for you to complete your project.

7	In this study a variety of methods will be used to gather the information need for this study to meet its objectives. For the first two objectives, secondary research such as articles, journals, blogs, studies, and other things will be used. Then, a qualitative primary research survey will be used to answer the third objective. (this box should expand as you type)
	Location of research activity Identify all locations where research activity will take place.
8	The study will be taking place online through Microsoft forms. (this box should expand as you type)
	Research activity outside of the UK If research activity will take place overseas, you are responsible for ensuring that local ethical considerations are complied with and that the relevant permissions are sought. Specify any local guidelines (e.g. from local professional associations/learned societies/universities) that exist and whether these involve any ethical stipulations beyond those usual in the UK (provide details of any licenses or permissions required). Also specify whether there are any specific ethical issues raised by the local context in which the research activity is taking place, for example, particular cultural and/or legal sensitivities or vulnerabilities of participants. If you live in the country where you will do the research then please state this.
9	This is not applicable as the study will be taking place within the UK. (this box should expand as you type)

10	Use of documentation not in the public domain: Are any documents <u>NOT</u> 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. (this box should expand as you type)		

	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:		
	The goal of this study is to gather a better understanding of the issues facing LGBTQ+ people within England and Wales and ensure that all people, no matter sexual orientation or gender identity feel they have a voice and have hope to influence policing tactics. Also, for the relationship between LGBTQ+ people and the police is strained and so this study hopes to identify what is happening and what can be done to start helping to mend this. (this box should expand as you type)		

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: N/A (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
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?	Aiming for between 20-30 participants for my survey due to the qualitative nature of the survey. Want to be able to gather all the data without missing out important things that might get missed or left out if there were to be more participants. It is important to be that everything said in the survey is considered and compared and it would be easier to do so with less participants. (this box should expand as you type)

11	Who will the participants be?	The participants of my survey will be friends and family, and the greater public that it is set out to. The primary researcher has a very diverse circle of people around, and will be able to get very valuable data from the participants it is sent out to. <i>(this box should expand as you type)</i>
12	How will you identify the participants?	The survey will be sent through social media/ messages from an already existing account, to the participants. <i>(this box should expand as you type)</i>

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

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

28	If YES to any question, please provide full details
	N/A <i>(this box should expand as you type)</i>

SECTION H: Anticipated Risks

	Outline any anticipated risks that may adversely affect any of the participants, the researchers and/or the University, and the steps that will be taken to address them. If you have completed a full risk assessment (for example as required by a laboratory, or external research collaborator) you may append that to this form.					
1	Full risk assessment completed and appended?	<table> <tr> <td>Yes</td><td>☒</td></tr> <tr> <td>No</td><td>☐</td></tr> </table>	Yes	☒	No	☐
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: In this study there are some sensitive topics in regards to sexual orientation, gender identity, hate crimes against LGBTQ+ people, potential negative interactions with police which may cause emotional distress. There is no risk of physical harm in this study as it is all online and not in person. The study will be anonymous and there will be strict data protection and no one will be able to access the information gathered. <i>(this box should expand as you type)</i>	How you will mitigate the risk to participants: To mitigate this, there will be a disclosure at the beginning of the survey with any topics people may not be comfortable discussing or reading about. The survey will allow participants to skip questions making them optional and not compulsory if they are not comfortable with answering it. Also, at the end of the study/survey there will be access to resources and helplines if they feel affected by any of the contents in the study. <i>(this box should expand as you type)</i>				
3	If research activity may include sensitive, embarrassing or upsetting topics (e.g. sexual activity, drug use) or issues likely to disclose information requiring further action (e.g. criminal activity), give details of the procedures to deal with these issues, including any support/advice (e.g. helpline numbers) to be offered to participants. Note that where applicable, consent procedures should make it clear that if something potentially or actually illegal is discovered in the course of a project, it may need to be disclosed to the proper authorities					

