

Can regular use of local parks help in the reduction of trait anxiety and improve the mental health of young people with special education needs and disabilities (SENDs)?

As a teacher who works in a special education needs school, I am interested in whether regular use of local nature-based spaces can have a positive effect on the levels of trait anxiety of students with SENDs, and improve their mental health and wellbeing. Young people with SENDs can display challenging, disruptive and disturbing behaviour (Conner, White, Scahill and Mazefsky, 2020). This could be an indication of underlying issues such as anxiety and/or depression (Department for Education and Department for Health, 2015; Department of Education, 2021). Hebron and Humphrey (2014) found that young people with SENDs were at greater risk of high levels of anxiety, depression, anger and low self-esteem than those who did not have SENDs. These risks are exacerbated when a student has autistic spectrum disorder (ASD) (Hebron & Humphrey, 2014), and is further exacerbated when that young person is transitioning between adolescence and early adulthood (Uljařević, et al., 2020). These are the types of young people I work with.

There are multiple theories that link nature to positive effects on people's mental health, wellbeing, and stress levels. These include Wilson's biophilia hypothesis (Gullone, 2000), attention restoration theory (ART) (Kaplan, 1995) and stress reduction theory (SRT) (Ulrich, 1981). Wilson's biophilia hypothesis states that humans have an innate need to connect with nature, and that this developed over the thousands of years humans spent as hunter gathers (Gullone, 2000). Ulrich (1983, cited in Gullone, 2000, p. 294) suggests that the provision of parks and the preservation of nature reserves have been supported due to the belief that exposure to nature helps with psychological and physiological wellbeing and helps in the reduction of stress. Attention Restoration Theory (ART) works on the premise that directed attention, the ability to focus on cognitively demanding tasks, which is critical to high-level cognitive functions and behavioural regulation, fatigues with use but can be restored through exposure to nature (Kaplan, 1995). For children with SENDs, among the core deficiencies are inattentiveness and difficulty in regulating emotion, which links to and exacerbates difficulties regulating behaviour. Exposure to nature restores attentional capacity and provides opportunities for enhanced cognitive and behavioural performance. Kaplan (1995) suggests that nature can provide fascination, allowing the brain to utilise *involuntary* attention, which allows direct attention to rest.

Stress reduction theory (SRT), developed by Roger Ulrich, suggests that viewing natural environments can reduce stress levels, this manifests as a reduction in physiological arousal, psychological stress and negative affect, and enhanced positive affect (Marselle, 2019). The natural environments are characterised by views of moderate complexity and depth, having a focal point, a deflected vista, a ground surface conducive for movement, a lack of threats, and water (Marselle, 2019). While local parks in London may not have all these characteristics, they will have many of them.

While much of the literature around outdoor education use the terms *stress* and *anxiety* interchangeably, it is worth defining them (Pijpers, Oudejans, & Bakker, 2005). *Stress* is defined as “a substantial imbalance between demand [physical and/ or psychological] and response capability, under conditions where failure to meet that demand has important consequences” (McGrath, 1970, cited in Weinberg & Gould, 2011, p. 82). Han Selye took this a step further by putting stress into two categories: “Good stress” eustress and “bad stress” distress (Selye, 1983, cited in Cox, 2012, p. 156), where the latter form is linked with anxiety (Cox, 2012). *Anxiety* is an emotional state, which is negative in nature and characterized by worry and nervousness, as well as arousing the body (Lavalley, Kremer, Moran, & Williams, 2012; Pijpers, Oudejans, & Bakker, 2005; Weinberg & Gould, 2011). Anxiety is defined as “facing uncertain, existential threats” (Lazarus 2000, cited in Cox, 2012, p. 155; Pijpers, Oudejans, & Bakker, 2005). I will use the term *anxiety* only because of its direct link to SEND.

Young people with ASD often experience anxiety around social interaction due to socio-communication impairments, lack of specific social skills, and diminished social motivation (Spain, Sin, Linder, McMahon and Happé, 2018). Conner, et al (2020) suggest that there are links between emotional regulation, anxiety levels and social interaction issues with young people who have ASD. Byström, Grahn and Hägerhäll (2019) conducted a longitudinal study on the impact of nature and animals on young people with ASD. They found that participants had higher levels of vitality and mental energy, which enabled them to better engage socially and reflect on conversations. This led to the participants engaging in more affective-based communication, which is difficult for people with ASD (Byström, et al., 2019). This type of intervention could help to lower anxiety and increase emotional regulation and therefore could have significant value to the students at my school.

