

A Qualitative Exploration of the Significant Life Experiences of Pro-Environmental Outdoor Adventure Education Practitioners: A Pilot Study.

BMOE7004 - Jonathan Haylock (2010520) - Research Proposal

Aim

It has become apparent that the formative significant life experiences of pro-environmental outdoor adventure education practitioners have been relatively unexplored. The aim of this pilot study will be to conduct an initial exploration of this demographics significant life experiences that may have led to the formation of their pro-environmental attitudes.

Objectives

The successful identification of participants who associate their delivery of outdoor adventure education with being pro-environmental, is pivotal to the success of this project. The intention for this pilot study is to draw upon the researcher's existing network of connections within the outdoor adventure education sector to identify and invite potential participants. Upon acceptance, participants will be provided information regarding the project and invited to give their informed consent. This will be achieved by issuing an informed consent letter.

The participants, upon invitation, will attend a semi structured interview - a commonly used method of phenomenological inquiry (Telford, 2020, p. 52). However, prior to this an essential interview framework will require development. The scaffolding provided by such a framework should be in place to nurture a supportive interview process. An interview framework can be seen as a set of probing questions merely for the epistemological purpose of standardisation. However, in this instance they are intended to empower participants to elicit a thorough description of the phenomenon of their significant life experiences.

The somewhat binary process of interview transcription shall lead to thematic analysis and further data interpretation. The ontological paradigm the researcher intends to take is of a social constructivist approach. In doing so, the researcher shall examine the "multitude of lenses" (Cohen, Manion and Morrison, 2018, p. 23) through which participants may have constructed their world views, focusing upon the holistic influences of humanistic interaction and communication.

Please see appendix 1 for the intended research timeline identifying the different key stages of this project.

Literature review/ Rationale

"By pro-environmental behaviour we simply mean behaviour that consciously seeks to minimise the negative impact of one's actions on the natural and build world" (Kollmuss and Agyeman, 2002, p. 240). Kollmuss and Agyeman's (2002) seminal work examined the extensive literature base that had previously explored the contributing factors that may have shaped pro-environmental behaviour. Nicol (2014) summarises the findings of this study, and clarifies that simply the acquisition of knowledge, resulting in an increased awareness of environmental issues may not be enough to directly lead to changes in sustainable behaviours. Demonstrating that there may be limitations within the pedagogical approaches of environmental education.

Significantly, Prince (2017) states that outdoor teaching is an ideal avenue for cultivating sustainable learning outcomes. Furthermore, she identifies "ecologically literate teachers" (Prince, 2017, p. 162) as being vitally important components of effective pro-environmental outdoor education. When one combines this with Kollmuss and Agyeman's (2002) acknowledgement of Chawla's (1999) retrospective analysis of life experiences that lead to the formation of environmental values and beliefs, it could be seen that a potential pedagogy may present itself.

The emergence of significant life experience within the field of environmental education research is widely attributed (Chawla, 1998; Irbarren, 2016; Wigglesworth, 2022) to the work of Thomas Tanner (1980). Boldly this landmark study forthrightly announced the concept of significant life experiences as being “A new research area in environmental education” (Tanner, 1980, p. 20). The premise of the study was principally to explore the formative experiences of environmental activists. This research question was posed as a response to Tanner’s original critical analysis of the field of environmental education research, where an apparent lack of research into such formative experiences had been identified. Motivations for pursuing this line of enquiry revolve around the commonly held opinion that to revert the impending environmental crisis, the field of environmental education should aim to nurture a society of knowledgeable environmental activists.

“If, then a major goal of environmental education is the production of an active and informed citizenry, environmental educators should know the kinds of learning experiences which produce such persons” (Tanner, 1980, pp. 20).

