

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

Research in Action:
Portfolio of competencies

Reflective Log:

At the beginning of the Research in Action (RIA) module, when learning about the extent of the responsibilities involved in planning and conducting a psychological research project, I felt extremely overwhelmed. However, I was also very interested in developing my understanding of applied psychological research. Katie explained that the module required us to work collaboratively in a group of four, to design and conduct two small-scale research studies investigating the psychology of gender bias.

Following group allocation, we were required to conduct a systematic literature search (SLS), a tool that was crucial for understanding existing literature in the field (Cooper et al., 2018) and subsequently guided the overall direction of our studies including, but not limited to, the methodology. Following the SLS, we collectively decided that dividing our group of four into two pairs would allow for more effective communication, clearer allocation of responsibilities, and the opportunity for individual strengths to be utilised more effectively. We therefore conducted two separate quantitative, experimental studies exploring gender bias in sport. Katie further explained both the responsibility and importance of producing professional research documentation, whilst also adhering to ethical research standards throughout the project.

Initially, the scale of the project, alongside the unfamiliarity of several aspects of the research process, caused me to feel anxious. Moreover, the prospect of working as part of a team made me feel particularly apprehensive due to negative past experiences of unequal workload distribution and ineffective communication. These concerns were at the forefront of my mind, causing me to worry about whether collaborative working within the module would be productive and fair. Although some of these concerns appeared justified at times, particularly when deadlines became difficult to manage within the group, I also recognised

that my own anxieties contributed to periods of poor time management and increased stress. Additionally, my high personal standards made it difficult for me to feel fully comfortable relying on others within collaborative tasks, as I was concerned about the overall quality and consistency of work produced. However, I later began to feel quite guilty for allowing these concerns to affect my engagement, which ultimately motivated me to contribute more actively and communicate more openly within the group. Upon reflection, I recognise that effective teamwork requires not only accountability, but also a willingness to trust, and I am glad that I eventually challenged my initial assumptions rather than allowing my anxiety to prevent collaboration.

Nevertheless, several aspects of the experience contributed positively to both the progress of the project and my personal development throughout the module. Dividing our group of four into two smaller pairs, for example, proved highly effective, as it allowed responsibilities to be allocated based on individual strengths and preferences. This aligns with Belbin's (2010) team roles theory, which suggests that team's function more effectively when responsibilities are allocated to individual strengths. I found that I worked best when completing detailed written tasks, such as the methodology sections of the ethics and proposal forms, where my organisational skills and attention to detail were beneficial. This division subsequently improved productivity and I felt more confident contributing to the project. Thus, I believe this was the reason we were able to produce high quality work, and an ethically appropriate study in the end.

However, it is crucial to recognise that this process was not without challenges. Initially, the completion of the proposal form did not work particularly well, largely because the group failed to dedicate specific times to work collectively on the document. As a result, communication became inconsistent and sections were often completed separately without a shared understanding of expectations, which contributed to delays and repeated revisions.

Managing deadlines alongside other academic and personal commitments also became increasingly difficult at times, particularly when multiple revisions were required within short timeframes. At times, ineffective time management and delays in completing tasks meant that some deadlines were not met, which consequently increased stress and pressure within the group. Furthermore, differences in communication styles and levels of engagement occasionally created frustration, which made collaborative working more demanding. Reflecting on this, I recognise that clearer communication and more structured planning from the outset may have reduced some of these difficulties and improved the overall efficiency of the group.

Reflecting on this experience, I believe many of the initial difficulties stemmed from uncertainty surrounding roles, communication, and workload management within the group. At the beginning of the project, responsibilities had not been clearly established, which contributed to confusion and inconsistent communication. This appeared to affect group cohesion and made collaborative working less efficient. Once responsibilities were allocated, productivity and communication noticeably improved. This suggests that structured organisation and clearly defined roles are important factors within effective collaborative research, as outlined by Sandoff and Nilsson (2016).

Additionally, my apprehension towards teamwork appeared to influence my willingness to communicate openly within the group. Reflecting on this, I recognise that previous negative experiences caused me to anticipate unequal contribution and ineffective communication before the project had fully developed. This aligns with research suggesting that prior experiences can significantly influence expectations and behaviours within future group work (Pauli et al., 2008). Consequently, my hesitation to delegate tasks or rely fully on others may have unintentionally increased my own stress levels and contributed to difficulties managing deadlines effectively.

Overall, the RIA module was both challenging and highly valuable for my personal and academic development. Although I initially felt overwhelmed by the scale of the project and anxious about working collaboratively, I recognise that these experiences contributed positively to my understanding of the research process and my own strengths and limitations within group work. Furthermore, this experience strengthened my understanding of ethical responsibilities involved in psychological research, and I now feel more prepared to participate in future research projects.

In future research projects, I will begin tasks earlier and set smaller, realistic deadlines on my calendar to ensure tasks are met within a timely manner. I will also encourage more structured communication within the group from the outset, such as arranging regular meetings and clarifying expectations more clearly. Finally, I will continue developing my confidence in collaborative working by recognising that effective teamwork requires trust, adaptability and shared accountability rather than individual perfection.

Competency one:

**Applied research – Completion of research
proposal form**



Research Proposal

Research proposal (1,000 words overall)

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

Psychology Research Area (tick all that apply)

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

Proposed Study Design (tick all that apply)

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

As a group, we collectively decided which psychological area aligned with our study the best, as well as the methodology that fit this. I felt confident offering my input during this section, as I was able to effectively apply previous knowledge from other modules. As a group, we were happy with our decisions.

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

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

Intro

Male athletes are paid more in sponsorship deals than female athletes. The top 50 most paid athletes off sponsorships in 2023, with 0 between 2013-2023 (Forbes, 2023).

How important are sponsorships to athletes?

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

What is the gender pay gap?

There are several different articles across different institutions that reaffirm the existence of a gender pay gap, confirming that men are paid more than women for the same job (Ge et al., 2015; Joshi et al., 2015; Webber and Canché, 2015). It is stated by Wilson and Williams (2025) that women are given less sponsorship opportunities and less positions of leadership than men in sports.