Theoretical and methodological basis

The philosophical paradigm I will use is a post-positivist approach. This will help me to bring together the mix of methods I plan to use. Post-positivism allows for the triangulation of both quantitative and qualitative methods, that explores the diversity of the data gathered, while valuing it all, in a quest to develop knowledge (Panhwar, Ansari & Shah, 2017). The post-positivist paradigm implies that there is no universal truth, but allows for the exploration of a phenomena. Anxiety is a personal experience, due to it being a person's individual perception of the world and their ability to cope within it (Weinberg & Gould, 2011). This fits well with there being no universal truth, and while the quantitative data will give me a measurable level of anxiety, the qualitative aspect of the study will help me to understand it in a more personal way, and may help the students to understand what they are feeling, and to report whether the experience of being in an outdoor space has helped to *change* how they are feeling.

As I am part-time at the school, much of the data collection for the body mapping will be collected by my colleagues, in particular the student mentors will be asked to take the lead on escorting the students to the designated parks. This will allow the students to choose the time to go when they feel they most need it. Both participants and staff will be told when the body mapping should be done, and how to key the maps, since they will be individual to each participant. This should add another layer to the interview section, as it will give the participant the opportunity to relate the discussion to a particular walk.

My aim is to investigate if spending time in local parks has a positive influence on the anxiety levels experienced by young people with SENDs, predominantly ASD. I am interested in understanding whether managing their anxiety levels can help with other aspects of their life. I will use a mixed-methods approach. I will use Quantitative methods through the use of questionnaires which have already been validated e.g. the State and Trait anxiety Inventory (STAI) questionnaire, developed by Spielberger (1983) (see appendix 1), which has been used to take a base-line measurement of trait anxiety in other outdoor education research projects (Drebing, Willis, & Genet (1987), Nieuwenhuys *et al* (2008) and Pijpers *et al* (2005)). For mental health and well-being I will use The 14-item Warwick-Edinburgh Mental Well-being Scale (WEMWBS) which provides a score reflecting pupils' positive thoughts and feelings (see appendix 2). Zurawik, Carson & Snape (2020) used the WEMWBS to measure mental

well-being with walking groups, while Fazel and Newby (2021) used it with children with autism.

The qualitative methods I will use will be a combination of semi-structured interviews and body mapping. Britton, Kindermann & Carlin, (2020) used body mapping (see appendix 3). when working with young people with ASD, and it is suggested that by using the body maps before and after, the participants were learning to connect with their bodies, and notice feelings (Britton, et al., 2020), so I hope this may help the students to recognise any effects that spending time in nature has on them.

Ethical considerations

There are some ethical issues that are obvious at the start of this research. By not being involved in the walks, I hope to limit my own biases surrounding this investigation. I have built up relationships with many of the students, and by not being involved in the walks I hope to neutralise any power and position I have with them (Manion, Morrison & Cohen, 2018). Informed consent when working in a school for special educational needs students can have additional ethical considerations (Cohen, Manion and Morrison, 2018). Fortunately, many of the students are capable of understanding, and so they will be fully informed and given the choice on whether to take part, and told that they can withdraw at any time, in line with section 31 of the ethical guidelines for educational research (British Educational Research Association (BERA), 2018). Overall consent will come from the Head who is acting *in loco parentis* (Cohen, et al., 2018) and parents will be informed. Data that is collected will be stored and used in line with General Data Protection Regulation (GDPR) (British Educational Research Association (BERA), 2018).

Word count 1525

Timeline

14 th March	Brief students and staff on the project and gain informed consent
15 th - 25 th March	Complete intervention and prepare semi-structured interview questions.
28 th and 29 th March	Interview participants.
31 st March – 7 th April	Interpret results.
8 th April – 11 th May	Write up reflection and create posters
12 th – 13 th May	Hand in

APPLICATION FOR ETHICAL APPROVAL

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

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

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.

