



Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David

<u>Student Name</u>	<u>Project Title</u>
Lilli Campbell-Ball	Online Resources for female rugby coaches- 'Go Girls'
<u>Project Aim</u> (1) ▪ To provide and create online female rugby session resources for Secondary school teachers and community junior age coaches.	
<u>Objectives</u> (3/4) • To design an effective proposal to plan and consider the requirements to produce an effective website to encourage current female rugby coaches. • Review key literature in rugby coaching pedagogy within the women's game. • The design and production of a website to store rugby coaching resources for the female game.	

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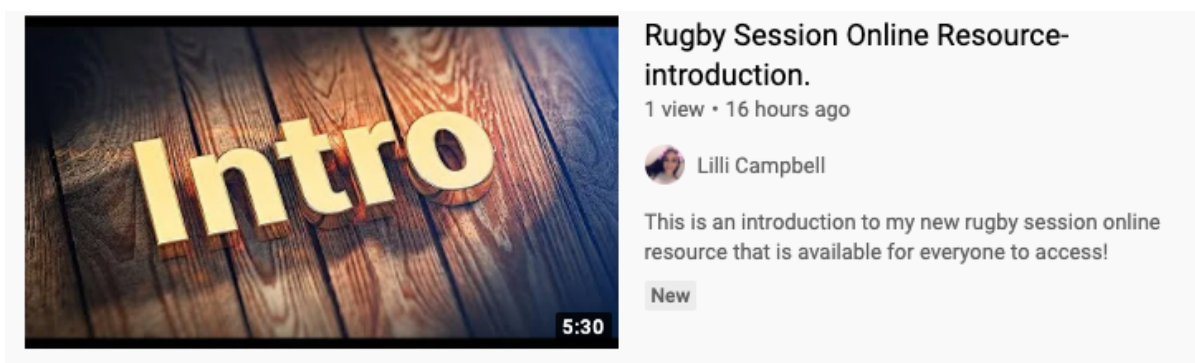
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1.0 Element 1

Here I will be producing an individual presentation of my project, along with a timeline for completion. Also, I will complete an ethics form in relation to my individual presentation.

1.1 Element 1- Individual Presentation

<https://www.youtube.com/watch?v=Up2jJF1XU4w>



1.2 Element 1- Gantt Chart

To see timeline of completion as part of my individual presentation I have produced a gantt chart (double click to view chart in excel).



1.3 Element 1- Ethics Form

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:	LILLI AZARIA CAMPBELL-BALL			
2	Tick all boxes which apply:	Member of staff:	☐	Honorary research fellow:	☐
3	Undergraduate Student	☒	Taught Postgraduate Student	☐	Postgraduate Research Student
4	Institute/Academic Discipline/Centre:	University of Wales Trinity Saint David			
5	Campus:	SA1 Swansea Campus			
6	E-mail address:	1809230@student.uwtsd.ac.uk			
7	Contact Telephone Number:	07495556715			
For students:					
8	Student Number:	1809230			
9	Programme of Study:	BA (Hons) Sports Management/Stadium & Sports Facility Management/International Sports Management			
10	Director of Studies/Supervisor:	Andrew Thomas			

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):	Research Degrees Committee	☐	N/A	
3	Approval in principle must be obtained from the relevant source prior to seeking ethical approval	Institute Research Committee	☐	N/A	
4		Other: Andrew Thomas	☒	29/10/20	

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

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	N/A				
4	Contact person name	N/A				
5	Contact person e-mail address	N/A				
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	Voluntary	YES	☐	NO	☒
10	paid or voluntary capacity?	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:	Online resources for female rugby coaches- 'Go Girls'.		
2	Proposed start date:	25/10/20	Proposed end date:	23/04/21
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: • Purpose of Research Activity • Proposed Research Question • Aims of Research Activity • Objectives of Research Activity Demonstrate, briefly, how <u>Existing Research</u> has informed the proposed activity and explain • What the research activity will add to the body of knowledge • How it addresses an area of importance.			

4	Purpose of Research Activity The purpose of my research activity is to encourage females to be more physically active, specifically looking at rugby as a sport. Moreover, I'll look to develop and increase participation in both sport and for women. In contrast, these sessions plans will be available online, which can be useful due to the current circumstances, this will allow coaches to easily access session plans and different skills alongside support. Furthermore, the research activity will involve developing the sport for girls through different session plans over a number of weeks. Post programme I will ask for feedback from the participants and look at the participation rates of girls taking part within the community. (this box should expand as you type)
5	Research Question How does rugby help increase participation within girls/women? (this box should expand as you type)
6	Aim of Research Activity The main aim of the research activity is to provide and create online female rugby session resources for Secondary school teachers and community junior age coaches. (this box should expand as you type)
7	Objectives of Research Activity • Design and deliver rugby sessions through a coaching programme. • Develop girls rugby skills through multiple sessions. • Provide them with the opportunity to try new sports. • Motivate girls to take part in more physical activity. • Plan for future coaching programmes around the community. • Develop the sport within local schools. (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	A sports coach aims to assist athletes and participants to fulfil their potential and provide encouragement in sport. Also, as a sports development officer I seek to encourage young girls to take part in sport and lead a healthier lifestyle while focusing on a single sport. The strategies that will be used are as followed: producing an online resource to help coaches who are trying to get girls involve in sport along with feedback forms and videos to help them engage. An online website will make it easy for any coach to access from their phone allowing it to accessible 24/7. (this box should expand as you type)
10	Location of research activity Identify all locations where research activity will take place.
11	N/A (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. N/A <i>(this box should expand as you type)</i>		
	N/A <i>(this box should expand as you type)</i>		