According to Wicker et al (2023) narratives surrounding female athletes' demands for equal pay remain socially contested, which could influence how individuals perceive fairness and deservingness of pay between male and female athletes.

Is the gender pay gap deteriorating?

The gender pay gap in sports is deteriorating at different rates. University (2023) highlight that each league and sport has different related benefits. The Women's tennis association (WTA) has increased salaries for slams and some lower-level events for their female athletes.

Despite this, it is not the case within other sports such as basketball and football. The National basketball association's (NBA) salaries average in the millions, with the WNBA's being in the thousands (NetsDaily, 2026).

I was assigned the task of creating a title for our study that not only explained our study effectively but also aligned with standards set out by the American Psychological Association (2021).

Although this final section was completed by another group member, findings from the systematic literature search (SLS) were shared within the group. I also provided feedback to my peer during the write up of this section.

Adelphi University Online. (2023). *Male vs. female professional sports salary comparison*. Adelphi University. <https://online.adelphi.edu/articles/male-female-sports-salary/>

Oye, E., Williams, S., & Smith, V. (2025). *Gender Equality and Pay Disparity in Professional Sports: Legal Remedies and Policies*.

Wicker, P., Breuer, C., & Dallmeyer, S. (2023). The gender earnings gap among elite athletes in semi-professional sports. *Managing Sport and Leisure*, 28(6), 583–600. <https://doi.org/10.1080/23750472.2021.1944819>

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

World Economic Forum. (2023). *Equal prize money in tennis: How the sport closed the gender gap at Grand Slams*. <https://www.weforum.org/stories/2023/07/equal-prize-money-tennis-gender-gap/>

NetsDaily. (2026). *Comparison of WNBA and NBA salaries*. UCLA Humspace. <https://s24dh101d5.humspace.ucla.edu/narrative/comparison-of-wnba-and-nba-salaries/>

Methodological Details (500 words) - Katie

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

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

Participants: Participants will consist of undergraduate psych students who volunteer voluntarily via UWTSO's online experiment management system. Eligibility criteria will include being over the age of 18, and having a basic understanding of topic. The study will require approximately 30 participants.

Design: The study will employ a quantitative, between-subjects design. The independent variable will be athlete gender, male vs female, and the dependent variable is the perceived deservingness of sponsorship. Participants will be assigned to view one of two conditions, male and female athlete vignettes. To control of extraneous variables, all participants will complete the same procedure and will be presented with the stimuli in the same order. The vignette corresponding to their assigned condition, and vignette will be presented except for athlete gender to ensure that differences in results are due to differences in procedure. Random allocation to conditions will be used. Qualtrics to reduce bias. Finally, the data will be analysed using SPSS.

Although the SLS provided the theoretical foundation for the study, it was also particularly valuable in informing the methodological structure of our study. Through reviewing previous literature, I was able to justify the use of a quantitative, between-subjects design, alongside vignette-based stimuli and Likert-scale questionnaires to measure participants' perceptions in a structured and measurable way. Additionally, reviewing existing literature allowed us as a group to decide upon inclusion and exclusion criteria, as well as the number of participants required to conduct a reliable, robust study (Coolican, 2024).

Materials: Consistent with prior research examining perceptions of wage equality and gender pay gaps (Strauss et al., 2025; Wysieńska-Di Carlo & Karpiński, 2024), the stimuli will consist of two vignettes representing male and female athletes, describing the athletes' sport (tennis), performance level (ranking/league level), and achievements (previous sponsorships, years of experience, number of games

This section not only increased my awareness of how methodological considerations such as standardisation and random allocation contribute to reducing bias and improving reliability, but it also enabled me to develop a deeper understanding of the importance of carefully justifying research decisions. Reflecting on this process, I realised that I initially underestimated the level of planning required to justify methodological decisions, but engaging with the literature improved both my confidence and understanding of applied research designs.

ges used in vignettes will be selected from conditions to ensure similarity (both neutral faces,).

ingness of sponsorship, items from the (Lewin, 2013) will be utilised, which measures Eight items across the 10 factors will be s of statements by indicating how strongly they athletes' competition style is distinctive from int Likert scale (1 = strongly disagree, 7 =

Perceived deservingness of pay will be measured using the Organizational Justice Scale (Colquitt, 2001), where items 1-4 of the subscale 'Distributive Justice' will be adapted for the purposes of this study. For example, item one of the subscale will be changed to "The athlete's pay reflects the effort they have put into their performance", and participants can respond on a five-point Likert scale (1 = to a small extent, 5 = to a large extent).

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

Key Ethical considerations (150 words) - Jack

This study will adhere to the British Psychological Society (BPS) code of human research ethics (British Psychological Society, 2021). As the study involves exposure to sensitive subjects such as discrimination, there is potential for discomfort and distress. To minimise this risk, participants will be clearly informed about the nature of the study in the information sheet before giving consent. They will be reminded that participation is voluntary and that they may withdraw at any time without penalty. Only undergraduate students aged 18 and over will be targeted. Data will be collected anonymously and in line with university data protection policies. A full debrief will be provided, explaining the study aims and offering relevant support resources to minimise any potential distress.

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

The write up of this section was completed by another group member, however, standard ethical considerations including informed consent and the right to withdraw, as outlined by the BPS Code of Ethics and Conduct (2021), were discussed extensively within the group to ensure participants were treated respectfully and ethically.

This part of the research process was crucial to ensure all group members understood the importance of maintaining participant wellbeing, confidentiality and professional ethical standards.

Competency two:

**Ethical considerations – Completion of ethics
form**

APPLICATION FOR ETHICAL APPROVAL

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

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

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

This form must be completed and approved prior to undertaking any research activity.

