

Module: BMOE 7014

Title: Research proposal

Student: 2109766

Name: Rhein Mikaelson

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

How do outdoor practitioners use storytelling in their practice?

Storytelling has long been recognised as a powerful pedagogical tool across educational contexts. Within teaching and learning, stories provide a way of communicating knowledge that goes beyond just the transmission of information, instead encouraging emotional engagement, meaning-making and connection between learners and the subject being explored. As Haven (2007) argues, storytelling may be one of the most powerful communication and teaching tools available to humans because it reflects the way people naturally process and organise information. In this way, storytelling can support relational learning, where knowledge is constructed collectively through dialogue and reflection rather than delivered solely through instruction.

Studies also highlight the cognitive benefits of narrative learning. Stories can support memory retention and knowledge recall because they organise information into meaningful structures that the brain can more easily process. Educational research suggests that when learning is presented through narrative, learners are more likely to retain and apply the information later (Sousa, 2006; Schank & Berman, 2006). Similarly, storytelling can enhance relevance and motivation by connecting learning material to real-world experiences and emotions (Ollerenshaw, 2006; Strauss, 2006a; Strauss, 2006b; Wiggins & McTighe, 2005). By embedding knowledge within narrative contexts, educators can help learners understand why information matters and how it relates to their own lives.

Storytelling has also been recognised as an important approach within environmental and outdoor education. Narratives can help individuals interpret their relationship with the natural world by connecting ecological knowledge with personal experience and imagination. For example, Payne (2010) suggests that storytelling can encourage the development of an “ecological imagination”, helping learners engage more deeply with natural environments and environmental issues. In addition, storytelling can function as a culturally responsive pedagogy. Many indigenous and multicultural education traditions emphasise the role of stories in transmitting knowledge, values and relationships with land and community (Cheney, 2002; Simpson, 2002; Sharkawy, 2008).

In this study, storytelling is understood as a broad, practice-based method of sharing meaning through narrative. It includes historical stories that situate learning in time and context, personal experiences that bring authenticity and reflection, and the lived experiences of both practitioners and learners that help connect theory to real-world understanding. It also draws on folklore and place-based stories that link learning to landscape, culture and local identity. Framing storytelling in this way recognises it not simply as a teaching technique, but as a relational and interpretive process that can support connection, memory and shared understanding within outdoor learning environments. This study responds to a clear gap between what theory suggests about storytelling as a teaching strategy and how it is actually used by practitioners in outdoor education settings. Although a wide body of literature highlights storytelling as educationally valuable, showing that it can support engagement, meaning-making, memory, and connection to learning (Haven, 2007; Sousa, 2006; Schank & Berman, 2006), existing studies tend to focus on classroom settings, professional education contexts, or theoretical discussions of narrative learning rather than examining storytelling in outdoor settings.

In particular, there is limited empirical research exploring how outdoor educators decide when to use storytelling within learning sessions, what outcomes they hope to achieve through storytelling, or how they perceive its impact on learners. While some research in environmental education suggests that storytelling can help people connect emotionally with nature and develop ecological understanding (Payne, 2010), these studies often focus on the outcomes of storytelling rather than the pedagogical decisions made by practitioners. As a result, current knowledge provides insight into why storytelling may be valuable but less is known about how it is implemented in practice.

Significance, Aim and Objectives of the Study

The main aim of this study is therefore to build a deeper understanding of storytelling as a pedagogical practice within outdoor education. It will explore how practitioners use storytelling in their work and how they understand its role in supporting learning. The central research question guiding the project is: *How do outdoor practitioners use storytelling in their practice?* To explore this fully, several sub-questions will also be considered. These focus on when storytelling is used during sessions (for example before,

during, or after activities), what purposes practitioners believe it serves, how they perceive it influences outcomes such as engagement, meaning-making, retention, or connection to nature, and what shared themes appear across different practitioners' experiences.

The objectives of the study are threefold. First, it aims to generate practical insight into storytelling as a teaching approach within outdoor education contexts. It also intends to identify recurring patterns that could help inform training, programme design, and pedagogical frameworks in the field. By analysing educators' reflections, the research will provide evidence showing how storytelling operates within experiential learning environments and how it may support educational intentions. Ultimately, this project aims to bridge the gap between theory and practice by offering an evidence-based account of storytelling grounded in real practitioner experience. In doing so, it contributes to a clearer understanding of storytelling's pedagogical role and offers insights that may support educators, programme designers, and researchers who want to use narrative intentionally and effectively in outdoor learning contexts.