To test the validity of this line of inquiry Tanner reviewed biographical and autobiographical accounts from prominent environmentalists. In this preparatory exercise “Striking Similarities” (Tanner, 1980, p. 21) were identified. Suitably encouraged by their findings, Tanner invited active conservationists to retrospectively report upon the significant life experiences that had led them to conservationism. A line of inquiry that has been pervasive amongst environmental research until present times. The resulting four decades of research (Tanner, 1980; Chawla, 1998; Hsu, 2009; Wigglesworth, 2022) have contributed to a common narrative with regards to the manner of the experiences often attributed to the formation of pro-environmental attitudes. Respondents typically appear to report spending extended periods of time outdoors - often during the earlier stages of their lives - with experiences facilitated or encouraged by family members or influential teachers. Additionally, a common thread being one of witnessing environmental degradation, often of a familiar or regularly frequented place. It is prudent to note that early in its conception, significant life experience research was not without its critics (Gough, S. 1999; Dillon et al, 1999; Gough, A. 1999), predominantly challenging the lack of theoretical frameworks. Despite this, numerous authors come to the defence of both the ontological stance and epistemological rigor of significant life experience research (Payne, 1999; Chawla 2001; Williams and Chawla, 2016).

Wigglesworth and Heintzman (2021) brought a contemporary twist to the line of inquiry, by retrospectively exploring the life significance of an outdoor education experience. The study did not specifically explore the phenomenon with an environmental lens. Nevertheless, changes in environmental behaviour were reported as being one of many life-significant impacts of the outdoor education experience. Intriguingly, their study drew inspiration from the life significance lens cast by Daniel’s (2005) study upon wilderness solo experiences. Identifying an appetite for significant life experience research within outdoor education.

Research Questions

The preceding literature review of the research area has led to the formulation of the following research questions.

1. What are the commonly reported, significant life experiences of pro-environmental outdoor adventure education practitioners?
2. Do the reported significant life experiences of pro-environmental outdoor adventure education practitioners corroborate with previous findings from significant life experience research?
3. How may the data gathering process of semi structured interviews be influenced, when a researcher provides a preparatory task to respondents, prior to the interview process?

Methodology

The intention of the researcher is to pursue a naturalistic enquiry of the retrospective lived experiences of the identified demographic. Semi structured interviews are a frequently utilised methodology within this qualitative paradigm (Cohen, Manion, and Morrison, 2018; Telford, 2020). A phenomenological approach, well suited to unearthing the intricate components of human experiences. Admittedly, Chawla (1998) identified two prominent and at times, juxtaposed methodologies within the field of significant life experience research. Open ended surveys that could canvas a wider base of subjects and/or semi structured interviews that hold the capacity to probe deeper into the topic. Nonetheless, the researcher acknowledges the limited timeframe of this pilot study. Reducing the capacity to take a mixed methods approach, and to explore with any depth the responses of a significant number of participants. Therefore, the intention is to also use this opportunity to also examine an identified nuance within previous research methodologies. Studies (Tanner, 1980; Chawla, 1998) have reviewed or elicited autobiographical accounts prior to interview, whilst others (Hsu, 2009; Howell and Allen, 2019; Wigglesworth, 2021) have chosen to pursue mixed methods combining quantitative questionnaires with quantitative interviews.

In consequence, this study divides the cohort. Half the participants will be asked to perform a preparatory reflective task of completing a timeline of their significant life experiences. A methodology previously utilised when interviewing venerable populations (Adriansen, 2012; Pell et al, 2020). The timeline, shall be shared with the researcher prior to the interview, forming the basis for the discussions, alongside the predetermined interview framework questions. Whilst the remaining fifty percent will be interviewed employing just the framework questions. The reasoning for this approach is twofold.

Firstly, a comparative analysis shall be made of the manner in which the two cohorts report their significant life experiences. To ascertain, whether a timeline interview methodology aligns or negatively influences significant life experience research. Secondly, to reflect upon the researcher's reflexivity. A qualitative researcher should accept and identify their influences upon the research process. "Reflexivity recognizes that researchers are inescapably part of the social world that they are researching" (Cohen, 2018, p. 302). The researcher acknowledges the potential bias born from his own experiences that have formulated his own environmental values and beliefs. In doing so he intends to heed the advice of Olive (2020). "By developing an approach that makes visible the effects of their subjectivity" (Olive, 2020, p. 112). Enabling the researcher to acknowledge the influence of his own socially constructed subjective world view.

