



The impact of Covid-19 on young people's emotional well-being and development: Learning for Youth Work

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DECLARATION FORM

Name of the Programme of Study: BA Youth Work and Social Education (ETS Endorsed)

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DECLARATION

I certify that the whole of this work is the result of my individual effort, and that all sources have been acknowledged.

Signed: SL Plant (student)

Date: 16th May 2022

DECLARATION

I am satisfied that this work is the result of the Student's effort.

Signed (Lecturer)

Date

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Chapter 1 – Introduction

This dissertation is a review of the current literature and was undertaken following ethical approval from the University of Wales Trinity Saint David (see Appendix 1). Firstly, the author will discuss what youth work practice was like prior to the pandemic. Youth work entails working with young people on a voluntarily basis, supporting young people to achieve their goals and reach to their full potential (Cwvys, 2018). Youth work encourages young people to have a voice in their community, express their ideas and beliefs with decisions that include them (Cwvys, 2018). Youth work provides young people with a safe place to learn and equal opportunities (Cwvys, 2018). During the pandemic youth work moved online, unable to provide safe places for young people to learn and have fun (Cwvys, 2018).

Covid-19 first broke out in December 2019 in China, rapidly spreading across the globe becoming a worldwide pandemic (Akova, 2020). This caused massive news and media that was very frightening affecting all the human race and all generations (Akova, 2020). The virus become so aggressive that in March 2020 there was a national lockdown in order to slow the disease down and to help the NHS not to become overwhelmed and unable to cope with the large capacity of patients (NHS, 2022). This entailed the following- people could only leave their homes for essential goods, including food supplies and medication, exercising alone once a day, to travel for work if it was essential, otherwise work from home (Gov.UK, 2019).

This deadly virus is still unstoppable and is continuing 2 years on (Duncan, 2022). The virus affected people in different ways, from some having a cold to others losing their lives. After global scientists working tirelessly to find a cure, they learnt a lot of people with underlying health conditions were more affected (Duncan, 2022). In 2021 a vaccine was introduced to reduce the risk of becoming unwell or being infected with the virus (Duncan, 2022).

This worldwide pandemic has enormously impacted the world still now on a day-to-day basis. For the purpose of this dissertation the author will be exploring what impact Covid-19 has had on the emotional well-being of young people. The method used throughout this dissertation will be a literature review. The author is passionate to explore the impact Covid-19 has had on the lives of young people for future practice as a youth worker to provide support and guidance for young people in the future. The

author is eager to explore the different themes chosen, and believes they play a big part in a young person's life. The themes chosen are- education, poverty, social life, and family life. It is important for young people to have routine in their lives such as school life and attending different activities they may enjoy outside of school; however, this was not possible in these difficult times meaning young people were not socialising with others, there was no face-to-face contact and everything was moved online (Chanchlani, Buchanan and Gill, 2020). It is evident from the research and information provided that the Covid-19 pandemic has had a massive negative impact on young people in numerous ways as previously discussed (Duncan, 2022). Both their family and social life, education and poverty has been impacted (Cwvys, 2018; Duncan, 2022). Research has shown there are many restrictions in place to reduce the risk of the infection spreading which will allow individuals to continue with their lives without them being put on hold again due to a global lockdown (Gov.UK, 2019), for example, social distancing, masks to be worn in public areas and regularly washing your hands. Young people were stopped from attending school which resulted in them having lessons online and having predicted grades (Gov.UK, 2019). This may have potentially prevented them from achieving the grades they could have achieved to reach their full potential if they were given face to face lessons and were able to sit their exams, as well as complete their assessments (The Conversation, 2021a).

They were at a disadvantage as some individuals did not have access to a device with internet at home, and the people that were fortunate to have a device were not given the time they needed on a one-to-one basis with their teacher, which they would have had in person (The Conversation, 2021a, Youngminds, 2022). Many young people were unfortunate to live with parents/guardians that lost jobs due to the closure of shops because of the lack of money due to the pandemic (The Conversation, 2021a).

As individuals lost jobs, they struggled to provide for their families which resulted in them claiming benefits until they were able to find a new job, however, it was a lot harder as there was a global lockdown (Duncan, 2022) This meant that stress was caused for them which could have had an impact on their relationships (The Conversation, 2021a). Many people struggled financially as everyone was home more which meant everything was being used more, for example, food, electric, and gas (The Conversation, 2021a). Young people's social lives were put on hold during lockdown, as they were unable to socialise with their friends and family that were

outside of their contact bubble (NHS.UK, 2022). Young people were constantly with their families during the lockdown, which meant, for some people, they were witnessing domestic abuse, or even receiving abuse from their parents through the tough times, as some young people go to school to escape from their family life (Surrey, 2021).

However, there are some positives and an example of one is that young people were home more which gave them the opportunity to learn more life skills, that they might use throughout their life, for example cooking (Del Castillo, 2021). Another positive is that the young people were taught how to follow new rules and adapt to changes that can be made instantly (Del Castillo, 2021).

All these factors would have affected many people's well-being massively, and from research we know that it did (Surrey, 2021) People will now have to receive all the support and guidance that they can to help them to improve their well-being (Surrey 2021). They may receive counselling, or even medical treatment, as many young people developed depression and anxiety from the pandemic (Surrey, 2021). The changes affected them massively and after being isolated for so long many people struggled to then socialise again (Education, 2020; Surrey, 2021) Some young people found it hard to go back to their sport, as their health was deteriorating (Education, 2020).

Youth work provides a safe place for young people supporting them to build confidence, relationships, skills and encourages participation (Gov.Wales, 2021). Youth work practice was moved overnight online without warning, and this was a big change in young people lives, losing their face-to-face contact with youth workers and other young people, being isolated, and the uncertainty of what happens next (Gov.Wales, 2021). Youth work engagement helps support young people express their needs and feelings through this difficult time, encouraging young people to engage with others during sessions online to build relationships during group work to reduce the feeling of loneliness (Gov.Wales, 2021). This is a positive outcome for young people's emotional well-being and helping young people to build coping strategies from Covid-19.

Youth work is extremely important to young people, building trustful relationships with adults someone they can go to if in any risk, and there has been an increase in youth work since Covid-19 hit (Gov.Wales, 2021).

Youth work is universal and underpinned by values and principles; the five pillars of youth work are educative, expressive, participative, inclusive, and empowering (CWVYS, 2018). these pillars help with building young people's confidence and self-esteem to support them to make healthy decisions for themselves and their community (CWVYS, 2018). Providing youth work services online for young people, to help keep them occupied and engaged, not only helped the young peoples' emotional well-being, but it also helped reduce the speed of virus (CWVYS, 2018).

It is important that young people are able to maintain positive healthy emotional well-being and work out what works well for them, also to know the triggers to avoid them, and youth work encourages the Five Ways to Well-being (Mind, 2022). The Five ways to well-being include being active, learning, taking notice, and connecting (Mind, 2022). Encouraging young people to connect with others during lockdown via online sessions and one-to-one sessions, encourages young people to stay active, such as getting regular exercise by going for a daily walk, getting some fresh air and being in the outdoors environment, to keep learning by engaging in schoolwork online and participating in online learning activities (5 Ways to Well-being, 2022). As 5 Ways to Well-being (2022, np) suggest: "Any brainy activity should improve our neurological plasticity", encouraging young people to take notice of their surroundings and people around them to keep themselves safe. It also motivates young people to give back, this may be to the community or someone within their family, for example, someone isolating due to being vulnerable are perhaps not able to collect their own groceries, so a young person could deliver them, giving their time and support to helping others can make them feel they did something good for others (5 Ways to Well-being, 2022). Sapin (2013, pp. 16-17) says that "youth workers often have a specific motivation for youth work with young people that can form part of a desire to improve the world and/or the people in it".

Having introduced the study in the passage above, the next chapter will explore the themes of the dissertation. The first theme to be explored will be that of Education.