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: N/A <i>(this box should expand as you type)</i>		

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: N/A (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?	N/A (this box should expand as you type)
14	Who will the participants be?	N/A (this box should expand as you type)
15	How will you identify the participants?	N/A (this box should expand as you type)

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	N/A <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	N/A <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?		<table border="1"> <tr> <td>Yes</td> <td>☒</td> </tr> <tr> <td>No</td> <td>☐</td> </tr> </table>	Yes	☒	No	☐
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 of the risks stated above. <i>(this box should expand as you type)</i>	How will you mitigate the Risk to Participant N/A <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						
	N/A						

	<i>(this box should expand as you type)</i>			
6	Risks to investigator For example: personal safety, physical harm, emotional distress, risk of accusation of harm/impropriety, conflict of interest			
	Risk to Investigator: None of the risks stated above <i>(this box should expand as you type)</i>	How will you mitigate the Risk to Investigator: N/A <i>(this box should expand as you type)</i>		
7	University/institutional risks For example: adverse publicity, financial loss, data protection			
	Risk to University: None of the risks stated above. <i>(this box should expand as you type)</i>	How will you mitigate the Risk to University: N/A <i>(this box should expand as you type)</i>		
8	Disclosure and Barring Service			
9	If the research activity involves children or vulnerable adults, a Disclosure and Barring Service (DBS) certificate must be obtained before any contact with such participants.	YES	NO	N/A
10	Does your research require you to hold a current DBS Certificate?	☐	☐	☒

SECTION I: Feedback, Consent and Confidentiality

1	Feedback What de-briefing and feedback will be provided to participants, how will this be done and when? Feedback questionnaire forms will be available to download and access through the website for players and coaches to complete if they would like to give feedback. There will be a different questionnaire form coaches and players for them to give feedback with the option of omitting questions they don't feel comfortable answering. This questionnaire can be complete anonymous for all participants, therefore there will be no storage of personal data. <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. The coach involves will have an up-to-date DBS certificate. It will be agreed to ensure that ethical and legal factors are considered due to working with young children under the age of 18. A consent form will be distributed to parents and/or legal guardians that highlights any legal consent that is required. <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. As stated above, there will be a consent form generated and distributed to parents and/or guardians of participants. To ensure that anonymity and confidentiality is offered, the programme will strictly adhere to the Data Protection Act, 2018 and any documentation will be used only for the programme and will be destroyed straight after. <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
	<i>"Personal data" means any information relating to an identified or identifiable natural person ('data subject'). An identifiable natural person is one who can be identified, directly or indirectly, in particular by reference to an identifier such as a name, an identification number, location data, an online identifier or to one or more factors specific to the physical, physiological, genetic, mental, economic, cultural or social identity of that natural person.</i>	☐	☒
2	If YES, provide a description of the data and explain why this data needs to be collected:		
	N/A (this box should expand as you type)		
3	Does it involve special category data (as defined by the GDPR)?	YES	NO
	<i>"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),</i>	☐	☒
4	If YES, provide a description of the special category data and explain why this data needs to be collected:		
	N/A (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:		
	N/A <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):		
	N/A <i>(this box should expand as you type)</i>		
25	List all who will have access to the data generated by the research activity:		
	N/A <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:		
	N/A <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.		
	Any data will only be stored until all research is complete, it will then be destroyed under the Data Protection Act (2018) <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.uwtسد.ac.uk/). If so please explain. <i>(Most relevant to academic staff)</i>		
	N/A <i>(this box should expand as you type)</i>		

29	Confirm that you have read the UWTSD guidance on data management (see https://www.uwtssd.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	☐

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.uwtssd.ac.uk/research/research-ethics/		
	Signature of applicant:	<i>L. Campbell</i>	Date: 29/10/20

SECTION K: Declaration

For STUDENT Submissions:

32	Director of Studies/Supervisor:	LILLI CAMPBELL-BALL	Date: 29/10/20
33	Signature:	<i>L. Campbell</i>	

For STAFF Submissions:

34	Academic Director/ Assistant Dean:	ANDREW THOMAS	Date: 29/10/20
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.

2.0 Element 2- Literature Review

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1.0 Aim

The following portfolio lists the agreed aim and objectives which are below:

Aim- To provide and create online female rugby session resources for Secondary school teachers and community junior age coaches.

Objectives:

1. To design an effective proposal to plan and consider the requirements to produce an effective website to encourage current female rugby coaches.
2. Review key literature in rugby coaching pedagogy within the women's game.
3. The design and production of a website to store rugby coaching resources for the female game.

2.0 Review of Literature

2.1 Introduction

Within this project I'm going to be addressing my main aim of my project to provide and create female rugby session resources for Secondary teachers and community junior age coaches. Rugby has been a popular sport for many years being "being the ninth most popular sport in the world" (O'Connor, 2020). Within Wales rugby is seen to be the most favoured sport with 83,120 registered rugby players, which has elevated from 78,8000 in 2019 (Guest Blogs, 2020). However, female participation is low with only "25% of women participate in sport compared to 43% of men" (Murphy, 2018). Even though the number of registered female players has risen by "28% to 2.7 million since 2017" there is still a significant divide in the development of rugby between men and women (BBC Sport, 2019). .

Therefore, as part of this portfolio I hope to review key literature of the women's game in rugby to help overcome any current barriers to their lower participation rates. I'm going to look at the female game at junior age groups due to the current campaigns to grow sport for both children and for girls due to lower participation rates. Helping grow sport as grassroot, foundational level is vital for development to help build and develop many opportunities creating a foundation to elite sport.