	The disclosure at the beginning of the study will outline the sensitive topics that will be included in the survey and they will have the ability to skip questions and withdraw from the project at anytime. There will also be resources and helplines at the end of the survey to direct people to help if they feel affected by any of the topics. The survey will tell people to not disclose anything potentially incriminating or inappropriate. <i>(this box should expand as you type)</i>		
4	Risks to the investigator For example: personal health & safety, physical harm, emotional distress, risk of accusation of harm/impropriety, conflict of interest		
	Risk to the investigator: There could be a potential risk of emotional distress due to the sensitive information that might be shared <i>(this box should expand as you type)</i>	How you will mitigate the risk to the investigator: To mitigate this, the investigator will access resources to help with any emotional distress that may be caused, and possibly reach out to friends and family or a helpline if need be. <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: There will be no risk to the university <i>(this box should expand as you type)</i>	How you will mitigate the risk to the University: N/A <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: There are no environmental risks from this study. It will take place online, things like paper waste, petrol use etc are not applicable. <i>(this box should expand as you type)</i>	How you will mitigate the risk to environment: N/A <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?
	At the end of the study, there will be a section to remind participants of resources to reach out to if effected by the contents of the survey. As the survey is anonymous, there wont be any de-briefing or feedback to participants. <i>(this box should expand as you type)</i>
2	Informed consent Describe the arrangements to inform potential participants, before providing consent, of what is involved in participating. Describe the arrangements for participants to provide full consent before data collection begins. If gaining consent in this way is inappropriate, explain how consent will be obtained and recorded in accordance with prevailing data protection legislation.
	For the primary research objective, a survey will be created and sent out. This survey will include a disclosure of all the information that will be collected and they will have the option to skip or withdraw at any time. At the beginning of the survey they will be asked for consent to use the data for the use of the study. Participants will be fully informed on what will happen with their data. <i>(this box should expand as you type)</i>
3	Confidentiality / Anonymity Set out how anonymity of participants and confidentiality will be ensured in any outputs. If anonymity is not being offered, explain why this is the case.
	The survey will be completely anonymous and confidential. Their names and contact details wont be asked. The only personal information they will be asked is their age, gender, race, sexual orientation and gender identity. All of these will be stored confidentially. <i>(this box should expand as you type)</i>

SECTION J: Data Protection and Storage

	Does the research activity involve personal data (as defined by the General Data Protection Regulation 2016 “GDPR” and the Data Protection Act 2018 “DPA”)?	YES	NO
1	“Personal data” means any information relating to an identified or identifiable natural person (‘data subject’). An identifiable natural person is one who can be identified, directly or indirectly, in particular by reference to an identifier such as a name, an identification number, location data, an online identifier or to one or more factors specific to the physical, physiological, genetic, mental, economic, cultural or social identity of that natural person. Any video or audio recordings of participants is considered to be personal data.		✓
If YES, provide a description of the data and explain why this data needs to be collected:			
2	(this box should expand as you type)		
	Does it involve special category data (as defined by the GDPR)?	YES	NO
3	“Special category data” means sensitive personal data consisting of information as to the data subjects’ – (a) racial or ethnic origin, (b) political opinions, (c) religious beliefs or other beliefs of a similar nature, (d) membership of a trade union (within the meaning of the Trade Union and Labour Relations (Consolidation) Act 1992), (e) physical or mental health or condition, (f) sexual life, (g) genetics, (h) biometric data (as used for ID purposes),	✓	☐
If YES, provide a description of the special category data and explain why this data needs to be collected:			
4	For the study, data such as age, race, sexual orientation and gender identity are necessary to be gathered. This is because the study is based on gender identity and sexual orientation and also race is important for the intersectionality of the study. (this box should expand as you type)		

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

11	Other – specify:	☐	☐
12	For all stored data, explain the measures in place to ensure the security of the data collected, data confidentiality, including details of backup procedures, password protection, encryption, anonymisation and pseudonymisation:		
	The data will be stored in a personal laptop encrypted with a number of passwords to ensure a secure environment for the sensitive information. <i>(this box should expand as you type)</i>		