Chapter 2 – Literature Review

2.1 Theme 1 – Education

Young people's education has been massively affected by repeated school closures due to Covid-19 (Youngminds, 2022). The closure of schools affected young people particularly for some that are vulnerable for social and medical reasons, or from deprived backgrounds (Youngminds, 2022). Their opportunities for education were put on hold many times especially for the young people that did not have access to an internet-enabled device for them to attend online lessons (Youngminds, 2022). Poor wellbeing and neglect are associated with school closures, and this may be due to the fact that the young people are unable to socialise with their friends in school or have a break from their home life (The Conversation, 2021a; Youngminds, 2022).

Gov (2021b) outlines that the first school closure had an exception of provision for children of critical workers and vulnerable children. Youngminds (2022) stated that 74% of teachers and staff working within the schools agreed that schools being closed to students during the period of lockdown has had a negative impact on the mental health of young people. This shows that a large percentage of staff members agreed that the wellbeing of young people had been affected (Youngminds, 2022). Both schools and colleges support young people with their wellbeing (Surrey, 2021; Youngminds, 2022).

Young people can make relationships with trusted adults in these settings, for example pastoral support and teachers (Surrey, 2021; Youngminds, 2022). Consistency, a routine, and stability are provided in both settings for many young people, which has a positive impact on their mental health (Chanchlani, Buchanan and Gill, 2020). It is also mentioned that due to the closure in schools, young people were unable to access the materials and resources needed to support them which could negatively affect their wellbeing and academic attainment, as they are disadvantaged due to the closure (Surrey, 2021).

The impact of the pandemic on young people who are already disadvantaged is most likely to increase their existing inequalities which will increase the number of young people looking for mental health support (Surrey, 2021). Surrey (2021) also mentioned that studies have found that there was an improvement in wellbeing once the schools reopened. However, there was both emotional and behavioural difficulties with the

young people during the pandemic (Surrey, 2021). Due to the repeated school closures many students were given calculated grades which meant they had grades given to them which were predicted on the work that they had done (Youngminds, 2022). This was a disadvantage to many young people, as they may have been able to achieve greater grades if their education was not affected by Covid-19 (Youngminds, 2022).

Vocational and technical qualifications, GCSEs, BTECs and A-levels were all cancelled (UK Parliament, 2020). Face coverings were required for school transport and within the setting to reduce the risk of spreading the infection (Carmarthenshire County Council, 2022). Both students and teachers were asked to test themselves daily as if they tested positive for the virus then they were to isolate (Carmarthenshire County Council, 2022). If a teacher tested positive, they would have to isolate, however, if it was a student that tested positive their year group would then have to isolate too, so their lessons were moved online during their isolation period (Carmarthenshire County Council, 2022).

School pupils and other learners were asked to always wear masks and regularly sanitise or wash their hands (Carmarthenshire County Council, 2022). If an individual was using the school's equipment, they would then have to wipe it after their use, for example, their workstation or computer, and this was to reduce the risk of spreading the infection (Carmarthenshire County Council, 2022). Gov (2021) discusses that the closure of schools affects many individuals, for example, the visibility is reduced of vulnerable young people to protective services which resulted in a reduction of the referrals made to children's social care. This is because staff members are no longer supervising the young people therefore, they cannot raise awareness of any problems there may be as the young people are not spending everyday with them anymore so they cannot see it (Gov, 2021a).

During the period of the start of March, the referrals were 11% lower than the last three years, however, the number of referrals linked to domestic abuse raised (Office for National Statistics, 2021). As the young people were at home every day, there was concerns of an increase of participation in county lines, child sexual exploitation, and online abuse (Office for National Statistics, 2021). Systems were put in place to stay in contact with the young people that were considered as vulnerable individuals, since

they were isolating because of coronavirus, as it is important mainly if they have a social worker (Youngminds, 2022).

If a vulnerable young person was isolating due to Covid-19, the school should have contacted their social worker to notify them (Youngminds, 2022). Likewise, if a young person is looked after, the local authority virtual school head should be notified this is the case, so they were aware and able to support them if needed (Youngminds, 2022). Examples of procedures that were put in place are: to regularly check if they were accessing remote education; support them to access it if they are unable to; stay in contact with them to ensure their wellbeing is okay; and then refer onto other services if it was needed (Surrey, 2021; Youngminds, 2022). Young people's response to the Covid-19 pandemic resulted in them discovering many emotions, for example, low mood, depression, stress, and/or anxiety (Department for Education, 2022).

The Conversation (2021) discusses that evidence suggests that individuals now have poorer movement skills due to the school lockdowns, due to a reduction in the amount of physical activity compared to what they had previously had at school weekly, in the community, and socially. For example, young people were learning online which means they stopped having physical education lessons where they would play football or go running (The Conversation, 2021). This will negatively affect their health along with their development (The Conversation, 2021). The young people were made to stay at home they were not allowed to socialise, and were even restricted to the number of times they were allowed out and how long for in one day, due to the pandemic (NHS, 2022). Many individuals would walk to and from school and play football or go for a walk during their breaks (Youngminds, 2022).

Young people would also take part in extra curricula activities after school, for example, rugby or hockey, however, they were all stopped when the school closure took place (Chanchlani, Buchanan and Gill, 2020). According to Education (2020) 73% of PE teachers and school leaders of the Youth Sport Trust said that the children returned to school with low levels of physical fitness. The young people were social distancing, staying in class or year group bubbles, having separate breaks to reduce the risk of the infection spreading, and even stayed in one classroom for all their lessons (Education, 2020). The restrictions put in place created barriers on delivering certain physical activities and physical education lessons (Education, 2020).

The young people struggled to complete activities and were easily becoming out of breath while trying to do so (Education, 2020). Many secondary schools reduced the PE lessons on the young people's timetables, and many schools decided not to provide any physical activity lessons (Education, 2020). Igschools (2022) discussed that online learning was the most effective way of maintaining education for the students to access. Sutton Trust's (2021) report stated 15% of teachers said that over a third of their students were unable to access fast internet or electronic devices. However, tablets and laptops were provided for disadvantaged families that were unable to access them through their schools (Del Castillo, 2021). Many schools held shared novel reading sessions, digital learning classrooms, online assemblies, and YouTube video content to guide PE, which meant students could learn at home and carry out any physical activities they were able to, for example, skip on a spot continuedly, or run (Department for Education, 2022). Students were sitting two meters apart and, when they were unable to do so, they were then advised to wear protective equipment (Department for Education, 2022).

As large gatherings were not allowed, schools had to create smaller classes which meant that students found it easier to learn as they were having more focused time with their teachers, nevertheless, because of the Government guidelines many schools were having certain year groups in on specific days and the students were learning online for the other days (Department for Education, 2022). According to Pokhrel and Chhetri (2021), the closure of institutions, schools and other learning settings have impacted over 94% of the world's student population. The sudden reopening of schools after relaxation of the restrictions is a big challenge many students faced, as there was so many new procedures put in place (Pokhrel and Chhetri, 2021). There were a great deal of students at living/home space that went through emotional and psychological distress resulting in them struggling to engage productively (Surrey, 2021).

Many students had to care for their family members, as they were ill due to Covid-19, which interrupted their education as they found it hard to concentrate at home while dealing with everything else around them in the same environment they were trying to study in (Youngminds, 2022). Although there are many negative factors to online learning many parents believed it was good as their children could still have the educational lessons that they needed, and it helped the relationships between both

the parents and teachers, as the parents were there to support the young people and their learning, both economically and academically (Youngminds, 2022).

However, young people that have disabilities required more support during the tough times they were experiencing (University of Liverpool, 2022). The online platforms that were used provided additional resources for the students which helped them as they were having lessons on group forums, for example Telegram, and then had the additional resources on online platforms, for example Google Classroom (University of Liverpool, 2022). Many of the online forums were recorded and uploaded to the platforms for any students that missed the lesson (University of Liverpool, 2022).

Having critically reviewed the literature on education and its impact on young people, the next passage of the dissertation will critically examine the phenomenon of poverty and how it impacts on the lives of young people.