[See Appendices figure 1: Participation rates]

2.2 Health Benefits

Health benefits can be gained from activity aswell as other aspects, which can have a positive effect on the body. The types of benefits from rugby can be both physical and mental, which can become very effective towards the development of girls at a younger age.

2.2.1 Health benefits in rugby

Rugby is a sport with extremely high level of physical activity, which not only make players physically fit but mentally too. Therefore, rugby is known as one of the best sports to help stay healthy and fit. Some on the health benefits to participating in sport include improved flexibility, builds strength in upper and lower body, improved cardiovascular endurance, develops speed and endurance, aswell as increase bone density. All of these can be beneficial both short and long term within the sport.

Rugby encourages the heart and lungs to function effectively, which not only makes future exercise less stressful but can also lead to long term benefits. In evidence, Nicole (2018) studies show that those who regularly played experiences lower pulse rates than those not taking part in regular physical activity. Within a singular game of rugby University of Chester (2011) states that rugby players cover an average distance of 4.45km to 6.48km.

Other health benefits such as increased bone benefit is effective from regularly playing rugby due to the imposed stress on the bones, thus stimulation the deposition of calcium along the line of stress. This can safeguard players from developing osteoporosis in the future by 83%, accordingly showing long term benefits. These type of health benefits can have immediate and long-term benefits such as; reducing risk or heart attack by 35%, managing weight, lower blood cholesterol level, lower risk of type 2 diabetes by 50% and lower blood pressure (NHS, 2021).

[See Appendices figure 2: Health benefits of physical activity]

2.2.2 Health benefits in sport for children

Alongside the benefits of playing rugby; sport at a younger age is vital to development of children both physically and mentally. Children in general aren't as active as they should be, therefore playing rugby is a great way to counteract this problem. Rugby being a physically taxing sport; the combination of skills and techniques that the game requires are extremely important to children to develop. Regular physical activity benefits health in many ways, including helping build and maintain healthy bones, muscles and joints; helping control weight and reduce fat; and preventing the development of high blood pressure. Alongside improving physical health; it helps to develop social skills, helps develop team-building skills, helps build resilience and reduce stress (Gordon, 2016). Therefore, exercise is known as one of the least expensive ways to stay healthy as a child.

Sports participation is a significant predictor of young adults participation. For instance, adolescents who play sport are eight times as likely to be active at 24 in comparison to those who don't. Johnson (2015) found 77% of adults aged 30+ who play sport played sport as school-aged children. Obesity amongst children is a continuing problem with 41% of teenagers being obese by 16-19 years old (Prevalence of Obesity and Severe Obesity in U.S. Children, 1999-2016). Girls aged 16-19 had a notable jump in overweight rates from 36% in 2014-14 to 48% in 2015-16, therefore taking part in sport is a major health benefit to reducing the risk of obesity.

2.2.3 Wellness and Well-being

Alongside physical health benefits there is seen to be many psychosocial benefits where there is a clear correlation between regular exercise and mental health, especially amongst students as they move into teenage years. Taking part in physical activity can improve mood, decrease chance of depression and anxiety and lead to a better lifestyle. Mental health is currently one of the most battling illness, especially now with the current circumstances. Taking part in sport is known to reduce stress by boosting the production of endorphins, which are a feel good hormone. Physical activity have demonstrated to promote positive changes in ones mental health and ability to cope with stressful encounters (Sinha et al, 2014).

In teams games like rugby it supports the improvement of mental wellbeing as it gives participants a sense of belonging and purpose that is often lacking in people who suffer from anxiety and

depression. Moreover, the sense of companionship with teammates helps people have a more positive frame of mind and develop a strong support system. (Steven, 2018).

2.3 Inequalities in Sport

In sport there is known to be a diverse between men and women in sport, which can be shown from lower participation rates and inequality in elite sport. Female athletes are more likely to have lower salaries, fewer sponsors, poorer contracts and little to no media attention; hence the need to grow the female game. Gender discrimination is still present in most sports. Inequality in sport is set to go back to 1896 where at the first modern Olympics in Athens in 1896, no women were allowed to compete. Even though the female game has come a long way there is still a clear inequality gap between the male and female game in sport. One of the main inequalities to women's sport is the lack of opportunities, which is led from lack of media coverage of the female game. This lack of media coverage has led to female viewings of sport to be extremely strong male bias. For instance, Sport News (2018) found that 23% of people watch rugby; however only 6% watch female rugby. A survey revealed that the lack of viewings on women sport was strongly towards the lack of media coverage with over 45% of people agreeing, which shows the lack of engagement with female sports isn't down to personal choice (SportNews, 2018).

[See appendices figure 3: male and female athletes in modern summer Olympic Games]

[See Appendices figure 4: Salaries in sport]

[See Appendices figure 5: Why do you not watch women's sport]

2.3.1 Participation rates

In general, male participation rates tend to be higher than females showing a clear gap to inequality in sport. For instance, 45% of men take part in physical activity at least once a week, whereas only 37% of women do so. This frequency to engage in physical activity significantly differs according to age. The biggest difference in the participation age gap is in the younger group, aged 15-24 years, with 75% young men take part in physical activity at least once a week compared to 55% young women (Women on Boards, 2016). This gap tends to narrow for older age groups, therefore it's important to encourage the younger generation to participate in sport giving them equal opportunities.