Ethical Considerations

As prescribed by the University Wales Trinity St David "Research Integrity and Ethics Code of Practice" (UWTSD, 2020, p.5) a PG2/E1 Application for Ethical Approval form has been submitted in conjunction with this research proposal. All matters pertaining the ethical considerations regarding this proposed research project are contained within the aforementioned application.

Word count: 1534

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Appendix 1
BMOE7004 - Research Timeline

Research Activity	Wk 1-6	Wk 7 14 Mar	Wk 8 21 Mar	Wk 9 28 Mar	Wk 10 4 Apr	Wk 11 11 Apr	Wk 12 18 Apr	Wk 13 25 Apr	Wk 14 2 May	Wk 15 9 May
Choose Research topic define aim	Research proposal Phase									
Literature review										
Formulate research questions										
Align Methodology										
Ethical approval		Yes /No								
Submit Research proposal										
Initiate Research Project										
Identify & contact participants										
Formulate interview questions & structure										
Interview 4 participants										
Transcribe interviews										
Thematic Analysis										
Analysis of results & discussion										
E-poster design & write up										
Submit Research project										

Research planning	
Deadlines	
Project start	
Data gathering period	
Data analysis	
Writing up process	

Appendix 2

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.

SECTION A: About You (Principal Researcher)

1	Full Name:	Jonathan Haylock			
2	Tick all boxes that apply:	Member of staff:	☐	Honorary research fellow:	☐
	Undergraduate Student	☐	Taught Postgraduate Student	☒	Postgraduate Research Student
3	Institute/Academic Discipline/Centre:	Institute of Management and Health (IMH)			
4	Campus:	UWTSD: Carmarthen			
5	E-mail address:	2010520@student.uwtsd.ac.uk			
6	Contact Telephone Number:	07979 695 733			
For students:					
7	Student Number:	2010520			
8	Programme of Study:	MA Outdoor Education			
9	Director of Studies/Supervisor:	Nalda Wainwright & Andrew 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	☐		
Institute Research Committee		☐			
Other (write in)		☐			

SECTION C: Internal and External Ethical Guidance Materials

	Please list the core ethical guidance documents that have been referred to during the completion of this form (including any discipline-specific codes of research ethics, location-specific codes of research ethics, and also any specific ethical guidance relating to the proposed methodology). Please tick to confirm that your research proposal adheres to these codes and guidelines. You may add rows to this table if needed.	
1	UWTSD Research Ethics & Integrity Code of Practice	☒
2	UWTSD Research Data Management Policy	☒
3	<i>[List any other relevant documents here]</i>	☐

SECTION D: External Collaborative Research Activity

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

1	Institution					
2	Contact person name					
3	Contact person e-mail address					
4	Is your research externally funded?	YES	☐	NO	☐	
5	Are you in receipt of a KESS scholarship?	YES	☐	NO	☐	
6	Are you specifically employed to undertake this research in either a paid or voluntary capacity?	Voluntary	YES	☐	NO	☐
7		Employed	YES	☐	NO	☐
8	Is the research being undertaken within an existing UWTSD Athrofa Professional Learning Partnership (APLP)?	If YES then the permission question below does not need to be answered.	YES	☐	NO	☐
9	Has permission to undertake the research has been provided by the partner organisation?	(If YES attach copy) If NO the application cannot continue	YES	☐	NO	☐

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

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

SECTION E: Details of Research Activity

1	Indicative title:	A Qualitative Exploration of the Significant Life Experiences of Pro-Environmental Outdoor Adventure Education Practitioners: A pilot study.		
2	Proposed start date:	March 12 th 2022	Proposed end date:	May 13 th 2022
	Introduction to the Research (maximum 300 words per section) Ensure that you write for a <u>Non-Specialist Audience</u> when outlining your response to the points below: <i>Purpose of Research Activity</i> <i>Proposed Research Question</i> <i>Aims of Research Activity</i> <i>Objectives of Research Activity</i> Demonstrate, briefly, how <u>Existing Research</u> has informed the proposed activity and explain <i>What the research activity will add to the body of knowledge</i> <i>How it addresses an area of importance.</i>			
3	Purpose of Research Activity To open a line of inquiry into the significant life experiences of pro-environmental outdoor adventure education practitioners.			
4	Research Questions 1. What are the commonly reported SLE of pro environmental outdoor adventure education practitioners? 2. Do the reported SLE of pro environmental outdoor adventure education practitioners corroborate with previous findings from SLE research? 3. How may the data gathering process of semi structured interviews be influenced when an SLE researcher provides a preparatory task to respondents prior to the interview process.			
5	Aims of Research Activity It has become apparent that the formative significant life experiences of pro environmental outdoor adventure education practitioners have been relatively			