2.2 Theme 2 - Poverty

This section of the dissertation will critically explore the topic of poverty, specifically how poverty impacts the lives of young people in Wales. According to Gov.Wales (2018) young people are aged between 11-25 years old. This is the age group the youth service in Wales has the aim of working with (CWYVS, 2018).

According to Erik Erikson's (c.1950, cited in Cherry, 2021) development theory, young people at this age start to take on responsibility in their own lives as they transition from adolescence into adulthood, becoming more independent and feeling a sense of belonging in the world. It has also been proposed that this stage in a young person's life may be where they attend work experience with school, or finding their first part time job (Murphy, 2014). However, this stage in many young people's lives and these opportunities have been limited and removed due to the social limitations in place as a result of the coronavirus outbreak, putting the world on hold, closure of schools and businesses with a significant impact on the lives of young people aged 11-25 among others (Youngminds, 2022). Of course, young people are not alone in living through the impact of these restrictions, however, it could be argued that they are hit hard at a pivotal time in their lives- the transition between adolescence and adulthood (Youngminds, 2022). Moreover, the National Career Service (2022) suggests it is important for young people to have work experience to gain essential basic life skills such as communication skills, budgeting skills, time management, working with others, and making friends within a work setting. It has also been suggested that work experience promotes career opportunities and development for young people and builds their resilience and development into adulthood for a positive and potential future (National Career Service, 2022). Youth Employment (2022) also say that keeping young people positive and encouraging them into employment, and influencing motivation by asking them what their interests may be so support and referrals can be put in place with the most effective services to enhance the chances of meaningful employment.

Lawrie and Butcher (2020) state that encouraging young people not to claim benefits is the best outcome for young people and their community. However, due to the coronavirus outbreak, young people became the most affected by Covid-19 in that they were the most unemployed generation. This resulting in them often not having

any choice other than to claim benefits, or be put on the furlough scheme (Lawrie and Butcher, 2020). It has been suggested that more young people were taken out of the workplace and put on furlough, than any other age category (Lawrie and Butcher, 2020).

This scheme allows UK employers to furlough, or temporarily lay-off, employees with government support to continue to pay the employees' salaries and protect these employees from redundancy.

(Local.Gov, 2020, np)

The chart below shows evidence of young people inclined to being put on furlough before any other age group in the workplace (Lawrie and Butcher, 2020).

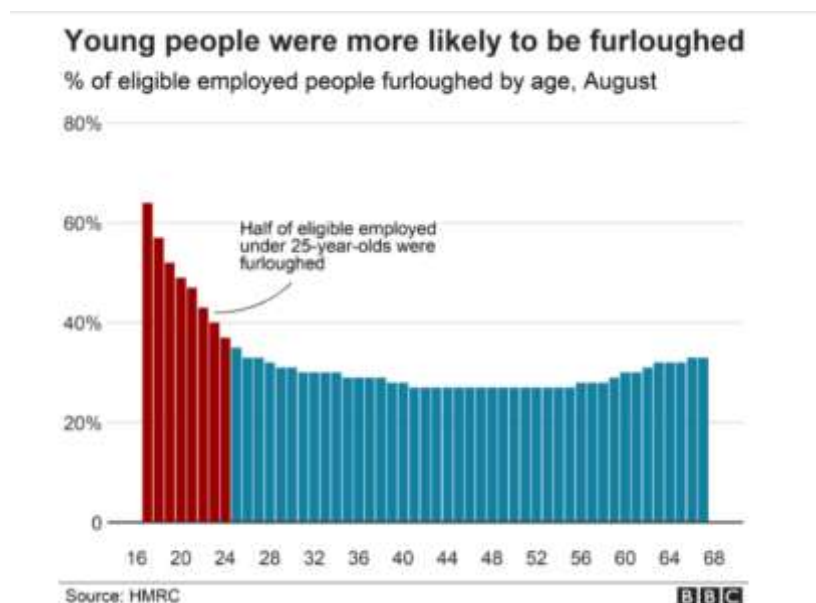


Figure 1: The chart shows that the BBC found young people more likely to be furloughed during August 2020 (Lawrie and Butcher, 2020).

The Welsh Government (Gov.Wales, 2020) have suggested during lockdown that many families were affected by poverty due to becoming unemployed, bringing strain and stress on families not being able to pay household bills, such as internet charges. This is where the young people were affected, being isolated away from friends and

family, not being able to use internet resources to stay in touch with friends and family (Gov.Wales, 2020).

Families were struggling to pay rent on time due to unemployment, resulting in risks of poverty and eviction, however, the Welsh Government came up with an eviction ban in 2020 meaning property owners could not evict tenants (Gov.Wales, 2020). This stress on families may have had an impact on the emotional well-being of young people living in these environments, listening to stressful conversations and conflict due to high stress levels and worry, and this may result in the young person becoming depressed, anxious, and becoming therefore, more vulnerable (Surrey, 2021). Afifi *et al.* (2020) points out that Adverse Childhood Experiences (ACEs) occur when a child or young person experiences a traumatic time in their life. The Covid-19 pandemic has been a traumatic time for many young people, for example, by being exposed to toxic stress such as job loss, isolation, and schools closing, and low-income families are arguably already at higher risk of health problems such as diabetes and lung disease which has only been compounded by the pandemic (Pediater 2020). This is incredibly stressful for young people especially living in poverty and experiencing food insecurities, this may also cause health problems later in life (Pediater, 2020).

According to Tyler (2021) in 2020 there was a rise in food banks being used within the UK due to the pandemic. Tyler (2021) also goes on to say that there was a rise in food parcels given to children during this time. Tyler (2021) states that there was an 88% increase in food banks being used compared to a 62% increase in 2019. This is evidence that the pandemic made a huge difference to use of food banks. Throughout the national lockdown more than 1.9 billion students across the globe were not in school, this may have a higher risk to food insecurities for many families having children and young people home most of the time and having to find extra food for the families who are on low income and depend on free school meals (Chanchlani, Buchanan and Gill, 2020).

According to the United Nations Children's Fund (UNICEF, 2022), since 2019 more than 100 million young people are experiencing poverty, suggesting that they are a lost generation and may take up to seven to eight years to recover to child poverty levels as they were prior to Covid. The number of children in poor financial households

are projected to continue to increase in low-income countries while richer countries are expected to fare better.

Figure 2 shows that during the pandemic there was a rise in poverty during 2020 and 2021 in less advanced countries (UNICEF, 2022).

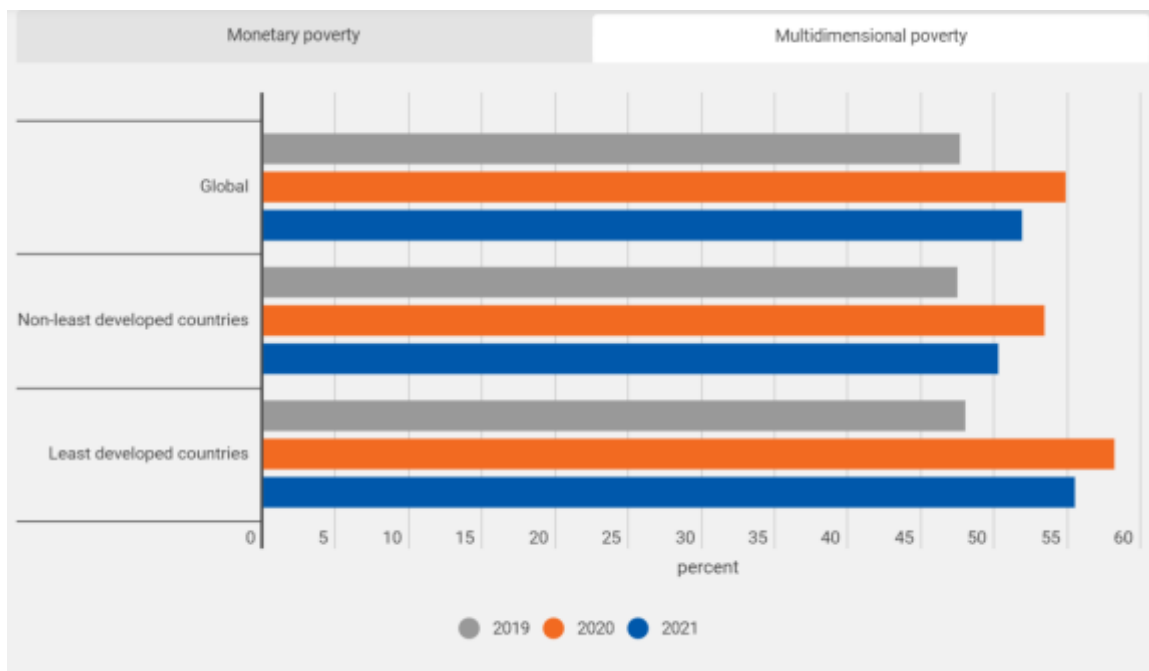


Figure 2: Multidimensional Poverty (UNICEF, 2022).