	Data Protection		
	Will the research activity involve any of the following activities:	YES	NO
13	Electronic transfer of data in any form?	☒	☐
14	Sharing of data with others at the University outside of the immediate research team?	☐	☒
15	Sharing of data with other organisations?	☐	☒
16	Export of data outside the UK or importing of data from outside the UK?	☐	☒
17	Use of personal addresses, postcodes, faxes, emails or telephone numbers?	☐	☒
18	Publication of data that might allow identification of individuals?	☐	☒
19	Use of data management system?	☒	☐
20	Data archiving?	☒	☐
21	If YES to any question, please provide full details, explaining how this will be conducted in accordance with the GDPR and Data Protection Act (2018) (and any international equivalents, where appropriate):		
	In accordance with the Data Protection Act 2018, this study will ensure informed consent is understood throughout and allow complete transparency. Participants will know what data is being collected, why it is being collected, how it will be used, who will have access, how long it will be stored and their right to withdraw at any point during the study. Participants will be kept anonymous, and their right to privacy will be protected. <i>(this box should expand as you type)</i>		
22	List all who will have access to the data generated by the research activity:		
	The people who will have access to the data in this study will be the primary researcher (me) and the supervisor of the project. <i>(this box should expand as you type)</i>		
23	List who will have control of, and act as custodian(s) for, data generated by the research activity:		
	The people who will have control of the data collected will be the primary researcher (me) and the supervisor of the project. <i>(this box should expand as you type)</i>		
24	Give details of data storage arrangements, including security measures in place to protect the data, where data will be stored, how long for, and in what form. Will data be archived – if so how and if not why not.		

	The data collected in this study will be held for the duration of the research project, approximately 6-7 months. The data will be stored securely in a personal laptop, where only the primary researcher will have access to with a password and other security measures. The data will be kept and stored for the purpose of the research task and any sensitive data will be carefully and thoroughly disposed of once used for its required purpose. <i>(this box should expand as you type)</i>		
25	Please indicate if your data will be stored in the UWTSD Research Data Repository (see https://researchdata.uwtsd.ac.uk/). If so please explain. <i>(Most relevant to academic staff)</i>		
	The data will likely be stored at the UWTSD Research Data Repository if required to, however there will still be security measures to access any sensitive information. <i>(this box should expand as you type)</i>		
26	Confirm that you have read the UWTSD guidance on data management (see https://www.uwtsd.ac.uk/library/research-data-management/)	YES	✓
27	Confirm that you are aware that you need to keep all data until after your research has completed or the end of your funding	YES	✓

SECTION K: Declaration

The information which I have provided is correct and complete to the best of my knowledge. I have attempted to identify any risks and issues related to the research activity and acknowledge my obligations and the rights of the participants. In submitting this application I hereby confirm that I undertake to ensure that the above named research activity will meet the University's Research Ethics and Integrity Code of Practice which is published on the website: https://www.uwtsd.ac.uk/research/research-ethics/		
1	Signature of applicant:	A.V.Grainger Date: 01/05/26

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.

Task 4: Justification of the Chosen Research Method

A qualitative study would be the best approach for exploring whether LGBTQ+ people feel protected by the police across England and Wales. This method focuses on understanding people's personal experiences, feelings, and opinions in depth, rather than just collecting numbers or statistics (NIH, 2024). For a topic as complex and sensitive as this, qualitative research allows us to hear directly from LGBTQ+ individuals about their real-life experiences with police, which is something quantitative methods like surveys or crime statistics often miss. A quantitative study may give information like '57% of LGBTQ+ think this', but won't tell the 'why' part which is what is wanted for the study. The survey will include long and short answer questions and also to what extent question types. The study aims to find out if LGBTQ+ people feel protected by the police and for this, understanding of a person's feelings and experiences is crucial.

Qualitative surveys are made up of a bunch of open-ended questions that a researcher creates around a specific topic. These surveys are usually filled out by the participants themselves, and everyone gets the same set of questions in the same order. Since participants answer by writing their own responses instead of picking from a list of options, qualitative surveys can give really detailed and in-depth insights into things like people's personal experiences, stories, habits, perspectives, and ways of talking about things, which is exactly what qualitative researchers are often interested in (Braun & Clarke, 2013).

For the amount of people the survey is intended for, interviews wouldn't be fitted as interviews have a lot of restrictions to them such as time and scale. For this study, at least 20-30 participants are to participate and so it would be best to use qualitative surveys rather than an interview in this case.

Furthermore, qualitative surveys are flexible (Lim, W.M, 2024). By using a qualitative survey, a researcher doesn't have to stick to a rigid set of questions. If something interesting is found in the first few responses, like a common theme or an unexpected answer, questions can be changed to dig deeper. For example, if most participants mention that they have had a negative experience with the police, questions can be added asking them to describe a specific situation where that happened.