The Sports Council for Wales recognises the importance of providing equal opportunities for girls and women in a male-dominated sports world. In 'Women and Girls in Sport Review 1999-2005' the Sports Council for Wales made clear its position regarding the provision and uptake of physical education and sporting opportunities for girls and women (Estyn, 2007). A survey by Lange (2020) displays the results on the distribution of children in 2018 by gender and liking of playing sports. The survey found that boys were more likely to responds that they loved playing sport than girls, which was shared by approximately 56% of boys and 49% of girls. The other percentage to participants not liking or hating playing sport. This goes to show that the enjoyment in sport is vital to get children to participate.

[See appendices figure 6: Gender equality in sport and the role of media]

[See appendices figure 7: Do you like playing sport?]

2.3.2 Male and female game of rugby

In recent years sporting opportunities for women have grown, particularly in sports such as football and rugby. This is due to the increased widespread media coverage of women's sport, such as the 2019 Women's Football World Cup. Additionally, the Women's Rugby World Cup 2021 will now be known as the 'Rugby World Cup' removing the gender differentiation between the men's and the women's game. However, despite these changes inequalities still remain worldwide. For instance, in Wales Birch (2015) study it expresses the inequality of women's rugby with the number of women registered in Wales being 3.91%. Figures show the number of females registered is at 1,300 in comparison to men at 31,960.

2.4 Coaching

Sports coaching is vital when trying to progress an athletes performance, alongside motivating them to take part. They can have a huge impact on individuals participation in sport where they aim to develop everyone's full potential. The role of a coach will be varied from instructor, assessor, friend, mentor, facilitator, chauffeur, demonstrator, adviser, supporter, motivator, counsellor, organiser, planner and the foundation of all knowledge (Wood, 2010). Sports coaching can be defined as "the process of motivating, guiding an training an individual in preparation for any sporting hobby, career or event" (Buckley, 2021).

2.4.1 Coaching benefits

Coaching benefits individuals in more ways than one where besides improving their skills within a sport they also teach them valuable lessons, especially amongst young adults and children. The benefits of coaching involve young participants experiencing increased academic achievement, lower engagement in risky behaviours, greater self-efficacy, decreased behavioural problems, and improved social skills (Global Sports Development, 2019). A young athlete can learn valuable lessons through psychosocial functions of role modelling, acceptance and confirmation, counselling and friendship (Kram, 1985).

2.4.2 Coaching pedagogy

Watkins and Mortimer (1999) defines pedagogy as any conscious activity by one person designed to enhance learning in another. Recent interview data from elite coaches (Jones et al., 2004), has demonstrated that such practitioners view their roles not as 'physical trainers' but as educators. For example, British Lions rugby union coach talked about establishing a 'learning environment' to 'grow players' and of coaching individuals' to understand something. The use of a good coaching pedagogy impacts the intrinsic motivation of athletes. Intrinsic motivation can be defined as "engaging in an activity for itself and for the pleasure and satisfaction derived from participation" (Vallerand, 2004).

The most common pedagogic approach is linear coaching, which involves repetitive technique-based drills. However, this approach is found to cause significant motivational problems, especially at a foundational to participation level. On the other hand, cognitive evaluation theory suggests that optimal intrinsic motivation "develops from conditions where the need for competence and autonomy are met" (Deci and Ryan, 1980). This type pf practice arises game play situations where players set personal and meaningful goals and use previous successes and obtained knowledge to achieve them. Within a practice it may involve players using their knowledge and experiences to accomplish the aim of the task, which may be to score a try after beating off defenders. This shows

the importance of setting the pedagogic environment as a place that personally challenges and creates direction and goals for the athletes. There is also a spectrum of teaching styles coaches need to adapt within the coaching process from style a to style h, which diverge from Command to Discovery (Mosston and Ashworth, 1990). Style A incorporates a command approach, which is useful for beginners therefore would be relevant to the first session of coaching. However, as the sessions go on and players develop coaches should expand their teaching style to a more reciprocal style allowing more social interaction and engaging in feedback during the session.

The WRU skills curriculum is designed to accompany the Pathway Laws, allowing the coach to introduce appropriate skill at the appropriate stage of development. It's a guide to help the coach deliver a progressive learning environment for the players. Within their coaching process they highlight the key points to the awareness of players, fundamental skill variances, progression, game understanding. In terms of the production of session plans the WRU format for under 18's rugby, which highlights the format to assist coaches in delivering appropriate content to new players. The first of the four sessions involves ball familiarisation followed by evasion, passing and then onto tag to combine all of the techniques together.

[See appendices figure 8: WRU coach development landscape]

2.4.3 Coaching philosophy

A coaching philosophy is a set of value and principles that guide actions as a coach, which will change and evolve over a coaching career. Whitmore (1992) believes "coaching is unlocking a person's potential to maximise their own performance. It is helping them to learn rather than teaching them". Each coach will have a different coaching philosophy, also known as coaching pedagogy, where I believe coaching is a key element of performance in sport, which helps develop participants to achieve their best in a chosen sport whether it's for a sporting hobby, career or event. In terms of this project in relation to my coaching philosophy I conceive that players are there to have fun as well as develop skills. According to sports psychologist 'Justin Anderson of Premier Sport Psychology' letting kids have fun could result in better results on the fields. He expresses that athletes who have more fun will perform better where kids are there to learn and they can't do it in a negative or stressful environment.

2.5 Player development

The player development pathway goes up in ages groups where in terms of player development it's vital that players know the skills they need to move up. Therefore, the importance of player pathway is decisive within coaching making sure all players have an understanding and knowledge of skills. True player development occurs when "each player's daily training and playing environment is of the highest quality. If this environment is consistent, with a clear vision of what lies ahead for the players, development is maximized" (Miller, n.d). A player pathway offers a progressive way of introducing the game to young players and developing coaches, which looks at the development of not only physical tactical factors; but also technical, tactical, psychological and nutritional.