According to the Legatum Institute (2020), due to families experiencing financial difficulties in winter 2020, the Government provided a benefits increase to families who receive benefits such as Working Tax Credit and Universal Credit to protect them from falling further into poverty during the Covid-19 pandemic. These positive changes helped 690,000 people from going into poverty, this was a positive outcome for young people reducing the stress on the family household (Legatum Institute, 2020). UNICEF (2017, np) state that “Every child has the right to life. Governments must do all they can to make sure that children survive and develop to their full potential”.

The Office for National Statistics (2021) stated that almost 1 in 5 individuals reported that they were unable to buy groceries which were essential, and 1 in 10 individuals were unable to buy petrol; this was because of the shortage due to coronavirus.

According to Local Government (2022), people that live in deprived areas in both Wales and England are most likely to die after contracting Covid-19. This was decided when the most deprived areas in 2020 had the highest death rates due to coronavirus. 3.1 deaths per 100,000 population, which was over double the mortality rate in the least deprived areas which was 1.4 deaths per 100,000 population (Local Government, 2022).

During 2020, the mixed and black households with young people that were struggling with the food that they could normally afford, was nearly 50% higher than white ethnicity households with young people (Butler, 2020). According to Gov.UK (2022), households with individuals that had long-term health illnesses were at a greater risk. Many employers did not fund the time off work for self-isolation for those with Covid-19 or close contact, which meant they were then at a disadvantage and were not having an income for all the time they spent isolating (Gov.UK, 2022b).

The Government released a support scheme which gave those isolating £500 if they applied, however, if you were not on a particular combination of benefits you would not qualify for it so those that were not claiming benefits were then at a disadvantage (Gov.UK, 2022b). Gov.UK (2022b) also stated that the £500 support payment is for those that are on a low income and must isolate as they have been notified as a close contact of someone that has tested positive for Covid-19, and are not exempt from self-isolation or themselves tested positive for Covid-19.

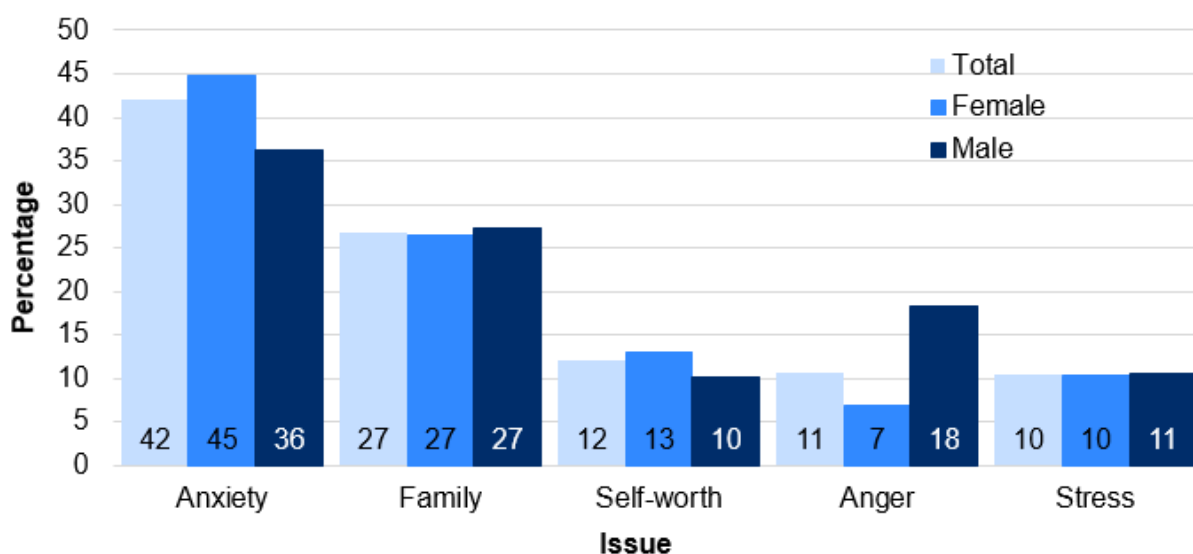
Individuals must be over the age of 18 years old to apply and qualify for the support payment and may be eligible if they are either self-employed or employed (Gov.UK, 2022b). However, people must receive at least one benefit, for example, housing benefit, income-based jobseeker's allowance, or income-based employment and support allowance (Gov.UK, 2022b). They may be eligible for a £500 discretionary payment if they do not claim benefits, but must have a low income or face financial hardship as a result of isolating (Gov.UK, 2022b).

Having explored the topic of poverty, looking at the impact of the pandemic, considering furlough, job losses and access to technology, the next theme to be explored will be that of family life.

2.3 Theme 3 – Family life

This section of the dissertation will explore the impact of Covid-19 on family life. According to Gov.Wales (2022) due to the Coronavirus outbreak, in March 2020 the Government forced all schools to close to keep the virus under control, making all children and young people work remotely online. All schools were closed for a period of six months, schools did not reopen until June 2020 (Gov.Wales, 2022). This was a worrying time for all, not knowing what was going to happen next; when the schools closed young people were at home most of the time due to the National lockdown restrictions (ITV, 2022). The following graph shows the main issues young people discussed in counselling:

Chart 5: Main presenting issues for young people who received counselling in Wales, September 2020 to August 2021



Source: Counselling for children and young people, Welsh Government

Figure 3: Main presenting issues for young people receiving counselling in Wales (Welsh Government, 2022)

The graph above shows young people receiving counselling due to many issues however, anxiety being the highest percentage. According to Soneson (2022) this was

a positive outcome for multiple young people spending more time at home with loved ones, and for some young people improving their well-being, reducing anxiety and depression from not being at school and not being exposed to bullying, being home with loved ones reducing loneliness and building better relationships.

According to Gov.Wales (2022) 10,601 children and young people received counselling services between 2020/21, an increase of 10% compared with 2019/20, however, this is down compared with the years prior to the coronavirus outbreak. Schools were closed between March and June 2020, and again in January to March 2021 due to the pandemic, and this was likely to have had an impact on the increase over the two years (Gov.Wales, 2022).

Although isolation was a positive outcome for some young people, this was not the case for many young people, being home in stressful home environments with increased stress for parents and carers, for example, financial stress or the busy load of juggling working from home along with taking care of children or young people due to the closure of schools and childcare facilities, this triggered the risk of emotional, physical violence (Learning.NSPCC, 2020).

Learning.NSPCC (2020) goes on to say that, during lockdown, children and young people have been isolated away from trusted adults and trusted family members and friends making it difficult to disclose if they were under any risk of abuse.

This may have a negative impact on the well-being and mental health of young people (Learning.NSPCC, 2020).

Furthermore, a Womansaid (2021) report states that emotional and physical abuse increased by a quarter, with an increase to reports in death and injuries to children and young people. In February 2000 a young child (Victoria Climbié) suffered extreme abuse from family members, which resulted in her death (BBC, 2003). Victoria experienced horrific physical abuse within her home (BBC, 2003). Victoria was receiving face-to-face contact with professionals such as police officers, social workers and her GP, however, the abuse continued (BBC, 2003). Children's Society (2022, np) stated that:

Social services must continue to make regular checks on children and their families during a time of increased stress and anxiety and time spent at home. It is important that the rights of the child are not

forgotten, and we must continue to listen to their voices when it comes to identifying and offering the support that they need.