SECTION A: About You (Principal Researcher)

1	Full Name:	Jack Young, Katie Harris			
2	Tick all boxes that apply:	Member of staff:	☐	Honorary research fellow:	☐
	Undergraduate Student	☒	Taught Postgraduate Student	☐	Postgraduate Research Student
3	Institute/Academic Discipline/Centre:	Institute of Education and Humanities / Centre for Psychology and Counselling			
4	Campus:	Swansea, SA1			
5	E-mail address:	2403899@student.uwtsd.ac.uk , 2408461@student.uwtsd.ac.uk			
6	Contact Telephone Number:	N/A			
7	Project Title	Exploring undergraduate students’ attitudes toward athlete gender, and sponsorship and pay deservingness: An experimental study.			
8	Proposed Start Date	01/04/2026	Proposed End Date	01/06/2026	
For students:					
9	Student Number:	2403899, 2408461			
10	Programme of Study:	BSC Psychology			
11	Supervisor:	Dr Katie Sullivan			

SECTION B: Internal and External Ethical Guidance Materials

	Please list the core ethical guidance documents that have been read and discussed with your supervisor prior to completing this form (including any discipline-specific codes of research ethics, and also any specific ethical guidance relating to your research project). Please tick to confirm that your research proposal adheres to the guidance. Add rows to this table if needed.
1	UWTSD Research Ethics & Integrity Policy

We, as a group, dedicated time to read through relevant documents listed below, to gain a deeper understanding of the ethics process, as well as relevant policies and guidelines to ensure adherence. This did take some time; however, we recognised that this was vital to conduct an ethically appropriate study and minimise potential harm to ourselves and participants.

ETHICS FORM – PSYCHOLOGY STUDENTS ONLY

2	UWTSD Research Data Management Policy	☒
3	UWTSD Open Access Publications Policy	☒
4	<i>British Psychological Society Code of Ethics and Conduct (2021)</i>	☒
5	<i>British Psychological Society Code of Human Research Ethics (2021)</i>	☒
6	<i>British Psychological Society Ethics Guidelines for Internet-Mediated Research (2021)</i>	☒

SECTION C: Details of Research Activity

Introduction to the Research (maximum 300 words per section)

Ensure that you write for a Non-Specialist Audience when outlining your response to the points below:

- Purpose of Research Activity
- Proposed Research Question
- Aims of Research Activity
- Objectives of Research Activity

Demonstrate, briefly, how Existing Research has informed the proposed activity and explain:

- What the research activity will add to the body of knowledge
- How it addresses an area of importance.

Purpose of Research Activity

The purpose of this research is to explore attitudes toward gender differences in athlete sponsorship and pay. Previous studies in this field have highlighted significant differences in sponsorship and pay, with male athletes typically receiving greater sponsorship opportunities and higher earnings compared to female athletes (Flake et al., 2013). Female athletes often receive less media coverage, fewer sponsorships, and financial security than male athletes (Indelicato, 2025; Label et al., 2021; Sherry et al., 2016). Wicker et al. (2023) indicates that narratives surrounding female athletes' demands for equal pay remain socially contested, making it a challenge for individuals perceive male and female athletes as different. This research has consistently demonstrated that gender inequality in sport focuses on athletes' own evaluations, often overlooking the broader context. We address this gap by examining undergraduate psychology students' perceptions of financial deservingness.

Flake, C. R., Dufur, M. J. & Moore, E. L. (2013). Gender inequality in tennis. *International Review for the Sociology of Sport*, 48(1), 1-15. <https://doi.org/10.1177/1012690212442111>

Indelicato, A. (2025), Does gender equality in sport improve public perceptions. *Frontiers in Sports and Active Living*, 7, 1537012. <https://doi.org/10.3389/fspor.2025.1537012>

I was assigned the task of creating a rationale and justifying the purpose of our study. From the SLS, I was able to develop a stronger understanding of how existing literature informs the development of research studies. Thus, critically evaluating the literature highlighted inconsistencies and gaps within previous research surrounding gender bias in sport, which ultimately influenced the direction and focus of our study.

The write up of this section proved the most challenging for me, and I believe this was largely due to the difficulty communicating complex psychological concepts in a way that was suitable for a non-specialist audience. With this, I had to frequently revise this section, which often made me feel quite frustrated and stressed. However, through consistent feedback from my lecturer and my willingness to persevere, I developed stronger academic writing skills and a greater understanding of how psychological research must remain accessible, clear and ethically understandable to wider, non-specialist audiences.

	Label, K., Mumcu, C., Pegoraro, A., Lavoie, N. M., Lough, N., Antunovic, D. (2021). Re-thinking women's sport research: Looking in the mirror and reflecting forward. <i>Frontiers in Sport and Active Living</i>, 3, 746441. https://doi.org/10.3389/fspor.2021.746441 Sherry, E., Osborne, A., & Nicholson, M. (2016). Images of sports women: A review. <i>Sex Roles</i>, 74(7), 299-309. https://doi.org/10.1007/s11199-015-0493-x Wicker, P., Breuer, C., & Dallmeyer, S. (2023). The gender earnings gap among elite athletes in semi-professional sports. <i>Managing Sport and Leisure</i>, 28(6), 583-600. https://doi.org/10.1080/23750472.2021.1944819
4	Research Question(s) Do undergraduate students perceive male and female athletes equally deserving of pay?
5	Aims of Research Activity This study aims to examine whether athlete gender pay deservingness. To explore whether undergraduate students' attitudes towards sport research.
6	Objectives of Research Activity To measure undergraduate students' attitudes towards athlete gender pay deservingness using two separate Likert scale questionnaires. To assess participants' perceptions of athletes' sport scenarios. To compare participants' perceptions of deservingness between conditions. To randomly assign participants to one of two vignettes. To compare mean ratings between conditions using an independent samples t-test.
	Proposed data collection methods (maximum 600 words) Provide a <u>brief summary</u> of all the methods that may be used in the research activity to collect data, making it clear what specific techniques may be used. If methods other than those listed in this section are deemed appropriate later, additional ethical approval for those methods will be needed. You do not need to justify the methods <u>here</u>, but should instead describe how you intend to collect the data necessary for you to complete your project.

After discussions with my group, I was assigned the task of developing the study's aims, objectives, and research question, which required extensive engagement with existing literature and careful consideration of how the study could be both focused and methodologically achievable within the module constraints.