2.5.1 Player development rugby

Within the WRU pathway booklet outlines their aims to for players under 19's, which is to present rugby as enjoyable while promoting different skills. Their player development system is set out to

understand the stages of development of the player. It allows players to develop and exceed a knowledge of the game without overloading them. It shows what each child should be accomplishing at different age groups, such as different skills and different aspects of the game where it progresses from tag to the full 15-a-side law. At the age of 15-19 players need to understand the laws to the game, therefore need to progress their skills and knowledge of a player in order to develop. At this age players should be able to form an eight person scrum with the correct formation. Skills can be developed from the curriculum of the lower age groups such as the understanding of scoring and kicking. William (2020) believes the Welsh Rugby Union's player pathway is working. A new progression player programme was introduced to schools and colleges in 2011 to "encourage more young players to develop and enjoy many aspects of the modern game" (Gatland, 2011).

2.5.2 Player development women

When considering player development for girls it may differ due to girls will develop at different rates and times. The IRFU outline long term development rugby, which incorporates development from fundamental stages to retention. However, the focus of teenagers to young adults would be train to develop whereas younger age group focus on the player development of training to play. The technical emphasis is 85% general movement and only 15% first phase, which allows players to have an understanding of position specific skills as well as specific roles and responsibilities of playing positions. The game development of teens would involve free-flowing 13-a-side, which would progress once they reach 18 to 15-a-side rugby. The player development program for girls is different to boys due to different aspects of the game being incorporated later.

Tactical development at this age would involve players continuing to develop their own individual decision-making skills in both attack and defence. This involves players understanding where they are in relation to the ball and how they can be effective, such as positioning themselves on the field. Technical development involves players continuing to develop all skills that are used within the fundamental stage, such as different types of passes. However, players should focus on understanding and performing correct key factors of individual skills relating to position specific skills. Within the physical fitness of player development it will provide a window towards strength development and the correct technique for strength training should be enforced with the introduction of free weights. Also, the education on positive eating habits is essential as players start to seek their own independence. This should involve pre, during and post-exercise. The psychological development of a player is valuable as it provides young girls with the opportunity to experience and gain confidence which is important at this stage as girls may experience rapid emotional, physical and social change. Rugby promotes development of self-control as it provides the opportunity for player to manage and control their emotions in a competitive and intense environment. Developing social skills, self-awareness and self-esteem is important for girls at this stage, which can be encouraged through positive feedback, communications and parity between coaches and players.

3.0 Conclusion

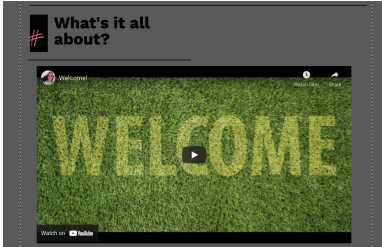
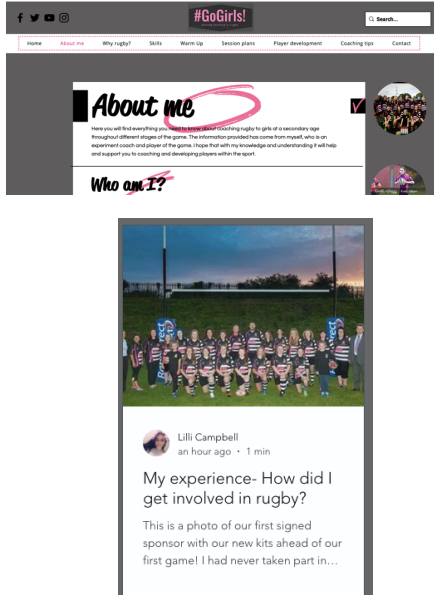
In conclusion, the literature review concludes the justification to producing rugby sessions plans due to the health benefits along with overview to inequalities in sport outlining the problems young girls have when coming to participating in sport. Also, from a coach and player point of view key factors need to be considered such as the coaching pedagogy in order to get everyone engaged in the activity. As well as this, the structure of sessions are important for individual player development to

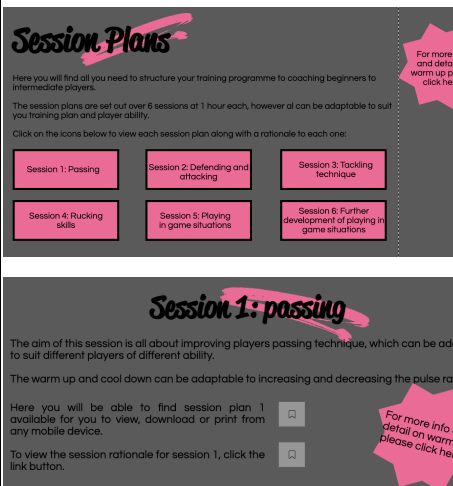
not only help them develop in the sport but in other aspects of their life to help them stay involved in physical activity.

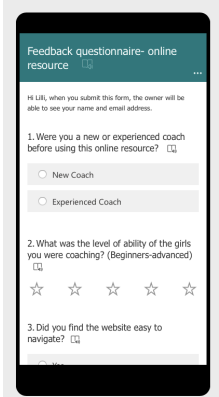
As a result of this, I'm going to provide and create online female rugby resources for secondary teachers and community age coaches. These can be justified in relation to the review on literature where I can see there is a problem within the participation of girls, especially those of secondary age. Girls drop out of sport faster than boys where "by the age of 14 only 1 in 10 girls are doing enough physical activity to benefit their health (Health Survey for England, 2008). There are many different limitations in the participation of female rugby and the development of the sport, therefore the production of session plans will give girls opportunity to develop their skills and increase their participation. Taking part in rugby as well as an sort of physical activity is seen to have many benefits. These sessions plans will be structured to allow applicable player development to each individual. They will be accessible online, which allows any coach or teacher to access them. This will be useful especially due to the current circumstances where things aren't as accessible for coaches to have. Therefore, coaches will be able to access session plans linked to different skills and stages of player development.