(Children's Society, 2022, np).

Young people may have been isolated inside for many months in vulnerable environments because of the lockdown restrictions, with no face-to-face contact with professionals, and this a huge concern for the welfare of young people (Children's Society, 2022). According to the Office for National Statistics (2019), 117, 617 reports of physical abuse were made towards children during 2019. "Each and every one of us in Wales has a responsibility for keeping people safe from harm and neglect" (Gov.Wales, 2021). According to Gov.Swansea (2022). In 2016 the new *Social Services and Well-being (Wales) Act 2014* came into place. This Act is to ensure the people's well-being is a priority, supporting their needs and also encouraging independence.

There are five principles within the *Social Services and Well-being (Wales) Act 2014* which includes voice and control promoting people to have a say in decisions that include them. Secondly, promoting well-being, providing support for the best interest of the individual. Thirdly, prevention and early intervention to reduce situations escalating. Fourthly, co-production, providing opportunities for people to be involved in their care. And finally, collaboration, working alongside other professional for the best interest of the people (Gov.Swansea,Gov.uk, 2022).

Lockdown was an extremely challenging time for all, including children and young people in care, and Children's Society (2022) suggest young people and their families struggled during the pandemic with the lack of face-to-face contact. According to Mistlin (2021) there was a vast need for youth work services during the pandemic. There was a 66% rise in the need for youth services during the pandemic, however, although there was a significant call for youth services, there was a drop in the funding making this difficult to support young people (Mistlin, 2021). Mistlin (2021) goes on to say that in the 2019 election the Government declared that there would be an increase to the youth work sector fund, however, due to the pandemic this has been set back.

The University of Liverpool (2022) mentioned that young people with disabilities and special educational needs have been massively affected by the COVID-19 pandemic and the lockdowns. Numerous young people had their access to health services and

social, education, emotional and mental health support either withdrawn or put on hold (University of Liverpool, 2022). Many professionals stated that young children with mental health problems, disabilities and special educational needs were not taken into consideration by the decision makers during the pandemic, which meant they did not get the support that they needed (University of Liverpool, 2022). As they were unable to access the mental health support that they needed there was many young people that were reaching crisis levels (University of Liverpool, 2022).

There were many reports that the school places for those that needed the support were unavailable during the first lockdown which resulted in lack of communication on the school's behalf during the times of online learning (University of Liverpool, 2022). Research has shown that young people with autism found it exceedingly difficult to adapt to the change during the pandemic both their social life and at home (University of Liverpool, 2022). The biggest struggle that they encountered was the sudden change in their daily routine and lack of ability to socialise (Buchanan and Gill, 2020). Many young people socialised in and out of an education setting however the pandemic put that to an end (University of Liverpool, 2022). The young people with attention deficit hyperactivity disorder (ADHD) found the pandemic extremely difficult as they were no longer able to expend their energy in activities that they would usually do for example play football (University of Liverpool, 2022).

Having explored the literature of Coronavirus and family life, the next theme to be explored will be that of social life.

2.4 Theme 4 – Social life

Due to the coronavirus outbreak many facilities were forced to close to reduce the spread of the virus, including all schools, youth clubs, cinemas, retail and hospitality sector, doctors' surgery's, gyms including beaches during lockdown (University of Liverpool, 2022). People were asked to work online from home, children and young people were forced to stay home and attend lessons online (University of Liverpool, 2022).

Lockdown included no visits from other households including family members; this was a particularly challenging time for all (Barnardo's, 2020). Young people's routine had completely changed, and they were expected to adapt to the change (Buchanan and Gill, 2020). According to Dabney (2018) Young people need to feel a sense of belonging and to feel connected to others. Dabney (2018) also suggests that children and young people's involvement in isolation may result in prolonged health conditions such as physical and mental medical issues.

According to the National Occupational Standards (2012) it is important that a youth worker provides a safe environment for young people, somewhere they can relax, have fun, and make friends. However, this was a challenging time for youth workers, as well as young people, not being able to provide these environments for young people and not having the face-to-face contact made it difficult to observe and identify any safeguarding concerns UKYouth (2021). UKYouth (2021) suggests that it is difficult to reach out to young people online as many young people may not have access to digital equipment or internet.

Flint and Burgess (2021) suggest many young people have been drawn into street gangs, substance misuse and street crime during Covid, due to youth clubs closing and nowhere for young people to go. This may have a negative impact on young people's well-being and the community. Marshall, Bibby and Abbs (2020) stated that many young people experienced negative feelings during lockdown. There was an increase in the number of young people that explained they were not enjoying day to day activities, were unable to concentrate and were unhappy or depressed during lockdown (Marshall, Bibby and Abbs, 2020). This shows that their wellbeing has been affected as the young people started to believe that they are worthless, and they then lost confidence due to feeling useless (Marshall, Bibby and Abbs, 2020). This

may have negatively affected their self-esteem which may have led to illnesses for example anxiety or depression (Marshall, Bibby and Abbs, 2020).

According to Barnardo's (2020), due to the Coronavirus outbreak many young people may suffer with post-traumatic stress disorder (PTSD) from the impact of the pandemic and the life challenges and changes over the past two years. Barnardo's (2020) also suggest that there are concerns about young people's well-being and mental health due to the impact of isolation and loneliness. Barnardo's (2020) goes on to say that the pandemic has made an 83% increase to young people's mental health deteriorating who already struggle with mental health conditions.

Being restricted from doing activities they could usually do, and places they could go, had a massive impact on many young people as they were unable to see friends or family that they would see daily (The Conversation, 2021b). It was also mentioned that support will be needed for the short-term impact of Covid-19 on young people on their wellbeing in order to avoid long-term effects (The Conversation, 2021b) During lockdown individuals struggled to access the help they needed to support their mental health illnesses due to non-face-to-face contact and no walk-in facilities open to the public for support (Local Government, 2022).

Gehlhar, *et al.* (2022) suggests that young people's physical interaction has been affected by the pandemic due to gyms and schools being closed, and young people were unable to participate in physical education at school and regular exercise at the gym. Gehlhar, *et al.* (2022) also suggests young people were at risk of gaining weight with the lack of exercise, spending more time indoors with more use of technology causing risks to their well-being, unable to build relationships with others and lack of outdoor interaction.

Building relationships are a key element of the adolescent's stage including romantic relationships (Surrey, 2021) Research proposes that many young people's relationships have been affected due to the stay home restrictions (Surrey, 2021). Gehlhar, *et al.* (2022) also suggests young people spent more time online building relationships including romantic and sexual relationships during lockdown, however, there was less sexual activity between young people due to being home with families and having less privacy. However, there was more use of sexting and online

pornography (Yarger *et al.*, 2021) and according to Chanchlani, Buchanan and Gill (2020, p. 923):

Physical distancing and lockdown requirements mean that children and young people have lost social interactions with others, may lack a structured routine and are likely less physically active.

(Buchanan and Gill, 2020, p. 923).

According to Taking Charge (2016), being in the natural environment can have positive effects on well-being, for example, reducing depression and anger. YoungMinds (2022, np) proposes that “83% of young people with mental health needs agreed that the coronavirus pandemic had made their mental health worse”. This percentage shows that it applies for over half of the candidates asked, which demonstrates that this issue is a substantial problem for young people. It was also mentioned that the number of young children identified as having a probable mental health illness has substantially increased from 2017 (YoungMinds, 2022). The ONS (2020, np) states:

The impact of the COVID-19 pandemic on young people’s mental health and well-being is naturally a focus for many at present and something that the ONS is also exploring. The research we have published today gives a pre-pandemic perspective, making it a useful starting point to understand what has changed since. We noted the adverse effects on well-being and anxiety for women aged 20 to 24 years compared to five years ago.

(ONS, 2020, np).