Initially, I found it challenging to balance ambitious ideas with feasible methodological approaches, as I wanted the study to explore gender bias in depth whilst remaining manageable and ethically appropriate.

However, through collaborative discussions with my group and feedback from Katie, I developed a greater appreciation of how concise and well-structured research aims contribute to the validity and coherence of a research project. After conforming with my group, we were happy with this section.

This process therefore not only strengthened my understanding of how effective research questions underpin the overall direction of a study but also highlighted the importance of clarity within psychological research.

Participants will consist of undergraduate psychology students, aged 18 and over. The data for this study will be collected in-person within the University of Exeter psychology labs, which will consist of questionnaires (sponsorship and pay). Participants will be recruited through a management system (EMS), where they will be asked to participate in the study. Upon arrival, the researcher will greet participants at the labs. The researcher will then briefly explain the study, approximate duration (15 minutes) and the opportunity to withdraw. Then inform the participant that they will be asked to complete a questionnaire on the computer that will be set up ready, which will be explained in more detail.

First, participants will be presented with an information sheet about the study, their right to withdraw without penalty. Then participants will be asked to read and sign the consent form, which will include statements related to their participation. Participants will be asked to complete two short demographic questionnaires and then randomly assigned to one of two conditions, randomised (see appendix F & G). Each participant will view a series of images which will include a visual image of either a female or male athlete (source, Unsplash). Images across conditions will vary in pose, lighting, facial expression and attire (both in ready position), describing the athletes' sports and achievements (previous sponsorships, years of experience). After they have read the vignette, they will be shown a series of images to ensure engagement.

Following this, participants will be asked to complete a questionnaire (see appendix D), where eight items will be used without modification. Responses will be recorded on a scale (disagree, 7 = strongly agree), and example items include "The athlete's pay reflects the effort they put into their sport" and "The athlete is a good role model for young people". This refers to broader athlete brand image dimensions such as sponsorship, ensuring greater validity.

Next, participants will complete the Organizational Justice Scale (Colquitt, 2001) (see appendix E), where the 'Distributive Justice' will be utilised and adapted to ensure relevance to the study. For example, item one of the subscale will be changed from "Does your pay reflect the effort you have put into your work" to "The athlete's pay reflects the effort they put into their sport". Participants can respond on a five-point Likert scale (1 = to a great extent, 5 = not at all). Again, some items from this scale have been omitted as they relate to interpersonal treatment.

After that, participants will be provided with the study's debrief form (see appendix C), which will outline the true aims of the study, and information regarding the use of deception. Participants will then be asked to submit their responses. Finally, the researcher will thank participants for their participation, as well as reminding them that their data will remain anonymous. No other methods will be used in this study without additional ethical approval.

Location of research activity:

After discussions with my group, it was decided that I would be responsible for the methodology section of the form as it aligned closely with my strengths in organisation, attention to detail and understanding research designs. Consequently, I felt enthusiastic about undertaking this section, as it provided an opportunity to apply my knowledge in a practical context. Writing this section required careful consideration of participant recruitment, experimental design, and ethical implications to ensure the study was both methodologically rigorous and ethically appropriate. This was particularly important as ethical approval from the ethics committee was required.

Throughout the process, I became increasingly aware of the level of precision required, particularly when justifying methodological decisions clearly and concisely. At times, sections required modification following feedback. At first, I found these revisions stressful, as I had invested considerable effort into producing work to a high standard. However, upon reflection, I recognised that the feedback only strengthened both the quality of work produced and my understanding of the importance of constructive criticism within psychological research. Overall, I believe this section went well because I was able to produce a clear, detailed design, whilst incorporating feedback throughout. I was satisfied with the final section.

This experience ultimately improved my academic writing, adaptability and ability to communicate methodological information in a professional and ethically coherent manner.

8 UWTSD's psychology labs, IQ campus.

SECTION D: Scope of Research Activity – Katie

	Will the research activity include:	YES	NO
1	Use of a questionnaire or similar research instrument?	☒	☐
2	Use of interviews?	☐	☒
3	Use of focus groups?		
4	Use of participant diaries?		
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 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)	☐	☒

As a group, we collectively discussed the scope of our study to ensure clarity and consistency throughout, although I did fill out this section. I found that this section was quite easy to complete, and I recognise that was due to effective communication and teamwork.

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

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

SECTION E: Intended Participants - Katie

	Who are the intended participants:	YES	NO
1	Students or staff at the University?	☒	☐
2	Adults (over the age of 18 and competent to give consent)?	☒	☐
3	Vulnerable adults?	☐	☒

Collectively, we decided upon participant characteristics and inclusion and exclusion criteria.

4	Children and Young People under the age of 16 (Parental/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:			

Participant numbers and source Provide an estimate of the expected number of participants. How will you identify participants and how will they be recruited?		
10	How many participants are expected?	This study will recruit approximately 40 participants, a medium effect size.
11	Who will the participants be?	Participants will be recruited from the University of Wales, Aberystwyth, and will be taking part in a psychology related course. No other participants will be recruited.
12	How will you identify the participants?	Participants will be identified by their name and email address, and will need their EMS ID to correctly identify themselves. This information will be collected or assigned by the university.
13	Will you be excluding any groups of people, and if so, what is the rationale for that?	Participants must be over 18 years old and must be studying a psychology related course.
14	Will the research involve any element of deception? If yes, please describe why this is necessary and whether participants will be informed at the end of the study	The study involves deception, but it will not be informed. Participants will be informed at the end of the study, and the deception will be explained. The information sheet will be reviewed by the ethics committee.
15	Describe whether participants will be able to withdraw from the study, and up to what point (e.g., if data is to be anonymised). If withdrawal is not possible, after a certain point, explain why not.	Participants will be able to withdraw from the study at any point before the data is collected. However, if the data is already collected, it will remain in the study, and there will be no penalty for withdrawal. Participants will be informed of this in the information sheet before taking part in the study.