Delete the Guidance Notes at the end of the form BEFORE submitting your application

SECTION A: About You (Principal Researcher)

1	Full Name:	Matthew James Clarke			
2	Tick all boxes which apply:	Member of staff:	☐	Honorary research fellow:	☐
3	Undergraduate Student	☐	Taught Postgraduate Student	☒	Postgraduate Research Student
4	Institute/Academic Discipline/Centre:	School of Sport, Health and Outdoor Education			

5	Campus:	Carmarthen
6	E-mail address:	1500202@student.uwtsd.ac.uk
7	Contact Telephone Number:	07958586943
For students:		
8	Student Number:	1500202
9	Programme of Study:	Outdoor Education (MA)
10	Director of Studies/Supervisor:	Dr Nalda Wainwright

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	☐		
3		Institute Research Committee	☐		
4		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, 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.	
1	<u>UWTSD Research Ethics & Integrity Code of Practice</u>	☒
2	UWTSD Research Data Management Policy	☒
3	BERA ethical guidelines for educational research	☒

SECTION D: External Collaborative Research Activity

1	Does the research activity involve collaborators outside of the University?	YES	☒	NO	☐
2	If Yes, please provide the name of the external organisation and name and contact details for the main contact person and confirmation this person has consented to their personal data being shared as part of this collaboration.				
3	Institution	Edith Kay special educational needs school			
4	Contact person name	Karen Dwyer-Burchill			

5	Contact person e-mail address	headteacher@edithkayschool.com				
6	Has this individual consented to sharing their details on this form?	YES	☒	NO	☐	
7	Are you in receipt of a KESS scholarship?	YES	☐	NO	☒	
8	Is your research externally funded	YES	☐	NO	☒	
9	Are you specifically employed to undertake this research in either a paid or voluntary capacity?	Voluntary	YES	☐	NO	☒
10		Employed	YES	☐	NO	☒
11	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	☒
12	Permission to undertake the research has been provided by the partner organisation	(If YES attach copy) If NO the application cannot continue (see appendix 4).	YES	☒	NO	☐

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

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

SECTION E: Details of Research Activity

1	Indicative title:	What is the relationship between regular use of local outdoor parks and trait anxiety levels in young people with SEND's?		
2	Proposed start date of your research (not your course start date):	15 th March 2022	Proposed end date:	13 th May 2022
3	Introduction to the Research (maximum 300 words) Ensure that you write for a Non-Specialist Audience when outlining your response to the three points below: • <i>Purpose of Research Activity</i> • <i>Proposed Research Question</i> • <i>Aims of Research Activity</i> • <i>Objectives of Research Activity</i> Demonstrate, briefly, how Existing Research has informed the proposed activity and explain • <i>What the research activity will add to the body of knowledge</i> • <i>How it addresses an area of importance.</i>			
4	Purpose of Research Activity			

	To see if there is a link between regular use of local outdoor parks and levels of general anxiety in young people with special educational needs. (this box should expand as you type)
5	Research Question Can regular use of local parks help in the reduction of trait anxiety, and improve the mental health of young people with special education needs? (this box should expand as you type)
6	Aims of Research Activity To see whether regular use of outdoor local parks can have a positive effect on anxiety levels in SEND students. (this box should expand as you type)
7	Objectives of Research Activity To give the students an additional method to manage their anxiety levels positively. (this box should expand as you type)
8	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.
9	At the beginning and the end of the intervention period students will be asked to complete the State and Trait anxiety Inventory (STAI) questionnaire, Trait questionnaire, this is to measure their trait anxiety levels to see if there is a difference. The same protocol will be used with the Warwick-Edinburgh Mental Well-being Scale (WEMWBS) to assess levels of wellbeing. These will be done through a Microsoft forms questionnaire. Students will be asked to walk in a local park at least 2 times a week. This will be supervised with a member of staff. Students will be asked to fill in a body map at least once a week to show how they were feeling physically and/ or emotionally before and after a walk. At the end of the two weeks some students will be interviewed. (this box should expand as you type)