	unexplored. The aim of this pilot study will be to conduct an initial exploration of this demographic's significant life experiences that may have led to the formation of their pro-environmental attitudes.
6	Objectives of Research Activity The successful identification of participants who associate their delivery of outdoor adventure education with being pro environmental, is pivotal to the success of this project. The intention for this pilot study is to draw upon the researchers existing network of connections within the outdoor adventure education sector to identify and invite potential participants. Upon acceptance, participants will be provided information regarding the project and invited to give their informed consent. This will be achieved by issuing an informed consent letter. The participants upon invitation, will attend a semi structured interview, a commonly used method of phenomenological inquiry (Telford, 2020, p. 52). However, prior to this an essential interview framework will require development. The scaffolding provided by such a framework should be in place to nurture a supportive interview process. An interview framework can be seen as a set of probing questions merely for the epistemological purpose of standardisation. However, in this instance they are intended to empower participants to elicit a thorough description of the phenomenon of their significant life experiences. The somewhat binary process of interview transcription shall lead to a thematic analysis and further data interpretation. The ontological paradigm the researcher intends to take is of a social constructivist approach. In doing so, the researcher shall examine the "multitude of lenses" (Cohen, Manion and Morrison, 2018, p.23) through which participants may have constructed their world views, focusing upon the holistic influences of humanistic interaction and communication.
	Proposed methods (maximum 600 words) Provide a brief summary of all the methods that may be used in the research activity, making it clear what specific techniques may be used. If methods other than those listed in this section are deemed appropriate later, additional ethical approval for those methods will be needed. You do not need to justify the methods here, but should instead describe how you intend to collect the data necessary for you to complete your project.
7	The intention of the researcher is to pursue a naturalistic enquiry of the retrospective lived experiences of the identified demographic. Semi structured interviews will be utilised methodology. A phenomenological approach, well suited to unearthing the intricate components of human experiences. The intention is to also use this opportunity to also examine an identified nuance within previous research methodologies. In consequence, this study divides the cohort. Half the participants will be asked to perform a preparatory reflective task of completing a timeline of their significant life experiences. The timeline, shall be shared with the researcher prior to the interview, forming the basis for the discussions, alongside the predetermined interview framework questions. Whilst the remaining fifty percent will be interviewed employing just the framework questions. The reasoning for this approach is twofold.

	Firstly, a comparative analysis shall be made of the manner in which the two cohorts report their significant life experiences. To ascertain, whether a timeline interview methodology aligns or negatively influences significant life experience research. Secondly, to reflect upon the researcher's reflexivity. The researcher acknowledges the potential bias born from his own experiences that have formulated his own environmental values and beliefs.
	Location of research activity Identify all locations where research activity will take place.
8	This study will take place exclusively within the United Kingdom. As mentioned above the semi structured interviews will be conducted via telephone.
	Research activity outside of the UK If research activity will take place overseas, you are responsible for ensuring that local ethical considerations are complied with and that the relevant permissions are sought. Specify any local guidelines (e.g. from local professional associations/learned societies/universities) that exist and whether these involve any ethical stipulations beyond those usual in the UK (provide details of any licenses or permissions required). Also specify whether there are any specific ethical issues raised by the local context in which the research activity is taking place, for example, particular cultural and/or legal sensitivities or vulnerabilities of participants. If you live in the country where you will do the research then please state this.
9	The research activity will only be focused upon participants who are currently working and residing within the United Kingdom. The researcher will directly be involved in the selection of the participants so therefore will be able to ensure this.