According to Dabney (2018), young people need to feel a sense of belonging and to feel connected to others. Dabney (2018) also suggests that children and young people’s involvement in isolation may result in prolonged health conditions such as physical and mental medical issues. When lockdown restrictions were lifted, facilities such as gyms reopened, however, there were special measures put into place (Gov.Wales, 2020). Gov.Wales (2020) also announced that there were a variety of changes put in place in order to meet the safety measures that are needed for gyms and pools to reopen safely following the coronavirus outbreak.

Examples of the changes are, ensuring the equipment is spaced out and taking some out of service, reducing the capacity individuals allowed within the setting by using a timed booking system and creating one-way systems to gain control on the queue management which will reduce contact between the individuals within the setting

(GOV, 2020). Bloomberg (2021) mentioned that both mental health and virtual classes were affected by the pandemic.

It is believed that this will have a long-lasting effect as some of the gyms' capacity was restricted due to the pandemic and others were completely shut (Bloomberg, 2021). Many sessions that are booked now are for yoga, as the customers now seek classes which are focused on the mind (Bloomberg, 2021). Inews (2021) mentioned that both restaurants and pubs reopened outdoors for the first time in April since December. Two days previously, it was announced that the rules eased on socialising and that six people from six different households were able to meet outdoors (BBC, 2021; INews (2021). This meant six people from six different households were then able to go for a meal or drinks outdoors, however, the establishments were only table service but there was no longer any allotted time slots or curfews for tables (BBC, 2021; INews, 2021)

Outdoor attractions were also allowed to open for example funfairs, theme parks and swimming pools (BBC, 2021; INews, 2021). Both wedding receptions and organised events were also allowed to take place, but they were restricted to a capacity of 50 people (BBC, 2021). The non-essential shops and close-contact services such as barbers were also allowed to reopen (BBC, 2021). Lastly students were allowed to return to college, school and university and travel between both the rest of the UK and Wales (BBC, 2021). Theatres, museums, cinemas, and many other indoor entertainment facilities were reopened in May (BBC, 2021; INews, 2021).

As everything reopened, people returned to work and were then able to socialise and do more, for example, go for food or meet with family or friends, which resulted in an improvement on young people's mental health and well-being as they were no longer isolated away from everything (Walesonline, 2021). Walesonline (2021) also discussed that, in gyms, the alert two measures applied meaning that the general requirement of two-metre social distancing applies in all premises that are open to the public (Walesonline, 2021). If exercising separately there is no limit of members allowed to attend however if you attend a class, this does not apply (Walesonline, 2021).

Any indoor events have a maximum capacity of thirty members, for example, if you are attending an exercise and fitness class (Gov.UK, 2022a). Fifty people is the maximum amount of people that can gather at an outdoor event (Gov.UK, 2022a).

However, for all children events the rules are quite different (Gov.UK, 2022a). The Government announced that in Wales there is no limit on activities for the wellbeing or development of children under 18 years old (Gov.UK 2022a).

The decision of the changes that were made were reviewed and decided upon as the number of reported Covid cases had decreased along with the number of deaths due to Covid-19 (Gov.UK, 2022a). BBC (2021) then stated that extended households can meet and go into their family bubbles' homes and that they are also allowed to have close contact and hug each other, which positively affected many people's lives. As many people had been vaccinated the Covid rates had dropped, and the infection rate was 10.8 cases per 100,000 when the new decisions were made BBC (2021). The virus positivity rates were also at their lowest since 1 September BBC (2021).

Chapter 3 – Discussion

During this discussion the significance of the themes, resilience, ability to adapt to change, and the behaviour of the young people during the pandemic will all be discussed throughout. Future recommendations will also be talked through. All four themes are vitally important to this topic as they all have a massive impact on a young person's wellbeing.

Firstly, poverty affects a young person in numerous ways, for example, if their family struggle with money they would have found it difficult to provide for the young person on a daily basis, as they would be spending a lot more money on them as they were constantly home, whereas before they were in an educational setting (Butler, 2020; Youngminds, 2022). Many people lost their jobs due to the pandemic as there were closures in shops or they could not get childcare, which meant many households all over the world struggled financially as they were no longer having a good income (Youngminds, 2022). This meant many people had to go on benefits and some families would have their young people working to provide for themselves (Youngminds, 2022). As previously discussed, there were food shortages globally as supermarkets were unable to get food from other countries due to the pandemic causing a delay which meant many people struggles to get essential groceries (Butler, 2020).

Secondly, social life was affected vastly for the young people, as there was numerous changes which had an impact on their emotional well-being (Cwvys, 2018). The global lockdown meant that all indoor and outdoor events were put to an end and all non-essential shops were closed, for example, hairdressers, retail shops, pubs and restaurants INews (2021). All sport activities and events were also stopped (Education, 2020) Young people were at home daily as they were not allowed to socialise, which meant many people became anxious, depressed, and started to feel very low (Surrey, 2021). People were restricted to the number of times and hours that they were allowed outside, and were not allowed to travel over a certain number of miles unless it was for work or health related (NHS.UK, 2022). This meant people were not allowed to travel to the beach for a walk, which many people do to clear their minds, which resulted in many young people developing mental health problems (Surrey, 2021; Mental Health Foundation, 2022). Many young people became unfit as

the gyms were closed so they were unable to work-out unless they were fortunate and had gym equipment at home (Education, 2020).

Thirdly, young people's family life was affected by the pandemic as everyone was stopped from socialising with other households, which meant many people could not see their family members for months (NHS.UK, 2022).

People spent birthdays and seasonal events alone, for example, Christmas, which affected many young people, as for some it meant they would never see their loved one again because they were unable to visit patients in hospitals or any health care settings, so many young people had family members that spent their last days alone (Booth and Pidd, 2020). This massively affected so many young people as, not only could they not visit their family, but they were not allowed to say goodbye when needed either (Booth and Pidd, 2020). They were then left to grieve alone, as the support they needed was not available due to the pandemic, and because the support services were not always accessible (Booth and Pidd, 2020). When the restrictions lifted, people were not allowed to have close contact, for example, hug each other, and this had an impact on many people, as for some it was the first or last time, they were seeing a family member (Booth and Pidd, 2020).

Lastly, young people's education was affected in numerous ways. The sudden schools' closures resulted in online learning which meant people were learning from home so they were not getting all the support they would in their education setting (Del Castillo, 2021). Many students were at a disadvantage as their exams were cancelled and they received predicted grades and for some this was life changing as the grades predicted their life for example many people that received lower grades that expected were then unable to pursue what they wished for their future and going to university is an example of this (Del Castillo, 2021). Many young people really struggled to adapt to change which resulted in them having a bad behaviour, for example, many young people did not follow the guidelines and mixed with each other and that meant they were mixing social bubbles which was not allowed during the pandemic (Chanchlani, *et al.*, 2020). However, there were young people that were able to adapt to the sudden constant changes and followed the guidelines that were set (Chanchlani, *et al.*, 2020). They attended online lessons and stayed with their support bubble, meaning they did not socialise with other people (Chanchlani, *et al.*, 2020). So many young people will

struggle with everything around them going back to normal as they are now used to the change and will find it tiring to go back to everything they used to do, for example, go swimming or running (Mental Health Foundation, 2022) There will be young people returning to education, work full time, or even starting new jobs and this will be a difficult time for many young people emotionally and physically (Surrey, 2021). However, for some it will be a positive impact on their current lives as many young people enjoy attending education settings to escape their homelife (Surrey, 2021). They will be excited to go for food with their friends and family and travel again, as being stuck in one place is mentally draining for some people which affects their mental health (Surrey, 2021). There are a variety of recommendations that could be made in many areas- one recommendation that could be made for poverty is that if a young person is living in a household that must isolate, and their employers do not pay them for isolation, then they should be entitled to the support payment from the Government, even if they do not claim benefits, as that could mean that young person will then be fed a nice meal, as if they do not receive the support payment then they are not receiving an income for the time they spend isolating, which means they are then at a financial disadvantage. A recommendation for future is that all students that are part of a low income or disadvantaged family should receive a tablet or laptop at the very start of the pandemic which means they will not be behind with their work and are able to learn everything that they need to know for their course, and if they have poor Wi-Fi that will affect their education too, so they should receive help either financially to improve it or should be provided with better Wi-Fi to ensure they are not disadvantaged due to their financial difficulties. Another recommendation that could be made is that if a young person has a family member in hospital, for example, their parent, and they are very ill, they should be allowed to visit them at least once a week. This will put their mind at ease as they are able to see them and how they are getting on. This will positively impact their mental health. One recommendation that could be made for education is that young people that attend counselling sessions or need extra help in their education setting due to any disabilities or learning difficulties should not be stopped from receiving the support they need. They are at a disadvantage as they are already feeling low or vulnerable and taking their support from them will negatively affect them. For many young people their youth worker or counsellor is the only person that they might speak to about their problems, and for some they are the only people they receive support from (Youngminds, 2022). Lastly a recommendation that could