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

SECTION F: Scope of Research Activity

10	Location of research activity Identify all locations where research activity will take place.		
11	Students from Edith kay school, supervised walks will take place in the Gibbson recreational grounds which are a 5 minute walk away. <i>(this box should expand as you type)</i>		
12	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.		
13	N/A <i>(this box should expand as you type)</i>		
1	Will the research activity include:	YES	NO
2	Use of a questionnaire or similar research instrument?	☒	☐
3	Use of interviews?	☒	☐
4	Use of diaries?	☐	☒
5	Participant observation with their knowledge?	☐	☒
6	Participant observation without their knowledge?	☐	☒
7	Use of video or audio recording?	☒	☐
8	Access to personal or confidential information without the participants' specific consent?	☐	☒
9	Administration of any questions, test stimuli, presentation that may be experienced as physically, mentally or emotionally harmful / offensive?	☐	☒
10	Performance of any acts which may cause embarrassment or affect self-esteem?	☐	☒
11	Investigation of participants involved in illegal activities?	☐	☒
12	Use of procedures that involve deception?	☐	☒

13	Administration of any substance, agent or placebo?	☐	☒
14	Working with live vertebrate animals?	☐	☒
15	Other primary data collection methods, please explain in this box For example, 'focus groups'. Please indicate the type of data collection method(s) in this box and tick the accompany box.	☒	☐
16	Details of any other primary data collection method: Body mapping using paper and coloured pencils to show how they feel physically and emotionally (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

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

12	Participant numbers and source Provide an estimate of the expected number of participants. How will you identify participants and how will they be recruited?	
13	How many participants are expected?	I hope to get 4 to 8 students. (this box should expand as you type)

14	Who will the participants be?	Students from the special needs school I work in. <i>(this box should expand as you type)</i>
15	How will you identify the participants?	Student will be asked to volunteer <i>(this box should expand as you type)</i>

16	Information for participants:	YES	NO	N/A
17	Will you describe the main research procedures to participants in	☒	☐	☐
28	Information for participants:	YES	NO	N/A
29	Will participants be paid?	☐	☒	☐
30	Is specialist electrical or other equipment to be used with participants?	☐	☒	☐
31	Are there any financial or other interests to the investigator or University arising from this study?	☐	☒	☐
32	Will the research activity involve deliberately misleading participants in any way, or the partial or full concealment of the specific study aims?	☐	☒	☐
33	If YES to any question, please provide full details			
34	with questionnaires, will you give participants the option of omitting questions they do not want to answer?	☒	☐	☐
24	Will you tell participants that their data will be treated with full confidentiality and that, if published, it will not be identifiable as theirs?	☒	☐	☐
25	Will you debrief participants at the end of their participation, in a way appropriate to the type of research undertaken?	☒	☐	☐
26	If NO to any of above questions, please give an explanation			
27	<i>(this box should expand as you type)</i>			

SECTION H: Anticipated Risks

1	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.		
2	Full risk assessment completed and appended?		Yes ☐ No ☒
3	Risks to participants For example: emotional distress, financial disclosure, physical harm, transfer of personal data, sensitive organisational information		
4	Risk to Participant: There is a main road that needs to be crossed to gain access to the park. <i>(this box should expand as you type)</i>	How will you mitigate the Risk to Participant All walks are supervised by a member of staff, and a pelican crossing is used to cross the road. <i>(this box should expand as you type)</i>	
5	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		
	Due to the nature of the school an information that is disclosed to staff members will be dealt with as usual. This includes following the schools safeguarding procedures and writing up an ABC form that helps the safe guarding leads track any issues an student may be facing. <i>(this box should expand as you type)</i>		
6	Risks to investigator For example: personal safety, physical harm, emotional distress, risk of accusation of harm/impropriety, conflict of interest		
	Risk to Investigator: N/A Students already go out for walks, just not to a green space/ park. <i>(this box should expand as you type)</i>	How will you mitigate the Risk to Investigator: <i>(this box should expand as you type)</i>	
7	University/institutional risks For example: adverse publicity, financial loss, data protection		
	Risk to University: N/A <i>(this box should expand as you type)</i>	How will you mitigate the Risk to University: <i>(this box should expand as you type)</i>	

8	Disclosure and Barring Service			
9	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
10	Does your research require you to hold a current DBS Certificate?	☒	☐	☐

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?
	This will be done at the end of the interviews. Thanking them for taking part and helping me, asking them if they have any questions, and that they can ask me any questions they might have at any time. <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.