10	Use of documentation not in the public domain: Are any documents <u>NOT</u> publicly available?	NO	☒
		YES	☐
11	If Yes, please provide details here of how you will gain access to specific documentation that is not in the public domain and that this is in accordance with the current data protection law of the country in question and that of England and Wales. Only documentation from the public domain will be used for this research project.		

	Does your research relate to one or more of the seven aims of the Well-being of Future Generations (Wales) Act 2015?	YES	NO
12	A prosperous Wales	☐	☒
13	A resilient Wales	☐	☒
14	A healthier Wales	☐	☒
15	A more equal Wales	☐	☒
16	A Wales of cohesive communities	☐	☒
17	A Wales of vibrant culture and thriving Welsh language	☐	☒

18	A globally responsible Wales	☒	☐
19	If YES to any of the above, please give details:		
	18. YES. This research project looks to explore the influence of significant life experiences of pro environmental outdoor education practitioners. This pilot research study intends to lead into a wider study, that will look to contribute to a body of knowledge that could support Wales in its journey towards becoming globally responsible in terms of supporting the development sustainably responsible behaviours. (this box should expand as you type)		

SECTION F: Scope of Research Activity

	Will the research activity include:	YES	NO
1	Use of a questionnaire or similar research instrument?	☐	☒
2	Use of interviews?	☒	☐
3	Use of focus groups?	☐	☒
4	Use of participant diaries?	☐	☒
5	Use of video or audio recording?	☒	☐
6	Use of computer-generated log files?	☐	☒
7	Participant observation with their knowledge?	☐	☒
8	Participant observation without their knowledge?	☐	☒
9	Access to personal or confidential information without the participants' specific consent?	☐	☒
10	Administration of any questions, test stimuli, presentation that may be experienced as physically, mentally or emotionally harmful / offensive?	☐	☒
11	Performance of any acts which may cause embarrassment or affect self-esteem?	☐	☒
12	Investigation of participants involved in illegal activities?	☐	☒
13	Use of procedures that involve deception?	☐	☒
14	Administration of any substance, agent or placebo?	☐	☒
15	Working with live vertebrate animals?	☐	☒
16	Procedures that may have a negative impact on the environment?	☐	☒
17	Other primary data collection methods. Please indicate the type of data collection method(s) below.	☐	☒
	Details of any other primary data collection method:		

If NO to every question, then the research activity is (ethically) low risk and **may** be exempt from **some** of the following sections (please refer to Guidance Notes).

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

SECTION G: Intended Participants

If there are no participants then do not complete this section, but go directly to section H.

	Who are the intended participants:	YES	NO
1	Students or staff at the University?	☒	☐
2	Adults (over the age of 18 and competent to give consent)?	☒	☐
3	Vulnerable adults?	☐	☒
4	Children and Young People under the age of 18? (Consent from Parent, Carer or Guardian will be required)	☐	☒
5	Prisoners?	☐	☒
6	Young offenders?	☐	☒
7	Those who could be considered to have a particularly dependent relationship with the investigator or a gatekeeper?	☐	☒
8	People engaged in illegal activities?	☐	☒
9	Others. Please indicate the participants below, and specifically any group who may be unable to give consent.	☐	☒
	Details of any other participant groups:		

	Participant numbers and source Provide an estimate of the expected number of participants. How will you identify participants and how will they be recruited?	
10	How many participants are expected?	4 interview participants
11	Who will the participants be?	Pro-environmentally focused outdoor adventure education practitioners.
12	How will you identify the participants?	The intention for this pilot study is to draw upon the researchers existing network of connections within the outdoor adventure education sector to enable him to identify and invite potential participants. It is not intended for the invited participants to be close relations, fellow students, or friends. However, due to the relatively small community of practitioners the participants may be known to or by the researcher.

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

	Information for participants:	YES	NO	N/A
24	Will participants be paid?	☐	☒	☐
25	Is specialist electrical or other equipment to be used with participants?	☐	☒	☐
26	Are there any financial or other interests to the investigator or University arising from this study?	☐	☒	☐
27	Will the research activity involve deliberately misleading participants in any way, or the partial or full concealment of the specific study aims?	☐	☒	☐
28	If YES to any question, please provide full details			
	No to questions 24 – 28.			