Methodological Basis

This study will adopt a qualitative research design structured in two complementary phases: an initial literature review followed by empirical data collection through practitioner interviews and thematic analysis. This design has been selected to ensure the research is both theoretically grounded and informed by real-world practice. The first stage will consist of a focused review of existing literature on storytelling as a pedagogical tool, particularly within education and outdoor learning contexts. This review will identify established themes, theoretical claims, and documented benefits associated with storytelling, such as its role in engagement, meaning-making, emotional connection, and knowledge retention. It will also highlight gaps in current scholarship, specifically the limited research examining how outdoor educators actually implement storytelling in practice. Establishing this theoretical foundation is essential for contextualising the study and informing the development of interview questions.

The second stage will involve qualitative data collection through semi-structured interviews with outdoor educators and practitioners. A qualitative approach is appropriate because the study seeks to explore perceptions, experiences, and interpretations rather than measure variables. Semi-structured interviews allow for consistency across participants while also providing flexibility for individuals to describe their experiences in depth and in their own words. This method is particularly suited to investigating storytelling, as it enables participants to reflect on how and why they use narrative approaches, when they employ them during sessions, and what outcomes they believe storytelling supports.

Participants will be selected using purposive sampling, targeting practitioners with relevant experience in outdoor education. This strategy prioritises information-rich participants who can provide detailed and reflective insights into storytelling as a pedagogical practice. Interviews will be audio-recorded with consent and transcribed verbatim to ensure accuracy and reliability of data.

The collected data will then be analysed using thematic analysis. This method involves systematically coding transcripts to identify recurring patterns and themes across participants' accounts. Analysis will focus on themes related to the purposes of storytelling, timing of its use (for example before, during, or after activities), perceived impacts on learners, and underlying pedagogical intentions. By comparing patterns across responses, the analysis will generate a structured understanding of how storytelling functions within outdoor education practice.

Overall, combining a literature review with qualitative interviews allows the study to bridge theory and practice. The literature review establishes what is already known, while practitioner data provides insight into lived experience. Together, these methods will support a comprehensive and evidence-informed understanding of storytelling as a pedagogical approach in outdoor education.

Ethical Considerations

This study will be conducted in line with the ethical research principles set out by University of Wales Trinity Saint David and will prioritise respect, transparency, and participant wellbeing throughout (Tel, No Date) The project presents minimal ethical risk because it

focuses on practitioners' professional experiences of using storytelling within outdoor education rather than personal or sensitive life topics. Participants will be invited to discuss their practice, approaches, and reflections as educators, and they will not be asked questions relating to trauma, personal hardship, or any potentially distressing subject matter. Keeping the discussion within a professional context helps ensure the research remains safe, appropriate, and relevant.

Participation will be entirely voluntary. Before taking part, individuals will receive a clear information sheet explaining the purpose of the study, what participation involves, how the data will be used, and their rights. Informed consent will be obtained prior to interviews, and participants will be reminded that they are free to decline any question or withdraw from the study at any point without needing to give a reason. This aligns with university ethical guidance emphasising autonomy and the right to withdraw (Tel, No Date).

Confidentiality will also be carefully maintained. Interviews will be audio-recorded only with permission, transcribed accurately, and anonymised so that no participant can be identified in the final research. Pseudonyms will be used in written work, and any identifying details about individuals or workplaces will be removed. All data will be securely stored and accessed only by the researcher, in accordance with institutional data protection expectations.

Although the study is low risk, I will remain attentive to participants' comfort during interviews and will pause or redirect discussion if needed. Overall, the research design reflects a commitment to conducting ethical qualitative research that respects participants' time, experiences, and professional knowledge while adhering closely to university ethical standards.

Word count: 1542

References:

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Appendix:

Suggested timeline

Task	Date
Research proposal completed	12 March
Ethics and GDPR approval confirmed	13–15 March
Finalise research design and interview questions	15–17 March
Literature review completed	20 March
Prepare participant information sheet and consent forms	20–22 March
Begin participant recruitment	22 March
Recruitment completed	25 March
Schedule interviews / data collection sessions	24–26 March
Data collection completed	28 March
Transcribe and organise data	29–31 March
Data analysis (coding and identifying themes)	1–7 April
Draft findings section	7–10 April
Write discussion and link findings to literature	10–12 April
Complete full write-up	12–14 April
Proofreading, referencing check and formatting	14–16 April
Final edits and submission preparation	16–17 April

Appendix 2 :

APPLICATION FOR ETHICAL APPROVAL

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

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

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

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

SECTION A: About You (Principal Researcher)

1	Full Name:	Rhein Mikaelson
2	Student Number:	2109766
3	Email address:	2109766@student.uwtsd.ac.uk
4	Programme of Study:	Outdoor Education
5	Supervisor:	Mache Travino