	Student will be given a choice on whether to participate or not, during a briefing a Microsoft forms based questionnaire (link below) will be used to document their agreement to participate. https://forms.office.com/Pages/ResponsePage.aspx?id=-REPTm4EBUWcuNshUjEeITk43Jt0v6VIjfiX17QPyo1UMFFRVzdISTRMLVcwS0VKszYxTFFVU1o2WC4u <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.
	Participants will be given the choice on anonymity. If they choose to remain anonymous Pseudonyms will be used during the writing up phase. <i>(this box should expand as you type)</i>

SECTION J: Data Protection and Storage

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

1	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
	"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.	x	☐
2	If YES, provide a description of the data and explain why this data needs to be collected:		
	Participant will be given the option to remain anonymous, if they choose to have their voice heard it will only be their first name that will be released, if using quotes from interviews. All other data collection will be anonymous. <i>(this box should expand as you type)</i>		
3	Does it involve special category data (as defined by the GDPR)?	YES	NO
	"Special category data" means sensitive personal data consisting of information as to the data subjects' – (a) racial or ethnic origin, (b) political opinions, (c) religious beliefs or other beliefs of a similar nature, (d) membership of a trade union (within the meaning of the Trade Union and Labour Relations (Consolidation) Act 1992), (e) physical or mental health or condition, (f) sexual life, (g) genetics, (h) biometric data (as used for ID purposes),	☐	x
4	If YES, provide a description of the special category data and explain why this data needs to be collected:		

	(this box should expand as you type)
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5	Will the research activity involve storing personal data and/or special category data on one of the following:	YES	NO
6	Manual files (i.e. in paper form)?	☒	☐
7	University computers?	☐	☒
8	Private company computers?	☒	☐
9	Home or other personal computers?	☐	☒
10	Laptop computers/ CDs/ Portable disk-drives/ memory sticks?	☒	☐
11	"Cloud" storage or websites?	☐	☒
12	Other – specify:	☐	☒
13	For all stored data, explain the measures in place to ensure the security of the data collected, data confidentiality, including details of password protection, encryption, anonymisation and pseudonymisation:		
	Body maps will be kept in a locked filing cupboard and destroyed at the end of the project. All digital data will be kept on a laptop that is password protected, and in files which are password protected. Any data on Microsoft forms is linked to my university account which is also password protected. All data will be deleted once the final grade has been given. Anonymisation will be used where needed with the use of pseudonyms when needed. (this box should expand as you type)		
14	All Data Storage		
15	Will the research activity involve any of the following activities:	YES	NO
16	Electronic transfer of data in any form?	☒	☐
17	Sharing of data with others at the University?	☐	☒
18	Sharing of data with other organisations?	☐	☒
19	Export of data outside the European Union or importing of data from outside the UK?	☐	☒
20	Use of personal addresses, postcodes, faxes, emails or telephone numbers?	☐	☒
21	Publication of data that might allow identification of individuals?	☐	☒
22	Use of data management system?	☐	☒
23	Data archiving?	☐	☒
24	If YES to any question, please provide full details, explaining how this will be conducted in accordance with the GDPR and DPA (and/or any international equivalent):		
	Recordings transcribed and emailed back to myself. (this box should expand as you type)		
25	List all who will have access to the data generated by the research activity:		

	Matthew Clarke (Me), Possibly my project supervisor <i>(this box should expand as you type)</i>		
26	List who will have control of, and act as custodian(s) for, data generated by the research activity:		
	Matthew Clarke (me) <i>(this box should expand as you type)</i>		
27	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.		
	Body maps will be kept in a locked filing cupboard and destroyed at the end of the project. All digital data will be kept on a laptop that is password protected and in files which are password protected. Any data on Microsoft forms is linked to my university account which is also password protected. All data will be deleted once the final grade has been given. <i>(this box should expand as you type)</i>		
28	Please indicate if your data will be stored in the UWTSD Research Data Repository (see https://researchdata.uwtsd.ac.uk/). If so please explain. <i>(Most relevant to academic staff)</i>		
	NO <i>(this box should expand as you type)</i>		
29	Confirm that you have read the UWTSD guidance on data management (see https://www.uwtsd.ac.uk/library/research-data-management/)	YES NO	☒ ☐
30	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 NO	☒ ☐

SECTION K: Declaration

31	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/		
	Signature of applicant:	M J Clarke	Date: 27/2/22

For STUDENT Submissions:

32	Director of Studies/Supervisor:		Date:
33	Signature:		

For STAFF Submissions:

34	Academic Director/ Assistant Dean:		Date:
35	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 (and have NOT completed Section H of this form) (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.
☒	I have deleted the guidance notes before submitting the PG2 for consideration

RESEARCH STUDENTS AND STAFF ONLY

All communications relating to this application during its processing must be in writing and emailed to pgresearch@uwtsd.ac.uk , with the title 'Ethical Approval' followed by your name. You will be informed of the outcome of your claim by email; therefore it is important that you check your University and personal email accounts regularly.