Element 3- Online Coaching Resource

For Element 3 I created an online resource material for coaches to access. Here I have linked my website URL: <https://lillicampbell.wixsite.com/gogirl>

Title	Content	URL	Image
Logo	I have designed a logo for my website 'GO GIRLS!- Getting Girls involved in rugby'	N/A	 [see appendices: figure 11]
Introduction video	This video informs coaches who visit the website what they can find, such as session plans, coaching tips and player development,	https://www.youtube.com/watch?v=sa12zxC1z1o&t=4s	
About me/ my experience	I have created a section about me and my background in sport and rugby experiences. I have added a section 'what people say' as a coach. Along with a written blog on my personal experiences and background to why I've created this online resource.	https://www.youtube.com/watch?v=sa12zxC1z1o&t=4s	
Why rugby	On this page I have created a section around the basics on rugby, also linking in relevant articles from other sources that coaches can read.	https://lillicampbell.wixsite.com/gogirl/why-rugby	

Skills	Here there are multiple page linked to different skills in rugby. There is a main page talking about the five core skills with sub-pages linked to skill development. There are also pages linked to different drills that can be used.	https://lillicampbell.wixsite.com/gogirl/skills	
Warm up games	This section is linked to different warm up games coaches can use in alternation to the warm up used in the pre-planned session plans.	https://lillicampbell.wixsite.com/gogirl/warm-up	
Session Plans	This section is linked to session plans where I have linked a copy of a blank session plan for aches to use and adapt. I have created sub-pages for each of the 6 session plans with an included rationale for each one.	https://lillicampbell.wixsite.com/gogirl/session-plans	
Player development	This player development page informs coaches of the stages of development at a certain age.	https://lillicampbell.wixsite.com/gogirl/player-development	
Coaching tips	This page gives coaches the different coaching tips where I have also linked in a blank and completed risk assessment	https://lillicampbell.wixsite.com/gogirl/coaching-tips	

Contact me/ feedback	I have created a contact me session for anyone that has any further questions regarding the online resource. I have also created a short questionnaire for coaches to fill out if they would like to leave feedback.	https://lillicampbell.wixsite.com/gogirl/feedback	
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4.0 Conclusion

To conclude my independent project is based around my main aim 'to provide and create online female rugby session resources for Secondary school teachers and community junior age coaches'. In order to complete this aim I set myself the task of three objectives; to design an effective proposal plan and consider the requirements to produce an effective website to encourage current female rugby coaches, review key literature and to design the production of a website to store rugby coaching resources for the female game. As a result of my aim I analysed key literature in relation to this and rugby pedagogy within the women's game. From my research I found that intrinsic motivation, which is a type of coaching, is "engaging in an activity for itself and for the pleasure and satisfaction derived from participation" (Vallerand, 2004). Therefore, as a result of this I tried to design session plans that would help coaches engage players into the game. Also, as a result of my findings I found out that young girls drop out of sport around the ages of 14-19, with 75% young men take part in physical activity compared to only 55% of young women (Women's on Board, 2016). Therefore I wanted to produce as much information as possible to guide them along their coaching journey.

5.0 Reflection and recommendations

After the completion of my independent project I'm now going to review my performance and the final product. Also, I'm going to give myself recommendations on how I could go forward with this project in the future and what I think I could've done better. Firstly, I found that my review of literature helped me engage more with what I needed to include within my website finding out different stages of player development and coaching pedagogy. This allowed me to re-iterate this into my website to make it more effective. I found that throughout my time management skills on the production of the website was good making sure I got all the content I need.

The final website has a lot of information around the basics of coaching. Alongside producing session plans coaches can use to develop players skills throughout the phases of the game, I've added in good coaching tips they can use. Also, I have created a section dedicated to player development to the age group I have specified within my aim. This will allow coaches to understand more what is required of players within the game and the development of skills at this age group. In the future I hope to expand my website to cover different age groups and abilities.

In the future to improve on my online resource I would highly recommend myself creating more you-tube videos of demonstrations of different skills, such as how to tackle. This would help coaches engage more and to give them more coaching points to help them in the future when they go to coach a particular skill. However, the website allows coaches to easily download documents that they can access from their phone. I would also suggest making my session plans look more professional for the future as I would like to expand it for more advanced coaches possible coaching more experienced players. A final recommendation I would suggest is to add more player specific skills, such as kicking, scrum or lineout. This would help coaches further to understand the game and coach players individually.