In line with existing methodological literature from Coolican (2024) and taking into consideration the practical constraints of a small-scale study, including time restrictions and limited participant availability, we decided that a sample size of approximately 40 participants would be both realistic and feasible, as well as sufficient to detect meaningful effects.

Additionally, sections related to deception, participant withdrawal, and confidentiality increased my awareness of the ethical responsibility associated with research. I was anxious about completing this section, as I was aware that details needed to be clear and concise to gain ethical approval from the ethics committee. I often underestimated the level of detail required when justifying ethical procedures, however, upon reflection, I recognised that ethical considerations underpin all stages of the research process, as well as how they contribute to the credibility and professionalism of psychological research. I now feel confident that I could complete this section in the future to an appropriate standard individually.

Information for participants:	YES	NO	N/A
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ETHICS FORM – PSYCHOLOGY STUDENTS ONLY

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?	☒	☐	☐
17	If the research is observational, will you ask participants for consent to being observed?			
18	Will you tell participants that they may withdraw from any time and for any reason?			
19	With questionnaires, will you give participants the opportunity to skip questions they do not want to answer?			
20	Will you tell participants that their data will be treated confidentially and that, if published, it will not be identifiable to them?			
21	Will you debrief participants at the end of their participation appropriate to the type of research undertaken?			
22	If NO to any of above questions, please give an explanation.			

Completing this section further reinforced the importance of participant welfare, informed consent, and confidentiality within psychological research. Although many of the responses appeared straightforward initially, I quickly realised that ethical approval requires careful justification and precise communication to ensure participants are fully protected throughout the process.

Whilst I initially lacked confidence in completing ethics-related sections, repeated revisions and feedback strengthened both my understanding of ethical procedures and my ability to communicate them clearly.

Reflecting on this process, I developed greater appreciation of the importance of transparency, professionalism and ethical accountability within research documentation.

	Information for participants:			
24	Will participants be paid?			
25	Is specialist electrical or other equipment to be used on participants?			
26	Are there any financial or other interests to the investigator or the University arising from this study?	☐	☒	☐
27	Will the research activity involve deliberately misleading participants in any way, or the partial or full concealment of the specific study aims?	☒	☐	☐
28	If YES to any question, please provide full details			
	Participants will not be aware that the aim of the study is to examine potential gender bias. There will be two groups for this study, and participants will not be informed until debrief to prevent response bias.			☒

As a group, we discussed the potential effects of using mild deception, including the risk that participants may feel misled. However, to obtain non-biased results, we concluded that this was the most appropriate option. With ethics in mind, we often went back and forth about the decision, which created some uncertainty. Nevertheless, we decided to inform participants in the information sheet that the true aims of the study would be revealed only at debrief, and we were ultimately satisfied with our decision. Looking back, I feel this was the correct approach to minimise potential harm to participants.

SECTION F: Anticipated Risks - Jack

	Outline any anticipated risks that may arise for participants, researchers and/or the University, and how these will be minimised.	
1	Risks to participants For example: sector-specific health & safety risks, harm, transfer of personal data, sensitive information, etc. 1. Since the study will include an element of deception, there is potential for participant harm. Participants may feel that they have been unfairly deceived, which could lead to psychological distress. The researcher will provide a practice policy to minimise this risk.	

	University of Wales Trinity Saint David wellbeing provided on the debrief forms of the research.	
3	Risks to the investigator For example: personal health & safety, physical harm/impropriety, conflict of interest	As outlined above, we decided to use an element of mild deception. With this, discussions entailed critical consideration of the balance between obtaining valid, unbiased responses and upholding participant wellbeing. At times, we underestimated the level of detail and thought required when considering risks such as confidentiality and participant distress. However, after speaking to Katie and reviewing BPS guidelines, we felt confident that this was an appropriate approach. I believe that everyone felt comfortable with the decision reached, and I now recognise that ethical approval is not simply procedural, but fundamental to the credibility and integrity of research.
	Risk to the investigator: 1. There is a possibility that researchers face unhappiness due to the nature of the study, with an element of deceit present in the research. 2. It is also possible that participants find the subject to be sensitive or aggravating, which could lead to a hostile environment created, which could lead to discomfort for the researcher. 3. There is also a possibility of receiving negative opinions which can lead to potential conflict if participants express strong opinions. 4. A participant may feel that deception in the research is not ethical and take action against the researcher. <i>(this box should expand as you type)</i>	2. To combat this, <u>if</u> at any time the participant feels uncomfortable with the research, they are welcome to opt out, which is clarified in the consent form.
		All risks associated with the study, to both the researchers and participants, as well as the university and environment, were discussed in a considerable amount of detail throughout the process. Although this section was completed by another group member, it was all our responsibility to ensure any risks associated with the study were minimised and protocols were put in place where appropriate, such as contact information for student services. As a group, we familiarised ourselves with The BPS Code of Ethics and Conduct (2021), The BPS Code of Human Research Ethics (2021), and relevant university policies, which helped us recognise how carefully research procedures must be designed to protect both participants and researchers. Throughout the ethics process, I often felt anxious and overwhelmed, and as a result, I let another group member complete this section. I think this was due to the complexity, and demanding nature of ethics. I frequently contributed to group discussions and offered my assistance, but I did not feel confident enough to describe, in a sufficient manner, the implications and potential risks that come with ethics. I was, however, confident in my peers' ability to complete this section effectively, approaching it thoroughly and ethically following group discussions. Upon reflection, I recognise that I allowed my anxieties limit my engagement and I would challenge myself next time to contribute more confidently to ethics.
4	University/institutional risks For example: adverse publicity, financial issues	
	Risk to the University: There is a minimal risk of reputational harm if data were to be mishandled. There is a risk that a failure to comply with ethical standards could lead to a damage in the university's reputation. Failure to store EMS codes separately from data could breach GDPR policy.	How you will mitigate the risk to the University: Data is stored securely in line with university policy to avoid any data being released and causing damage to the university's reputation. The research project is created in line with BPS guidelines to ensure there are no ethical issues surrounding the study to mitigate this scenario from arising. Adhere to GDPR policy.