SECTION H: Anticipated Risks

	Outline any anticipated risks that may adversely affect any of the participants, the researchers and/or the University, and the steps that will be taken to address them. If you have completed a full risk assessment (for example as required by a laboratory, or external research collaborator) you may append that to this form.		
1	Full risk assessment completed and appended?	Yes	☒
		No	☐
2	Risks to participants		

	For example: sector-specific health & safety, emotional distress, financial disclosure, physical harm, transfer of personal data, sensitive organisational information	
	Risk to participants: Please see participant risks identified in appendix 3 “Research Risk Assessment”.	<i>How you will mitigate the risk to participants:</i> Please see mitigating control measures in appendix 3 “Research Risk Assessment”.
3	If research activity may include sensitive, embarrassing or upsetting topics (e.g. sexual activity, drug use) or issues likely to disclose information requiring further action (e.g. criminal activity), give details of the procedures to deal with these issues, including any support/advice (e.g. helpline numbers) to be offered to participants. Note that where applicable, consent procedures should make it clear that if something potentially or actually illegal is discovered in the course of a project, it may need to be disclosed to the proper authorities	
	The retrospective methodology of the research creates the possibility that upsetting events or topics may become apparent. The researcher must clearly state prior to the commencement of an interview that the participant can choose at any time to cease the interview if the discussion touches upon a personally sensitive issue. Equally the researcher must state that the interview may be terminated the if events are revealed that the researcher feels unqualified to witness. Additionally, the researcher has a Level 3 qualification in Mental Health First Aid, so is informed with regards how one might signpost appropriate support services. Such as UWTSD support services, Mind, or the Samaritans.	
4	Risks to the investigator For example: personal health & safety, physical harm, emotional distress, risk of accusation of harm/impropriety, conflict of interest	
	Risk to the investigator: Physical risk due to the transmission of Covid-19. <i>(this box should expand as you type)</i>	<i>How you will mitigate the risk to the investigator:</i> Telephone based interviews shall be used to mitigate this risk. <i>(this box should expand as you type)</i>
5	University/institutional risks For example: adverse publicity, financial loss, data protection	
	Risk to the University: Please see the full risk assessment (Appendix 2) <i>(this box should expand as you type)</i>	<i>How you will mitigate the risk to the University:</i> Please see the full risk assessment (Appendix 2) <i>(this box should expand as you type)</i>
6	Environmental risks For example: accidental spillage of pollutants, damage to local ecosystems	
	Risk to the environment: The potential environmental risk of unnecessary travel by car to hold face to face interviews.	<i>How you will mitigate the risk to environment:</i> This risk has been mitigated by using telephone interviews, reducing the need for unnecessary car journeys.

Disclosure and Barring Service				
	If the research activity involves children or vulnerable adults, a Disclosure and Barring Service (DBS) certificate must be obtained before any contact with such participants.	YES	NO	N/A
7	Does your research require you to hold a current DBS Certificate?	☐	☒	☐
8	If YES, please give the certificate number. If the certificate number is not available please write "Pending"; in this case any ethical approval will be subject to providing the appropriate certificate number.	DBS not required		

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?
	A summary of the findings from the research will be sent via email to each participant following the completion of the project. Accompanying this summary will be a confirmation that their data and contact information has been appropriately disposed in the process of completing the research project.
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.
	Participants will be provided a letter that summarises the research project, with this participants will be given the opportunity to sign an informed consent declaration <i>(this box should expand as you type)</i>
3	Confidentiality / Anonymity Set out how anonymity of participants and confidentiality will be ensured in any outputs. If anonymity is not being offered, explain why this is the case.
	The interview participant's identity will be anonymised when reported. Each participant will be allocated a reference number at the point of transcription. Additionally, any other named persons or organisations will also be anonymised at the point of transcription. <i>(this box should expand as you type)</i>