SECTION B: 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	x
2	UWTSD Research Data Management Policy	x
3	Bera guidelines	x
4		☐

SECTION C: Details of Research Activity

1	Indicative title:	How do outdoor practitioners use storytelling in their practice?		
2	Proposed start date:	15 th march	Proposed end date:	17 th April
Introduction to the Research (maximum 300 words in each section) Ensure that you write for a <u>Non-Specialist Audience</u> when outlining your response to the three points below: <i>Purpose of Research Activity</i> <i>Proposed Research Question</i> <i>Aims of Research Activity</i> <i>Objectives of Research Activity</i> Demonstrate, briefly, how <u>Existing Research</u> has informed the proposed activity and explain <i>What the research activity will add to the body of knowledge</i> <i>How it addresses an area of importance.</i>				
3	Purpose of Research Activity To respond to a clear gap between what theory suggests about storytelling as a teaching strategy and how it is actually used by practitioners in outdoor education settings. (this box should expand as you type)			

4	Research Question How do outdoor practitioners use storytelling in their practice? (this box should expand as you type)
5	Aims of Research Activity To contribute a deeper understanding of storytelling as a pedagogical practice in outdoor education It will explore how practitioners use storytelling in their work and how they understand its role in supporting learning. (this box should expand as you type)
6	Objectives of Research Activity These focus on when storytelling is used during sessions (for example before, during, or after activities), what purposes practitioners believe it serves, how they perceive it influences outcomes such as engagement, meaning-making, retention, or connection to nature, and what shared themes appear across different practitioners' experiences. The objectives of the study are threefold. First, it aims to generate practical insight into storytelling as a teaching approach within outdoor education contexts. It also intends to identify recurring patterns that could help inform training, programme design, and pedagogical frameworks in the field. By analysing educators' reflections, the research will provide evidence showing how storytelling operates within experiential learning environments and how it may support educational intentions. Ultimately, this project aims to bridge the gap between theory and practice by offering an evidence-based account of storytelling grounded in real practitioner experience. In doing so, it contributes to a clearer understanding of storytelling's pedagogical role and offers insights that may support educators, programme designers, and researchers who want to use narrative intentionally and effectively in outdoor learning contexts.

	(this box should expand as you type)
	Proposed data collection methods (maximum 600 words) Provide a brief summary of all the methods that may be used in the research activity to collect data, making it clear what specific techniques may be used. If methods other than those listed in this section are deemed appropriate later, additional ethical approval for those methods will be needed. You do not need to justify the methods here, but should instead describe how you intend to collect the data necessary for you to complete your project.
7	This should describe how you intend to collect data. It should not include a discussion of the theoretical basis for your data collection methods. Please note, that if you intend to collect any audio/video recordings of interviews with participants then these will be classified as Personal Data under GDPR/DPA2018. If you intend to use these then note this in section H. Here is a clear version you could use, written so it focuses only on how the data will be collected and avoids discussing theory. Data will be collected through semi-structured interviews with outdoor education practitioners. Participants will be recruited through professional networks and online outdoor education communities. Once participants have agreed to take part, they will be provided with a participant information sheet and consent form outlining the purpose of the research and their rights as participants. Interviews will be conducted online using video conferencing software to allow flexibility for participants in different locations. Each interview will follow a prepared set of open-ended questions designed to explore practitioners' experiences of using storytelling within outdoor education settings. The interviews are expected to last approximately 20–30 minutes and will be audio recorded with the participant's permission. Recordings will then be transcribed to allow the data to be organised and analysed.

SECTION D: Scope of Research Activity

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

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

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

SECTION E: Intended Participants

	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: Complete this only if your participants cannot give consent. This includes animals (this box should expand as you type)	☐	☐

	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?	A small sample of approximately 6–10 outdoor education practitioners is expected to take part in this study. This number is sufficient to provide rich, detailed insights while remaining manageable within the timeframe for data collection and analysis. The exact number will depend on participant availability and willingness to take part.
11	Who will the participants be?	Participants will be practitioners working in outdoor education settings, such as educators in schools, youth organisations, or outdoor activity centres. They may have experience designing and delivering sessions that incorporate storytelling as a teaching strategy. Participants will be adults (18+) who are currently active in their roles.
12	How will you identify the participants?	Participants will be identified using professional networks, online forums, and social media groups

		related to outdoor education. Contacts within local outdoor education organisations may also be approached directly via email. Interested practitioners will be provided with an information sheet and consent form explaining the study and its aims. Snowball sampling may be used, where participants recommend other suitable practitioners who meet the criteria.
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	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			
	You should be able to tick YES for all of these questions. If not, then explain why not in this box. <i>(this box should expand as you type)</i>			