ETHICS FORM – PSYCHOLOGY STUDENTS ONLY

	Copyrighted images could present reputational or legal risk unless licensing is confirmed. <i>(this box should expand as you type)</i>	Appropriate encryption of digital files Supervisor oversight Appropriate verification of image licensing <i>(this box should expand as you type)</i>
5	Environmental risks For example: accidental spillage of pollutants, damage to local ecosystems	
	Risk to the environment: There is minimal environmental risk within the study, paper copies can be provided of the consent, information and debrief forms upon request <i>(this box should expand as you type)</i>	How you will mitigate the risk to environment: To mitigate this, there are recycling bins within the area in which the research is conducted to avoid and environmental issues. <i>(this box should expand as you type)</i>

SECTION G: Feedback, Consent and Confidentiality - Jack

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

	Feedback What debriefing and feedback will be provided to participants; how will this be done and when?
1	Participants will be debriefed following completion of the questionnaire; it will be provided digitally on a screen and will also be available as a paper copy. Participants will be given the opportunity to contact the research team if they have any questions. Within the debrief form the intention of the study will be explained to the participant the opportunity to take the research questions. The debrief form will outline the true intention of the study. If deception is necessary. There will also be appropriate services that participants may require.
	Informed consent Describe the arrangements to inform potential participants involved in participating. Describe the arrangements for data collection begins. If gaining consent in this way will be obtained and recorded in accordance with prevailing ethical standards.
2	Participants will be provided with an information sheet and a consent form that includes an explanation of the risks that may arise throughout the study, and the participants must confirm they have understood the information and agree to continue. It will also highlight the participants right to withdraw at any time at no penalty. Participants will give consent electronically via Qualtrics before any data collection begins to comply with British Psychological Society's (BPS) ethics code (BPS, 2021).

This section increased my understanding of the importance of participant welfare and informed consent within psychological research. Although another group member completed this section, the ethical procedures were discussed collaboratively to ensure all group members understood how participants' rights, confidentiality, and wellbeing would be protected throughout the study. Reflecting on this, I understand that ethical research extends beyond data collection and requires careful consideration of how participants experience the study itself.

ETHICS FORM – PSYCHOLOGY STUDENTS ONLY

	British Psychological Society. (2021). <i>Code of ethics and conduct</i>. https://www.bps.org.uk/guideline/code-ethics-and-conduct <i>(this box should expand as you type)</i>
	Confidentiality / Anonymity Set out how anonymity of participants and confidentiality will be ensured in any outputs. If anonymity is not being offered, explain why this is the case.
3	All responses to this study will be anonymous and there will be no identifying information collected. Data will be treated confidentially, with identifying information stored separately and secured within the university. Data will not be published publicly for this study. <i>(this box should expand as you type)</i>
Copies of any written consent form, written information and all other explanatory material should accompany this application. If you have included these then please list the documents included here.	
4	<u>Appendix – Scale of Athlete Brand Image (SABI)</u> <u>Appendix - Organizational Justice Scale</u> <u>Appendix – Male athlete</u> <u>Appendix – Female athlete</u>

SECTION H: Data Protection and Storage - Jack

	Does the research activity involve personal data (as defined by the General Data Protection Regulation 2016 "GDPR" and the Data Protection Act 2018 "DPA")?	YES	NO
1	Personal data means any information relating to an identified or identifiable natural person ('data subject'). An identifiable natural person is one who can be identified, directly or indirectly, in particular by reference to an identifier such as a name, an identification number, location data, an online identifier or to one or more factors specific to the physical, physiological, genetic, mental, economic, cultural or social identity of that natural person. Any video or audio recordings of participants and transcription of such <u>are considered to be</u> personal data.	☒	☐
	If YES, provide a description of the data collected:		
2	This research will collect personal data in the form of personal data which are anonymous and associated with any gender are collected. The data will be unidentifiable to collect demographic information focusing on gender further. In a similar way, we will write up on the findings. (this box should expand as you type)	gender. The only system unique ID code, which cannot be used as a code. Age and gender will be collected. We are required to collect the research question and an appropriate opportunity to analyse the data and an appropriate	
	Does the research involve the processing of special category data (as defined by the General Data Protection Regulation 2016 and the Data Protection Act 2018)?	YES	NO
3	Racial or ethnic origin	☐	☒
4	Political opinions	☐	☒
5	Religious or philosophical beliefs	☐	☒
6	Genetic, biometric or health data	☐	☒
7	Sex life or sexual orientation	☐	☒
8	Trade union membership	☐	☒
	If you ticked YES to any of questions L3-L8, provide a description of the data and explain why this special category data needs to be collected to support the research and that it is in the public interest to do so:		
9	N/A		
	Will data from the research activity (collected data, drafts of the thesis, or materials for publication) be stored in any of the following ways?	YES	NO
5	Manual files (i.e. in paper form)?	☐	☒

ETHICS FORM – PSYCHOLOGY STUDENTS ONLY

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

Data Protection			
Will the research activity involve any of the following activities:		YES	NO
1 3	Electronic transfer of data in any form?	☒	☐
1 4	Sharing of data with others at the University outside of the immediate research team?	☐	☒
1 5	Sharing of data with other organisations?	☐	☒
1 6	Export of data outside the UK or importing of data from outside the UK?	☐	☒
1 7	Use of personal addresses, postcodes, faxes, emails or telephone numbers?	☐	☒
1 8	Publication of data that might allow identification of individuals?	☐	☒
1 9	If YES to any question, please provide full details, explaining how this will be conducted in accordance with the GDPR and Data Protection Act (2018) (and/or any international equivalent):		
	All data will be encrypted and stored in password-protected folders on the University Office 365 system, accessible only to the researcher and supervisor. Data transfers will be encrypted. The Qualtrics system is encrypted and will also be password protected, only accessible to the research team. Participants will be assigned unique identifiers, and identifying information will be stored separately. Data will be retained until the completion of the research and then securely deleted. Participants will have the right to access their data and request deletion in accordance with the Data Protection Act 2018. <i>(this box should expand as you type)</i>		
2 0	List all who will have access to the data generated by the research activity:		
	Katie Harris, Jack Young, Harry Foster, Emma Guy and Katie Sullivan <i>(this box should expand as you type)</i>		