AI statement

Chat GTP and ECOSIA were used for the purpose of Task 1 and also to gather sources for Task 2, 4, and 6. Also was used for proof reading and structure building.

Task 5: Draft Research Questions

5. What is your ethnicity 

☐ White (British, Irish, European, or other White backgrounds)

☐ Black or Black British (African, Caribbean, or other Black backgrounds)

☐ East Asian (Chinese, Japanese, Korean, Mongolian, Taiwanese, Hong Kongese, or other East Asian backgrounds)

☐ Mixed or Multiple Ethnic Groups

☐ South Asian (Indian, Bangladeshi, Pakistani, Sri Lankan, Afghani, or other South Asian backgrounds)

☐ Hispanic/ Latin (Mexican, Colombian, Cuban, Puerto Rican, Argentinian, or other Hispanic backgrounds)

☐ Other

6. Have you ever been a witness to LGBTQ+ hate or violence, if so, please state the type of incident (physical, verbal, harassment, damage to property, online abuse, inciting hatred, or multiple of these). 

2. What is your gender identity 

☐ Woman

☐ Man

☐ Non-binary

☐ Prefer not to say

☐ Other

9. What is your reasoning for your answer to question 8? 

10. Compared to non-LGBTQ+ people, do you believe LGBTQ+ people are treated equally by the police 

☐ Yes

☐ No

☐ Maybe

☐ Somewhat

☐ Unsure

☐ Other

-

☐ Maybe

☐ Somewhat

☐ Other

Task

6: Evaluation of the Chosen Data Analysis Method

To evaluate the chosen research method of this study, the information gathered must be trustworthy and meaningful to the purpose of this study. The purpose is to essentially find out if LGBTQ+ people trust the police and trust them to protect them across England and Wales.

Qualitative surveys remain a key method in contemporary research, particularly as digital tools have made them easier to distribute and analyse. They focus on collecting non-numerical data through open-ended questions, allowing participants to describe their experiences, opinions, and attitudes in detail. Compared to quantitative surveys, which prioritise measurable data, qualitative surveys are more concerned with understanding meaning and context. This makes them especially useful in recent research areas such as online behaviour, health experiences, and social identity.

A major strength of qualitative surveys is their ability to generate rich, detailed data. Because respondents can answer in their own words, researchers are able to capture complexity and nuance that would be missed in closed-question formats. Recent work by Braun, V. & Clarke, V. (2021) continues to emphasise the value of thematic analysis in identifying patterns across qualitative responses. This approach allows researchers to move beyond surface-level answers and explore deeper meanings, which is particularly relevant in studies focusing on lived experiences.

Another advantage is the accessibility of qualitative surveys in the digital age. Online platforms such as Microsoft Forms, enable researchers to reach large and diverse populations quickly and at low cost. This has increased the practicality of qualitative surveys, especially during and after events where it may be impossible to gather the data in person. As a result, qualitative surveys have become an important tool for capturing real-time experiences during rapidly changing situations.

However, qualitative surveys still face several limitations. One ongoing issue is the challenge of data analysis. Large volumes of text-based responses can be difficult to manage, requiring careful coding and interpretation. Recent editions of qualitative research texts, such as those by Creswell, J. and Poth, C. (2023), highlight how researchers must use systematic approaches to maintain rigour and reduce bias. The process is time-consuming and interpretive. Another limitation is the issue of generalisability. Even with larger online samples, qualitative surveys often rely on self-selected participants, which can introduce bias. According to SAGE Publications (2022), qualitative findings are typically context-specific and should not be assumed to represent wider populations. This means that while qualitative surveys are strong in depth, they are weaker in producing broadly generalisable conclusions.

Additionally, response quality continues to be a concern in modern research. Online participants may give short or superficial answers, especially when surveys are lengthy or lack engagement. This can reduce the richness of the data and limit the effectiveness of the method. Researchers are increasingly encouraged to design interactive and clearly structured surveys to improve response depth.

In conclusion, qualitative surveys are still highly relevant in recent research, particularly due to their adaptability and ability to capture detailed human experiences. While digital tools have improved their reach and efficiency, challenges such as data analysis, subjectivity, and limited generalisability remain. Nevertheless, when used carefully, qualitative surveys provide valuable insights that are difficult to obtain through purely quantitative methods.

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