SECTION J: Data Protection and Storage

	Does the research activity involve personal data (as defined by the General Data Protection Regulation 2016 "GDPR" and the Data Protection Act 2018 "DPA")?	YES	NO
1	"Personal data" means any information relating to an identified or identifiable natural person ('data subject'). An identifiable natural person is one who can be identified, directly or indirectly, in particular by reference to an identifier such as a name, an identification number, location data, an online identifier or to one or more factors specific to the physical, physiological, genetic, mental,	☒	☐

	<i>economic, cultural or social identity of that natural person. Any video or audio recordings of participants is considered to be personal data.</i>		
	If YES, provide a description of the data and explain why this data needs to be collected:		
2	The participants personal contact details will only be held long enough to maintain contact whilst arranging interviews and sending out the post research follow up. These personal details will be held in a separate password protected file within a passport protected cloud-based server. <i>(this box should expand as you type)</i>		
	Does it involve special category data (as defined by the GDPR)?	YES	NO
3	“Special category data” means sensitive personal data consisting of information as to the data subjects’ – (a) racial or ethnic origin, (b) political opinions, (c) religious beliefs or other beliefs of a similar nature, (d) membership of a trade union (within the meaning of the Trade Union and Labour Relations (Consolidation) Act 1992), (e) physical or mental health or condition, (f) sexual life, (g) genetics, (h) biometric data (as used for ID purposes),	☐	☒
	If YES, provide a description of the special category data and explain why this data needs to be collected:		
4	No special category data required for this research project.		

	Will data from the research activity (collected data, drafts of the thesis, or materials for publication) be stored in any of the following ways?	YES	NO
5	Manual files (i.e. in paper form)?	☐	☒
6	University computers?	☐	☒
7	Private company computers?	☐	☒
8	Home or other personal computers?	☐	☐
9	Laptop computers/ CDs/ Portable disk-drives/ memory sticks?	☐	☒
10	“Cloud” storage or websites?	☒	☐
11	Other – specify:	☐	☒
12	For all stored data, explain the measures in place to ensure the security of the data collected, data confidentiality, including details of backup procedures, password protection, encryption, anonymisation and pseudonymisation:		
	The participants personal contact details will only be held long enough to maintain contact whilst arranging interviews and sending out the post research follow up. These personal details will be held in a separate password protected file within a passport protected cloud-based server. The interview participant’s identity will be anonymised when reported. Each participant will be allocated a reference number at the point of transcription. Additionally, any other named persons or organisations discussed in the interviews will also be anonymised at the point of transcription. The research data will be stored in a password protected cloud-base server.		

Data Protection			
	Will the research activity involve any of the following activities:	YES	NO
13	Electronic transfer of data in any form?	☐	☒
14	Sharing of data with others at the University outside of the immediate research team?	☐	☒
15	Sharing of data with other organisations?	☐	☒
16	Export of data outside the UK or importing of data from outside the UK?	☐	☒
17	Use of personal addresses, postcodes, faxes, emails or telephone numbers?	☒	☐
18	Publication of data that might allow identification of individuals?	☐	☒
19	Use of data management system?	☐	☐
20	Data archiving?	☐	☐
21	If YES to any question, please provide full details, explaining how this will be conducted in accordance with the GDPR and Data Protection Act (2018) (and any international equivalents, where appropriate):		
	Email addresses and telephone numbers will be required to contact participants. A spreadsheet of names and emails will be created. Password protected file stored in password protected cloud-based account. These names will not be traceable to the anonymised interview transcripts.		
22	List all who will have access to the data generated by the research activity:		
	Principle researcher – Jonathan Haylock		
23	List who will have control of, and act as custodian(s) for, data generated by the research activity:		
	Principle researcher – Jonathan Haylock		
24	Give details of data storage arrangements, including security measures in place to protect the data, where data will be stored, how long for, and in what form. Will data be archived – if so how and if not why not.		
	Sound recordings will be stored upon a digital recorder. This will be stored securely at the researcher's home address. The data from the recording will be deleted once transcribed and check for accuracy. All data files will be held within a secure online cloud-based server with password protection.		
25	Please indicate if your data will be stored in the UWTSD Research Data Repository (see https://researchdata.uwtss.ac.uk/). If so please explain. (Most relevant to academic staff)		
	The data from this research will not be stored UWTSD Research Data Repository		
26	Confirm that you have read the UWTSD guidance on data management (see https://www.uwtss.ac.uk/library/research-data-management/)	YES	☒