be made for social life is the gyms should stay open throughout but have a booking system. This is because so many young people go to the gym to train as they want to keep fit and by them being stopped from going to the gym their health and fitness will degrade (Education, 2020). A variety of young people attend the gym for health problems which will have a massive impact if it is stopped again (Education, 2020). Many young people are unhappy with the way they look and to improve this they go to the gym and train and by that coming to an end it will negatively impact their self-esteem and may begin to feel low and self-conscious (Education, 2020).

Chapter 4 – Conclusion and recommendations for practice

In conclusion, it is evident from the research and information provided in this assignment that the Covid-19 pandemic has had a massive negative impact on young people in numerous ways as previously discussed. Both their family and social life, education and poverty has had an impact. Research has showed there are many restrictions in place to reduce the risk of the infection spreading which will allow individuals to continue with their lives without them being put on hold again due to a global lockdown. For example, social distancing, masks to be worn in public areas and regularly washing your hands.

Young people were stopped from attending school, which resulted in them having lessons online and having predicted grades. This may have potentially prevented them from achieving the grades they could have achieved if they were given face-to-face lessons, and were able to sit their exams as well as complete their assessments. They were at a disadvantage as some individuals did not have access to a device with internet at home, and the people that were fortunate to have a device were not given the time they needed on a one-to-one basis with their teacher which they might have had in person. Many young people were unfortunate to live with parents/guardians that lost jobs due to the closure of shops because of the lack of money due to the pandemic.

As individuals lost jobs, they struggled to provide for their families which resulted in them claiming benefits until they were able to find a new job, however it was hard as there was a global lockdown. This meant that stress was caused for them which could have had an impact on their personal relationships and many people struggled financially as everyone was home more which meant everything was being used more, for example, food, electric and gas (Lawrie and Butcher, 2020). The young people's social life was put on hold during lockdown as they were unable to socialise with their friends and family that were outside of their contact bubble. Young people were constantly with their family during the lockdown which meant for some people they were witnessing domestic abuse or even receiving abuse from their parents through the tough time as some young people go to school to escape from their family life (Surrey, 2021). However, there are some positives, and an example of one is that

young people were home more which gave them the opportunity to learn more life skills that they will use throughout their life for example cooking (Barnardos, 2020).

Another positive is that the young people were taught how to follow new rules and adapt to changes that can be made instantly (Barnardos, 2020). All these factors would have affected many people's wellbeing massively and from research we know that it did (Young Minds, 2022). People will now have to receive all the support and guidance that they can to help them to improve their wellbeing (Young Minds, 2022). They may receive counselling or even medical treatment as many young people developed depression and anxiety from the pandemic. The changes affected them massively and after being isolated for so long many people struggled to then socialise again (Young Minds, 2022). Some young people found it hard to go back to their sport as their health was so bad (Chanchlani, Buchanan, and Gill, 2020).

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Appendices

Appendix 1. Ethical approval

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:	Samantha Louise Plant			
2	Tick all boxes which apply:	Member of staff:	☐	Honorary research fellow:	☐

3	Undergraduate Student	☒	Taught Postgraduate Student	☐	Postgraduate Research Student	☒
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4	Institute/Academic Discipline/Centre:	UWTSD
5	Campus:	Carmarthen
6	E-mail address:	Samplant02@gmail.com
7	Contact Telephone Number:	07368454678
For students:		
8	Student Number:	1810378
9	Programme of Study:	Youth Work and Social Education (ETS Endorsed)
10	Director of Studies/Supervisor:	Darrel Williams

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) Module tutor	☐	1.12.21	

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	UWTSD Research Ethics & Integrity Code of Practice	☐
2	UWTSD Research Data Management Policy	☐
3	BERA Guidelines (2018)	☐

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				
4	Contact person name				
5	Contact person e-mail address				
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	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:	The impact of Covid-19 on young people's emotional well-being and development		
2	Proposed start date:	12.12.21	Proposed end date:	03.05.21
3	Introduction to the Research (maximum 300 words) Ensure that you write for a <u>Non-Specialist Audience</u> 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 <u>Existing Research</u> has informed the proposed activity and explain • <i>What the research activity will add to the body of knowledge</i> • <i>How it addresses an area of importance.</i>			
4	Purpose of Research Activity The purpose of this research is to review existing literature that studies the impact that Covid-19 is having on young people, to be able make a difference in young people's lives by addressing these key issues, with the view that it will have a positive impact upon their future. This research will explore key themes, support available and government policies. The outcomes from this research will enable problem areas to be identified and address the key issues for positive outcomes for young people. (this box should expand as you type)			
5	Research Question The impact of Covid-19 on young people's emotional well-being and development and implications for Youth Workers.			

	(this box should expand as you type)
6	Aims of Research Activity The aim of this research is to identify key areas where youth work practice can limit the potential impact of Covid-19 on the future of young people. Aiming to focus on the themes of education, poverty, family life and social life. (this box should expand as you type)
7	Objectives of Research Activity The objective of this research is to examine current literature to determine the potential impact of Covid-19 on young people's emotional well-being and development. Meaning found within this evidence will be identified and reflected upon, such as being able to target specific areas of Youth Work practice to support young people dealing with the impact of Covid-19. (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	The study will involve a structured desk-based literature review. Current literature will be reviewed and critically analysed. Social theories will be highlighted to discuss key areas identified within the research. (this box should expand as you type)
10	Location of research activity Identify all locations where research activity will take place.

11	The research will primarily take place from the researcher's home address. There may be the need to attend campus to make use of facilities there. (this box should expand as you type)
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	 (this box should expand as you type)

14	Use of documentation not in the public domain: Are any documents NOT 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. (this box should expand as you type)		

SECTION F: Scope of Research Activity

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: (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?	NA <i>(this box should expand as you type)</i>
14	Who will the participants be?	NA <i>(this box should expand as you type)</i>
15	How will you identify the participants?	NA <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 advance, so that they are informed about what to expect?	☐	☐	☒
18	Will you tell participants that their participation is voluntary?	☐	☐	☒
19	Will you obtain written consent for participation?	☐	☐	☒
20	Will you explain to participants that refusal to participate in the research will not affect their treatment or education (if relevant)?	☐	☐	☒
21	If the research is observational, will you ask participants for their consent to being observed?	☐	☐	☒
22	Will you tell participants that they may withdraw from the research at any time and for any reason?	☐	☐	☒
23	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>			

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	<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: None <i>(this box should expand as you type)</i>	<i>How will you mitigate the Risk to Participant</i> NA <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		
	(this box should expand as you type)		
6	Risks to investigator For example: personal safety, physical harm, emotional distress, risk of accusation of harm/impropriety, conflict of interest		
	Risk to Investigator: No real risk (this box should expand as you type)	How will you mitigate the Risk to Investigator: NA (this box should expand as you type)	
7	University/institutional risks For example: adverse publicity, financial loss, data protection		
	Risk to University: That the researcher may misinterpret existing research findings which may carry some reputational risk. (this box should expand as you type)	How will you mitigate the Risk to University: Through careful process of supervision. (this box should expand as you type)	

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?
	NA <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.
	NA <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.
	NA <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	☐	☒

	<i>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.</i>		
2	If YES, provide a description of the data and explain why this data needs to be collected:		
	(this box should expand as you type)		
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),	☐	☒
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)		

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:		
	<i>(this box should expand as you type)</i>		
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):		
	<i>(this box should expand as you type)</i>		
25	List all who will have access to the data generated by the research activity:		
	The researcher and although no new data will be generated the supervisor will have oversight of the study. <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:
	The researcher <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.
	The literature review will be stored on a personal computer which is used solely by the researcher, and which is password protected. <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>
	NA <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: Samantha Plant	Date: 09/12/2021

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.