ETHICS FORM – PSYCHOLOGY STUDENTS ONLY

2 1	List who will have control of, and act as custodian(s) for, data generated by the research activity:	
	Katie Harris, Jack Young, Harry Foster and Emma Guy <i>(this box should expand as you type)</i>	
2 2	Give details of data storage arrangements, including security measures in place to protect the data, where data will be stored, how long for, and in what form.	
	Data will initially be stored on Qualtrics and will only be accessed by the researcher through password protected account. stored on appropriate one drive accounts, that are protected by both a password and two factor authentication to ensure no data breaches occur. Participants are assigned unique identifiers, and this data will be stored in a separate folder that is encrypted. All data that is stored on a personal device will be protected and transferred to university storage when appropriate. This also allows for data to be backed up automatically within the university system. <i>(this box should expand as you type)</i>	
2 2	Confirm that you have read the UWTSD guidance on data management (see https://www.uwtsd.ac.uk/library/research-data-management/)	☒
2 3	Confirm that you are aware that you need to keep all data until after your research has completed or the end of your funding	☒

SECTION I: Use of AI tools

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

SECTION J: Declaration

	The information which I have provided is correct and complete to the best of my knowledge. I have attempted to identify any risks and issues related to the research activity and acknowledge my obligations and the rights of the participants. In submitting this <u>application</u> I hereby confirm that I undertake to ensure that the <u>above named</u> 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:	Katie Harris, Jack Young	Date: 6/3/26
2	Supervisor:		Date:
3	Signature:		

Competency 3: Data collection

Although the study was conducted as part of a group project, I was given the sole responsibility of creating the study, which included uploading the study to EMS, as well as creating the study forms. Therefore, all documents included in this competency, were created individually.

Initially, I found this responsibility quite overwhelming, as I knew my group members were depending on me to produce high quality forms. However, this competency aligned well with my organisational skills, and I therefore felt motivated to ensure all materials were presented professionally and ethically. Overall, I really enjoyed the responsibility of this competency.



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University of Wales
Trinity Saint David

Centre for Psychology and Counselling
SA1 Campus
Swansea

Participant Debrief Sheet

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

Research Team: Katie Harris 2403899@student.uwtsd.ac.uk

Date: 25/03/2026

Thank you for taking part in this study.

The aim of this study was to explore undergraduate students' perceptions of sponsorship and pay. Specifically, we wanted to see how students perceive male and female athletes.

Through conducting a controlled experiment, we were able to effectively explore the research question and how students' perceptions of sponsorship and pay are influenced by societal gender biases identified in the literature.

Depending upon the experimental group that you were randomly assigned to, you were displayed either a female athlete or male athlete (vignettes). Therefore, we have had to use slight deception in this study (not telling you there would be two different vignettes displayed depending what group would you be assigned) in order to prevent unbiased responses and accurately measure potential gender bias.

In relation to creating the debrief sheet specifically, it required careful consideration of how to communicate the true aims of the study whilst remaining clear, professional, and ethically appropriate. Initially, I underestimated how difficult it would be to balance transparency with maintaining the integrity of the research, particularly due to the element of deception used. However, I wanted to ensure that all participants understood the purpose and aims of the study. Therefore, through feedback, engagement with ethical guidelines and repeated revisions, I developed a stronger understanding of how participants' wellbeing must remain central throughout all stages. This task also improved my confidence in producing professional research documentation, and I believe I could confidently create debrief sheets in the future. I, and group members were confident and satisfied with this debrief sheet.

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

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

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



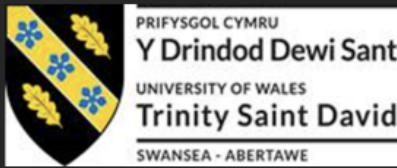
If you have found any part of this experience to be distressing, please consider speaking with someone that you trust such as a family member or friend. You may also consider speaking with one of the organisations below for additional support:

Within UWTSD:

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

Outside UWTSD

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



School of Psychology
Psychology Labs
IQ Building, Swansea

Study Protocol

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

1. Greet participant on arrival and thank them for taking part
2. Ask participant to take a seat in the waiting area if labs are in use
3. Briefly outline that the participant will be asked to complete two scales
4. Explain the computer will display the scales
5. Stress to the participant that the process requirements are for both scales
6. Ensure participants are aware that the researcher will be just outside the booth
7. Check that the participant understands the process
8. Ask if they have any questions
9. Advise the participant if they have any questions the researcher will be just outside the booth
10. Explain that participation is voluntary and there is no penalty at any point
11. Allow the participant to complete the scales
12. If the participant does pause during the scales or request further help from the researcher
13. Ask the participant to let you know when they are finished opening the booth door and advise them to return to the waiting area
14. If the participant appears in any distress or request further help from the researcher
15. Once completed, thank the participant
16. Provide the participant with a verbal debrief (if requested)
17. Ask if the participant has any questions
18. Let the participant know if they have any questions regarding the experiment, they can contact the research supervisor with any questions. Contact details are on the debrief sheet
19. Say goodbye to the participant, again thanking them for their time, participation, and contribution to the study.

Creating the study protocol required me to think carefully about how the data collection process would be conducted in a consistent, ethical, and professional manner. Initially, I struggled with the level of detail required when outlining each stage, which resulted in some revision and feelings of overwhelm. However, developing this document strengthened my understanding of the importance of standardisation within experimental research.

With this, I also became more aware of the responsibility researchers have, to ensure participants feel supported and fully informed throughout the study. Writing the procedures relating to participant distress and withdrawal encouraged me to think beyond data collection itself and consider the wider ethical implications of conducting psychological research.

Overall, I believe that developing the study's protocol gave me an opportunity to strengthen my ethical awareness, while also increasing my confidence in independently producing research documentation. I now feel more confident in my abilities.