27	Confirm that you are aware that you need to keep all data until after your research has completed or the end of your funding	YES	☒
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SECTION K: Declaration

	The information which I have provided is correct and complete to the best of my knowledge. I have attempted to identify any risks and issues related to the research activity and acknowledge my obligations and the rights of the participants. In submitting this application I hereby confirm that I undertake to ensure that the above named research activity will meet the University's Research Ethics and Integrity Code of Practice which is published on the website: https://www.uwtsd.ac.uk/research/research-ethics/		
1	Signature of applicant:	J.C Haylock (digital signature)	Date: 10 th March 2022

For STUDENT Submissions:

2	Director of Studies/Supervisor:		Date:
3	Signature:		

For STAFF Submissions:

4	Academic Director/ Assistant Dean:		Date:
5	Signature:		

Checklist: Please complete the checklist below to ensure that you have completed the form according to the guidelines and attached any required documentation:

☒	I have read the guidance notes supplied before completing the form.
☒	I have completed ALL RELEVANT sections of the form in full.
☐	I confirm that the research activity has received approval in principle
☐	I have attached a copy of final/interim approval from external organisation (where appropriate)
☒	I have attached a full risk assessment (where appropriate) ONLY TICK IF YOU HAVE ATTACHED A FULL RISK ASSESSMENT
☒	I understand that it is my responsibility to ensure that the above named research activity will meet the University's Research Ethics and Integrity Code of Practice.
☒	I understand that before commencing data collection all documents aimed at respondents (including information sheets, consent forms, questionnaires, interview schedules etc.) must be confirmed by the DoS/Supervisor, module tutor or Academic Director.

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/>

Hazard	Type of risk	Level of Risk	Who may be at risk	Risk Mitigating Control Measure	Level of managed risk?
Retrospective nature of the research methodology	Emotional Risk - Potentially a participant may disclose disturbing or distressing personal circumstances or issues. Reputational risk – Risk to the university of the news of inappropriate research activity reaching the academic community and stakeholders.	HIGH	Participants, Researcher & University	The researcher must clearly state prior to the commencement of an interview that the participant can choose at any time to cease the interview if the discussion touches upon a personally sensitive issue. Equally it must be made clear the researcher may also choose to cease the interview if sensitive issues are disclosed that are inappropriate, personally sensitive or the researcher feels is unqualified to respond to. Additionally, the researcher has a Level 3 qualification in Mental Health First Aid, so is informed with regards how one might signpost appropriate support services.	LOW
Covid-19 transmission	Physical risk – Potentially Closer contact during face-to-face interviews increasing the chances of transmission. Environmental risk – Unnecessary car travel to hold	HIGH	Participants, Researcher & University	Using telephone-based interviews the researcher and participant will not need to meet face to face.	LOW

	face to face interviews.				
Transfer of personal data and confidentiality	Financial and Emotional risk - Participants personal data being made available to inappropriate persons. Reputational risk – Risk to the university of the news of inappropriate research activity reaching the academic community and stakeholders.	MEDIUM	Participant & University	All persons must be anonymised at the point of reporting upon results. All data to be appropriately disposed of following the completion of the research project. All personal contact information must be held in line with GDPR regulations. A password protected cloud-based server will be used to store the data.	LOW

NB: A generalised assumption has been made that the process of applying the above control measures to the identified hazards and their associated risks that the potential reputational risks to UWTSD have consequentially mitigated.

Key to levels of risks

High Risk Potentially could cause serious long term life changing injuries, illnesses, and/or conditions. Or may potentially be life threatening.	HIGH	Medium Risk Moderately serious injuries, illnesses, and/or conditions that may negatively impact a person's life in the short to medium term.	MEDIUM	Low Risk Cause of Injuries, illness and/or conditions that have a short-term impact resulting in a minimal impact upon a person's life and work.	LOW
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