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7.0 Appendix

Figure 1: Participation rates

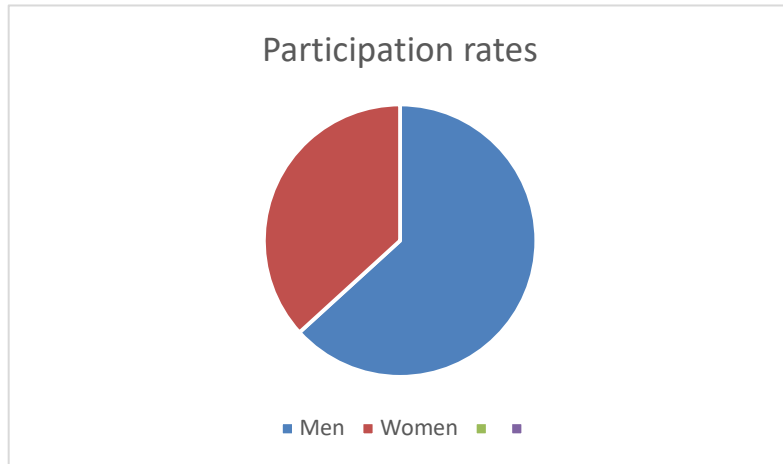


Figure 2: Health benefits of physical activity

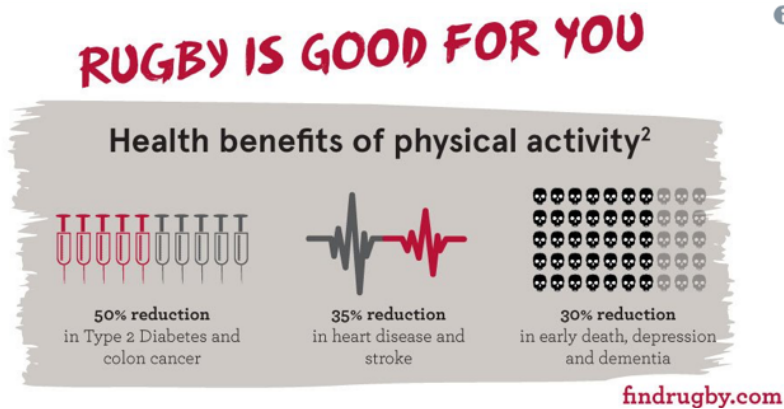


Figure 3: Male and females athletes in modern summer Olympic Games, 1896-2012.

Table 1 Male and female athletes in the modern summer Olympic Games, 1896–2012

Year	Place	Countries represented	Male athletes	Female athletes	Percentage female
1896	Athens	14	241	0	0.0
1900	Paris	24	975	22	2.2
1904	St Louis	12	645	6	0.9
1908	London	22	1971	37	1.8
1912	Stockholm	28	2359	48	2.0
1920	Antwerp	29	2561	63	2.5

Individual Project

Lilli Campbell-Ball

1924	Paris	44	2954	135	4.4
1928	Amsterdam	46	2606	277	9.6
1932	Los Angeles	37	1206	126	9.5
1936	Berlin	49	3632	331	8.4
1948	London	59	3714	390	9.5
1952	Helsinki	69	4436	519	10.5
1956	Melbourne	72	2938	376	11.3
1960	Rome	83	4727	611	11.4
1964	Tokyo	93	4473	678	13.2
1968	Mexico City	112	4735	781	14.2
1972	Munich	122	6075	1059	14.8
1976	Montreal	92	4824	1260	20.7
1980	Moscow	81	4064	1115	21.5
1984	Los Angeles	140	5263	1566	22.9
1988	Seoul	159	6197	2194	26.1
1992	Barcelona	169	6652	2704	28.9
1996	Atlanta	197	6806	3512	34.0
2000	Sydney	199	6582	4069	38.2
2004	Athens	201	6452	4329	40.9
2008	Beijing	204	6450	4637	41.8
2012	London	205	6068	4835	44.3

(Coakley and Pike, 2009, p. 241)

Figure 4: Salaries in sport

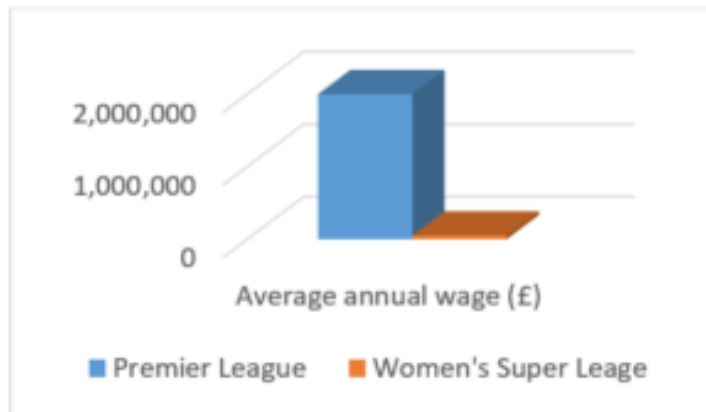


Figure 5: Why do you not watch women's sport?