Creating and uploading the study to EMS gave me an invaluable opportunity to increase my awareness of how research studies must be communicated clearly, professionally, and ethically before data collection can begin.

in the system immediately after finishing the survey. If you are using Qualtrics, add `?id=%SURVEY_CODE%` to the end of the URL to make use of this feature.

[Detailed Help](#)

Abstract
An experimental study exploring undergraduate students' attitudes toward athlete gender, and sponsorship and pay deservingness.

Description
The aim of this study is to examine whether athlete gender influences students' perceptions of sponsorship and pay deservingness, and whether these attitudes reflect wider societal gender biases identified in sport research.

During this study, you will be required to complete two short demographic questions (age and gender), followed by two separate Likert scale questionnaires in which you will be asked to read a short vignette beforehand related to athlete sponsorship and pay.

All data collected is anonymous and you have the right to withdraw from the study at any point before leaving the lab environment.

If you feel that this study would cause upset or discomfort,

SREC Approval Code

Direct Study Link

<https://uwtsd-uk.sona-systems.com/default.aspx?p>

This is a direct URL for participants to access the study. You may use this in an email or study advertisement.

Date Created

29 April 2026

As I was solely responsible for setting up the study and participant sign up, I initially felt pressured to ensure all information was accurate and sufficiently detailed, as mistakes could affect recruitment or participants' understanding of the study. I felt quite anxious, and I believe that was due to unfamiliarity.

However, after speaking to Katie, she reassured me that the information included on EMS was appropriate and reflected the nature of the study.

Upon reflection, this competency has increased my confidence in independently managing the administrative aspects of psychological research and reinforced the importance of organisation, accuracy and responsibility, where I am now excited to create future studies on EMS.

Eligibility
Requirements



Participant Information Sheet

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

The participant information sheet is central to informed consent and transparency.

Date: 29/04/2026

Invitation Paragraph:

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

Please take time to read the following researcher if you wish. Ask if there is more information. Take time to decide reading this.

Purpose of Research:

The purpose of this study is to explore sponsorship and pay using Likert scales to examine whether athlete gender influences pay deservingness, and to determine biases identified in sport research.

What does taking part involve:

This study will involve an experiment. In this study you will be required to do the following:

- Provide demographic information
- Take part in a computer-based survey. You will be asked to read before
- You will then be asked to complete a brand image

Creating the participant information sheet strengthened my understanding of the importance of clear, transparent and accessible communication within psychological research. This sheet needed to be detailed and professional, but also student-friendly, which caused some anxiety at first. I think was due to the responsibility of ensuring all information presented was accurate and ethically appropriate. Explaining the study aims, withdrawal procedure, and confidentiality required careful consideration to ensure participants were fully informed and understood what the study entailed. As a result, several sections required revision following feedback and further reflection.

Overall, developing this document improved both my academic writing skills and organisational skills, while also increasing my awareness of the ethical obligation researchers have towards participants. I became more confident in adapting psychological research language into a format that was accessible, supportive and professionally presented.

- Following completion of the first questionnaire, you will be asked to fill out the second questionnaire related to perceived deservingness of pay before reaching the end of the study.
- At the end of the study, you will be debriefed by the researcher, and you will be provided with the study debrief sheet.

How long will the study take:

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

Benefits of participating:

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

Risks of participating:

If you feel you would be uncomfortable reading a vignette of either a male or female athlete, you are advised not to take part in this study.

Participation and withdrawal:

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

How will your data be used and processed:

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

How will your data be collected and stored:

All collected raw data will be kept in a raw format and then aggregated for analysis purposes. Computer data will be collected via Qualtrics, and this data will be stored on the computer within the Psychology labs. It will only be accessed by the

researcher through a password protected university account. All Qualtrics data will be anonymous and copied from the lab computer to the researcher's university OneDrive account, which will also be protected with password. If there would be a need to transfer data by a memory stick, the memory stick will be encrypted, and the data will be deleted once transfer is completed. Physical consent forms will be preserved in a securely locked filing cabinet located in the Psychology Labs and separate from the anonymised electronic data. This data will be subsequently deleted after the module assessment undergoes evaluation by the end of year examination board.

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

You can contact the research student via email: 2408461@uwtsd.ac.uk

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

This information sheet can be printed upon request. If you have any questions, please ask the researcher now or at any time throughout the study. Otherwise, please click the next button below to begin the research. If you are happy to continue, please read, complete, and sign the corresponding consent form.



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Trinity Saint David

Centre for Psychology and Counselling
SA1 Campus
Swansea

Participant Consent Form

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

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

Date:

1. I confirm that I have read and understand the Information Sheet for the above study.	Yes	No
2. I had an opportunity to ask questions satisfactorily.		
3. I understand that I may ask further questions.		
4. I understand that my participation can be withdrawn from the study at any time for any reason.		
5. I understand that my fully anonymised data will be used only for this research study, which will be deleted once external examination has been obtained.		
6. I have been informed that if I feel uncomfortable answering about gender bias or pay/sponsorship disparity, that I can decline to participate in the study.		
7. I understand that I may decline to participate in the study.		
8. I understand that any data collected will be stored in an anonymous format and it will not be possible to trace the data back to me.		
9. I understand that the anonymised data will be stored and accessible only to those directly involved in the study, and will be maintained securely.		
10. I confirm that I am over 18 years old.	Yes	No
11. I agree to take part in the above study.	Yes	No

Creating the participant consent form not only increased my understanding of the importance of informed consent and autonomy, but it also enabled me to think critically about how ethical procedures are applied in practice rather than simply understood theoretically.

While the form initially appeared straightforward, I quickly realised that each statement needed to be carefully worded to ensure participants fully understood their rights, including confidentiality, withdrawal procedures, and the voluntary nature of the study. With this, I felt anxious about whether participants would understand what they are consenting to, and felt pressure to make sure statements were student friendly.

However, after discussing with my group, I felt reassured that the form was accessible and coherent, and I believe that all group members felt comfortable with the final version.

Participant Name

Date

Participant Signature

Researcher Name

Date

Researcher Signature

References

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