This form is available electronically from the Academic Office web pages:

<https://www.uwtsd.ac.uk/academic-office/appendices-and-forms/>

Application Process

All staff research projects and all research students must submit the Ethical Approval Form to the **University Research Ethics Committee** via the Academic Office (pgresearch@uwtsd.ac.uk). Staff research directly in relation to personal study for taught undergraduate or Masters programmes should be submitted via the Institute procedures explained below.

Taught masters and taught undergraduate research Ethical Approval Forms are considered **within Institutes**. Institutes will provide details of the specific processes for this. Where the Ethical issues within any single ethical application are of particular concern the Institute will refer these to the University Research Ethics Committee. Any student activity that involves the collection of primary data needs to undergo Ethical approval, this includes assignment work as well as dissertations.

Notes for guidance in completion of this form

Section A: About You

Please complete all relevant sections

Section B: Approval for research activity

Research proposals must be approved in principle before applying for Ethical Approval. The proposal approval only becomes final when the ethical approval is received.

The process for proposal approval varies according the individual and programme of study:

- Research students, by application on form PG1 to the Research Degrees Committee

- Taught students by review of research proposal within Institutes (Institutes provide specific details of these processes)
- Staff, by agreement by the Academic Director/Assistant Dean

Section C: External Ethical Guidance materials

Many discipline areas are required to operate with the discipline specific codes of research ethics (for example health, psychology, education etc.), any such codes must be listed and you must tick to confirm that you have consulted with these.

Section D: External Collaborative Research Activity

Provide details of the external collaborative partners, where appropriate you might want to submit a copy of the external collaboration agreement with the Ethical Approval Form. If the partner requires the research to be subject to its own internal Ethical approval process then please provide details of that process and a copy of any final (or interim) approvals received from the organisation.

Section E: Details of Research Activity

Remember that the individuals reviewing this Ethical Approval Form may not have seen your research proposal, and also may not be experts in the specific area of your research. The information provided should therefore be jargon free and clearly stated.

Indicative Title: please use the same title as used on the research proposal.

Purpose: the Ethical approval process will want to ensure that the methods you propose are adequate and appropriate to address the research aims and objectives. Excessive additional data collection can be seen as unethical.

Proposed Methods: the Ethical approval process seeks to ensure that you understand the methods that are intended, and that the implementation of those methods will be appropriate and without unnecessary impact on respondents. This section must explain how the methods described will lead to the collection of necessary and sufficient data, but not excessive data. Please be specific.

Location: this needs to mention geographical location and also local situation (for example, within Local Authority Offices in Cardiff, using a private room but close to other individuals). If you are collecting data within an organisational setting then you need to explain the permissions that you have obtained to do this.

Research Activity outside of the UK: please complete this section in detail, and note any guidance you have received. Also describe your own familiarity (or not) with the location that you will be utilising.

Section F: Scope of Research Activity

Please tick ALL of the research activities that might be undertaken. If any additional types of activity are intended then please add an extra box and describe these.

If you have answered no to all questions in F then sections G and I do not need to be completed. . Signatures are still required in section K.

Section G: Intended Participants

Please tick all categories that might apply.

Numbers & Source: if you are using a series of different methods or research activities please list numbers for each stage/phase. Be clear about how you will find respondents. Will you use intermediaries, and if so how? How will you ensure compliance with your sampling strategy?

Information for participants: all participants should be appropriately informed about the research, what is expected of them and what will happen to the information that they provide. The Ethical review process does not ask to see this documentation, but requires this to be reviewed and approved by the Director of Studies in the case of research students, the supervisor/module tutor in relation to students on taught programmes and the Academic Director/Assistant Dean in relation to staff research.

Section H: Anticipate Risks

All research carries some level of risk. The answers you provide to questions in this section will be reviewed to ensure that you have an appropriate understanding of the type of risks involved and how you can mitigate against these risks. If you have completed a full risk assessment, as required for example for laboratory work, field work, clinical tests, diving operations, or by a collaborative partner, you may append that to this form. In that case, please tick the box indicating this has been provided. You will not then be required to complete Section H.

Risk to participants Think very carefully about how your actions/questions/discussions might affect the people you are involving as participants. You might identify the risk as small but it would still be a risk. Many types of question have the potential to make respondents less content with their life / job; you need to recognise and try to ameliorate any such effects

If these are business owners, time with you may reduce profit.

In some locations physical risk is very real to both participants and yourself, please consider this.

Risk to you, the researcher Think about where you will meet people, if there are any dangers involved in the location. If you are meeting people as individuals think about using a public place. In general do not visit people in their own homes or remote locations. If you are talking to individuals about certain issues think about how their responses might affect you emotionally. What about the risk of collecting insufficient data?

Risk to the University When undertaking your research, you are acting as a member of the University (student or staff). Professionalism is important, so it is important to be well organised and well prepared. Punctuality, clarity etc. are all part of this. What will you do to ensure this? You must ensure you do not harm the good name of the University in any way and do nothing to undermine the reputation of the research it conducts and sponsors. Upholding high standards of conduct and integrity are vital in this regard. You must also conduct the research in such a way to minimise the potential for claims of negligence made against the University, its researchers and any collaborating individual or organisation. In this respect you should always comply with ethical, legal and professional frameworks, obligations and standards as required by statutory and regulatory authorities, as well as the university's Research Integrity and Ethics Code of Practice. Research misconduct in this respect can take many forms, including:

- fabrication: making up results or other outputs (eg, artefacts) and presenting them as if they were real
- falsification: manipulating research processes or changing or omitting data without good cause
- plagiarism: using other people's material without giving proper credit
- failure to meet ethical, legal and professional obligations: for example failure to declare competing interests; misrepresentation of involvement or authorship; misrepresentation of interests; breach of confidentiality; lack of informed consent; misuse of personal data; and abuse of research subjects or material
- improper dealing with allegations of misconduct: failing to address possible infringements such as attempts to cover up misconduct and reprisals against whistle-blowers

Adverse Outcomes. Think carefully about the possibilities, and cover here

Section I: Feedback, Consent and Confidentiality

Feedback to participants: outline your approach. Will interview transcripts be shared with respondents to check accuracy? Will summaries of questionnaire analysis be made available to respondents in some way? Will an overview report be provided? How and when?

Informed consent: Draft letter / e-mail / or heading (or footer) section of questionnaire must be approved by DoS/supervisor (if research student), supervisor/module tutor if taught student, or Academic Director / Assistant Dean if a member of staff.

Confidentiality/Anonymity. Explain clearly how you will ensure confidentiality and anonymity.

Section J: Data Protection and Storage

Before completing this section it is necessary to read the University's Research Data Management information. The questions that follow are designed to ensure compliance with the Data Protection Act as well as established research protocols.

Many research activities will involve electronic transfer of data and use of data management systems in the summarisation and analysis of data. You will need to explain these in relation to compliance with the Data Protection Act.

Think carefully about who will have access to your data, this will include supervisors and examiners. Also that a thesis will be made available via the University library and the British Library system. If you are seeking an access bar for a period of time after completion then mention it here. If you will provide a copy of your findings, or intend to give a presentation, to a facilitating/ supporting/accessing organisation then explain that in this section. But also think about the general principle of data sharing, as explained in the Research Data Management information.

In terms of storage of data please ensure security, and also mitigate against loss of data.

Section K: Declaration

Ensure the appropriate countersignatures have been provided

Look carefully at the checklist and ensure that you comply with and tick all that are relevant to your research.