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

Appendices

Appendix 1:

Trait anxiety questionnaire

SELF-EVALUATION QUESTIONNAIRE

STAI Form Y-2

Name _____ Date _____

DIRECTIONS

A number of statements which people have used to describe themselves are given below. Read each statement and then circle the appropriate number to the right of the statement to indicate how you *generally* feel. There are no right or wrong answers. Do not spend too much time on any one statement but give the answer which seems to describe how you generally feel.

ALMOST NEVER
SOMETIMES
OFTEN
ALMOST ALWAYS

- | | | | | |
|--|---|---|---|---|
| 21. I feel pleasant..... | 1 | 2 | 3 | 4 |
| 22. I feel nervous and restless | 1 | 2 | 3 | 4 |
| 23. I feel satisfied with myself..... | 1 | 2 | 3 | 4 |
| 24. I wish I could be as happy as others seem to be | 1 | 2 | 3 | 4 |
| 25. I feel like a failure | 1 | 2 | 3 | 4 |
| 26. I feel rested | 1 | 2 | 3 | 4 |
| 27. I am "calm, cool, and collected" | 1 | 2 | 3 | 4 |
| 28. I feel that difficulties are piling up so that I cannot overcome them..... | 1 | 2 | 3 | 4 |
| 29. I worry too much over something that really doesn't matter..... | 1 | 2 | 3 | 4 |
| 30. I am happy | 1 | 2 | 3 | 4 |
| 31. I have disturbing thoughts | 1 | 2 | 3 | 4 |
| 32. I lack self-confidence..... | 1 | 2 | 3 | 4 |
| 33. I feel secure | 1 | 2 | 3 | 4 |
| 34. I make decisions easily | 1 | 2 | 3 | 4 |
| 35. I feel inadequate..... | 1 | 2 | 3 | 4 |
| 36. I am content | 1 | 2 | 3 | 4 |
| 37. Some unimportant thought runs through my mind and bothers me | 1 | 2 | 3 | 4 |
| 38. I take disappointments so keenly that I can't put them out of my mind | 1 | 2 | 3 | 4 |
| 39. I am a steady person..... | 1 | 2 | 3 | 4 |
| 40. I get in a state of tension or turmoil as I think over my recent concerns
and interests | 1 | 2 | 3 | 4 |