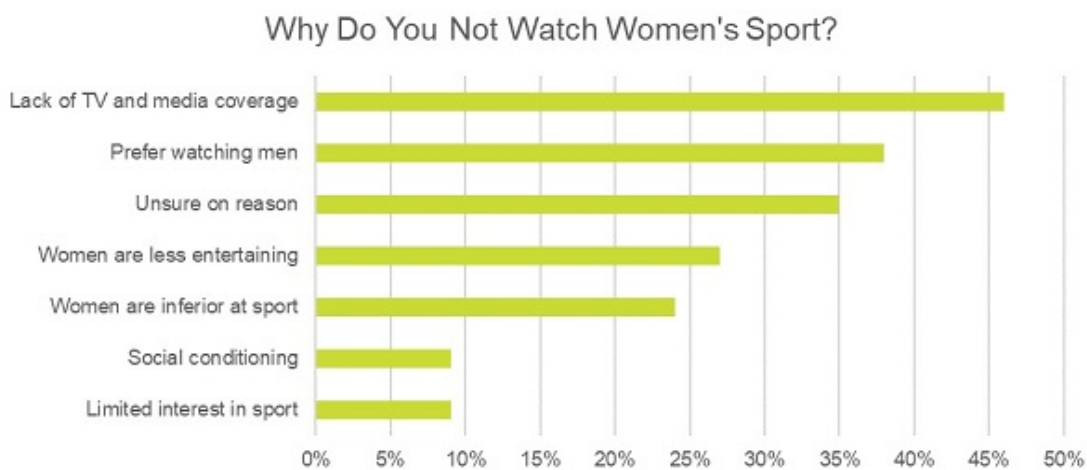


Figure 6: Gender equality in sport and the role of media

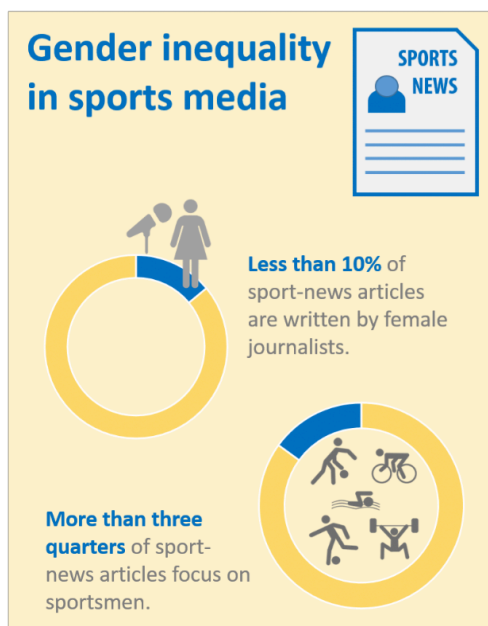


Figure 7: Do you like playing sport?

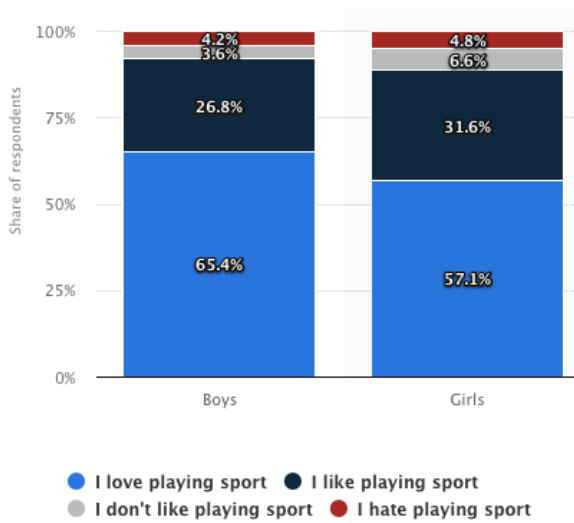


Figure 8: Spectrum of teaching styles

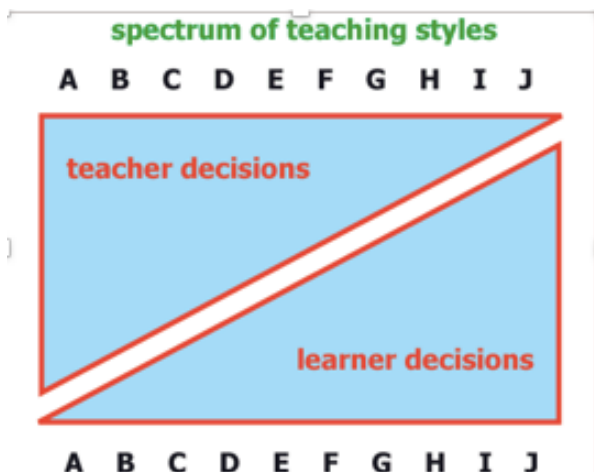


Figure 9: WRU coach development landscape



Figure 10: My coaching philosophy

As a coach I feel I need to understand that the players are there to participate to have fun as well as develop their skills. If the players aren't having fun they won't put the effort into training, which will result in little to no development. Therefore, as a coach I'll try and create a neutral and happy coaching environment. My main goal as a coach is to try and get players to improve different skills within the sport while strengthening other skills, such as leadership, communication and teamwork. In order to do this I'll try make sessions enjoyable where they'll take it more seriously. While coaching children I feel the main aim shouldn't be to win where this may be used as the players get older and are playing at a higher level. I feel that as a coach athletes can excel if they're having more fun and the sport isn't taken too seriously, especially at youth sport. When pressuring kids to win I feel it creates negativity and a stressful environment. I feel that coaches with the physiology to play to win lead them to only playing the best athletes, which doesn't give everyone the opportunity to develop. According to sports psychologist 'Justin Anderson of Premier Sport Psychology' letting kids have fun could result in better results on the fields. He expresses that athletes who have more fun will perform better where kids are there to learn and they can't do it in a negative or stressful environment.

I'm a coach because I enjoying watching athletes excel and develop. I'm able to see them progress and help them along the way as it is a subject I am passionate about. I also believe that sport is important, especially at a young age, in order to improve physical literacy. Physical literacy describes and individuals "ability to understand and execute movement with confidence, apply movement to physical activities, recognize the benefits of movement, be competent in movement on numerous level and inherently enjoy moving and being physically active" (www.acefitness.org/10-11-19). The lack of fundamental movement skills such as running, jumping and catching as a child can lead to decreased motor skills such as coordination. Therefore, as a coach I believe it's all about having fun an being active. If children are having fun in participating in sport they will participate more frequent, be confidence and have more success. They will also be more likely to develop a high level of physical literacy. As physical literacy continues to develop and improve over a lifetime, it's important to focus on improving it through all ages of children.

Figure 11: My Logo





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