Appendix 2:
WEMWBS questionnaire

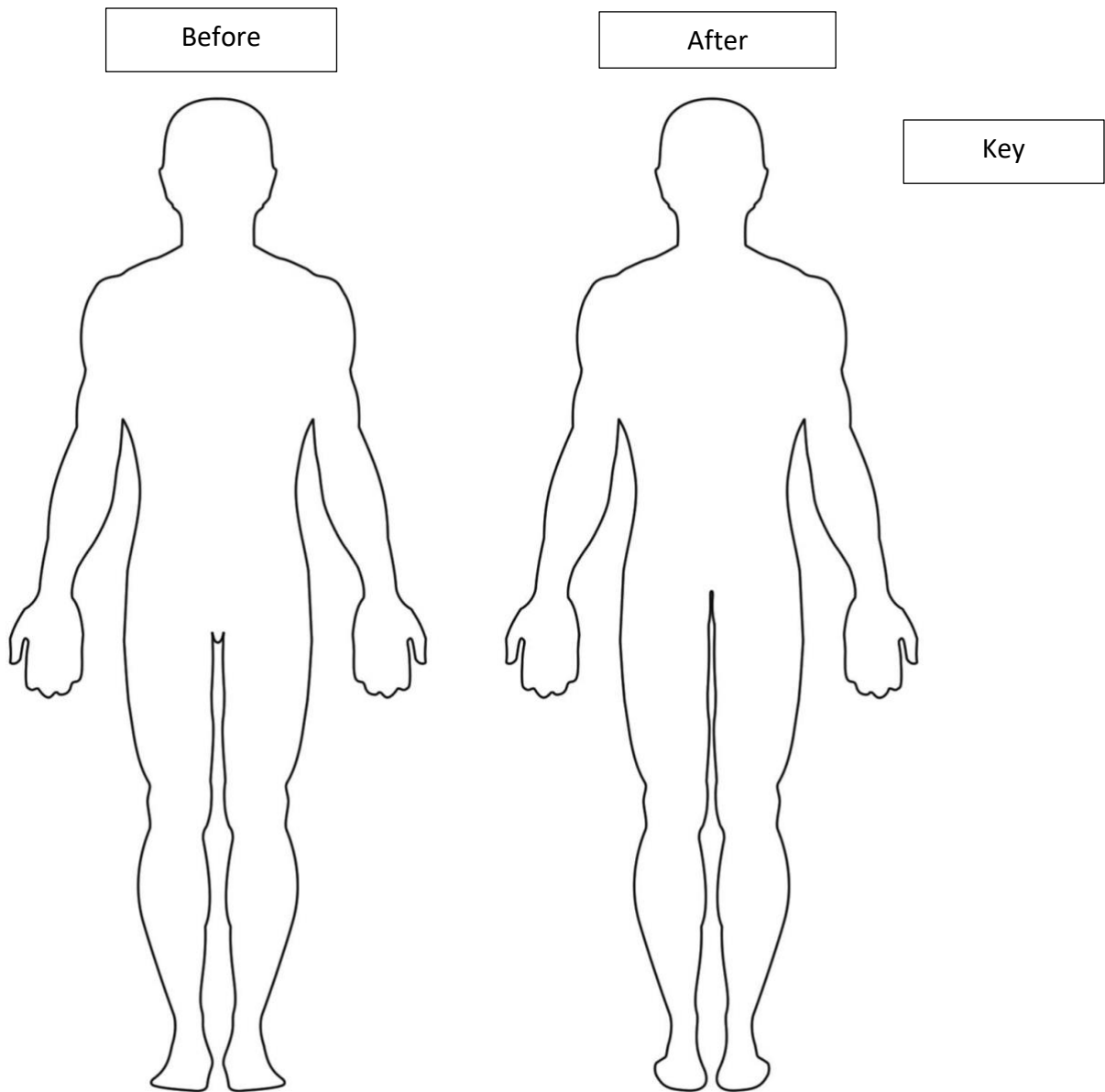
Warwick Edinburgh Mental Wellbeing Scale (WEMWBS)

Below are some statements about feelings and thoughts.

Please select the answer that best describes your experience of each
over the last 2 weeks.

	<i>None of the Time</i>	<i>Rarely</i>	<i>Some of the Time</i>	<i>Often</i>	<i>All of the Time</i>
I've been feeling optimistic about the future	1	2	3	4	5
I've been feeling useful	1	2	3	4	5
I've been feeling relaxed	1	2	3	4	5
I've been feeling interested in other people	1	2	3	4	5
I've had energy to spare	1	2	3	4	5
I've been dealing with problems well	1	2	3	4	5
I've been thinking clearly	1	2	3	4	5
I've been feeling good about myself	1	2	3	4	5
I've been feeling close to other people	1	2	3	4	5
I've been feeling confident	1	2	3	4	5
I've been able to make up my own mind about things	1	2	3	4	5
I've been feeling loved	1	2	3	4	5
I've been interested in new things	1	2	3	4	5
I've been feeling cheerful	1	2	3	4	5

Appendix 3:
Body mapping template



Appendix 4:
Permission letter from head



32, Crouch Road, London NW10 8HR
Tel: 020 8961 4204 | Email: headteacher@edithkayschool.com

07 March 2022

Dear Matt

Mini Research Project

Thank you for your email outlining your proposed research project. Please accept this letter as confirmation that the project has been approved. I feel it will have a potentially positive impact on pupil well-being. The timeline appears in line with the expectation you've outlined and I can confirm that the school will be happy for this project to take place.

Kind regards

Karen Dwyer-Burchill
Headteacher
Edith Kay Independent School