	Information for participants:	YES	NO	N/A
24	Will participants be paid?	☐	☒	☐

25	Is specialist electrical or other equipment to be used with participants?	☐	x	☐
26	Are there any financial or other interests to the investigator or University arising from this study?	☐	x	☐
27	Will the research activity involve deliberately misleading participants in any way, or the partial or full concealment of the specific study aims?	☐	x	☐
28	If YES to any question, please provide full details			
	You should be able to tick NO for most of these questions. For any cases that you have ticked YES then provide details in this box. If you are using cameras/voice recorders to record interviews then please state that in this box. <i>(this box should expand as you type)</i>			

SECTION F: 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.	
1	Risks to participants For example: sector-specific health & safety, emotional distress, financial disclosure, physical harm, transfer of personal data, sensitive organisational information. If you have identified in section D that there are no participants then enter N/A and go skip to question 3.	
	Risk to participants: Potential risks to participants are minimal but may include emotional discomfort when reflecting on past teaching experiences, disclosure of sensitive organisational information , and the transfer of personal data during online interviews. While physical risks are not expected, participants may experience minor stress if asked to recall challenges or difficulties related to storytelling in outdoor education. There is also a small risk of breach of	How you will mitigate the risk to participants: To reduce these risks, participants will be fully informed about the study through a participant information sheet and must provide written consent before taking part. Interviews will focus on professional experiences rather than personal or sensitive issues. All data will be anonymised , and recordings will be stored securely on password-protected devices. Participants will have the right to withdraw from the study at any time

	confidentiality if data is not handled securely.	without providing a reason. Guidance will also be given on how to pause or stop the interview if they feel uncomfortable.
2	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>	
3	Risks to the investigator For example: personal health & safety, physical harm, emotional distress, risk of accusation of harm/impropriety, conflict of interest	
	Potential risks to the investigator include emotional stress from conducting interviews and managing sensitive topics, technical issues during online data collection (e.g., software failure, poor internet connection), and reputational risk if participants perceive questions as intrusive or misinterpreted. There is also a small risk of accusations of impropriety if organisational policies regarding data use are not clearly followed.	To reduce these risks, the investigator will follow strict ethical guidelines, including obtaining written consent and anonymising all data. Interviews will be conducted professionally, with prepared questions and clear boundaries. Backup procedures will be in place for all digital recordings and transcripts. Support from the supervisory team will be sought in case of any difficulties or ethical concerns. Clear communication with participants will minimise misunderstandings, and the investigator will avoid asking questions outside the agreed professional scope.
4	University/institutional risks	

	For example: adverse publicity, financial loss, data protection	
	Potential risks to the University include adverse publicity if participant confidentiality is breached, financial or reputational loss if research data is mishandled, and data protection breaches if personal or sensitive information is not stored or processed according to GDPR and institutional policies. There is also a minor risk that participants could raise complaints regarding how the study is conducted.	These risks will be mitigated by following strict ethical and data protection procedures , including obtaining informed consent from all participants, anonymising data, and storing it securely on password-protected devices. The research will comply fully with GDPR requirements and UWTSD guidelines. Any reporting or publication of results will ensure that organisations and individuals cannot be identified , and the supervisory team will be consulted to manage any concerns promptly. All research documentation will be securely archived in line with University policy.
5	Environmental risks For example: accidental spillage of pollutants, damage to local ecosystems	
	N/A	N/A

SECTION G: Feedback, Consent and Confidentiality

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

1	Feedback What de-briefing and feedback will be provided to participants, how will this be done and when?
	Participants will be debriefed immediately after their interview to ensure they understand the purpose of the study and have the opportunity to ask any questions. During the debriefing, the researcher will clarify how the data will be used, how

	confidentiality will be maintained, and remind participants of their right to withdraw their data if they wish. After the study is completed, participants will be offered the option to receive a summary of the findings via email. A dedicated email address will be provided on the participant information sheet, allowing participants to request further details or the summary report at their convenience. This ensures that participants can access the results without requiring the researcher to contact them directly and allows ongoing engagement with the study's outcomes.
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.
	Potential participants will be provided with a participant information sheet prior to taking part in the study. This document will clearly explain the purpose of the research, what participation involves, the expected duration of the interview, the types of questions that will be asked, and any potential risks or discomforts. It will also outline participants' rights, including the right to withdraw at any time without providing a reason, and how their data will be stored, anonymised, and used in compliance with GDPR. Participants will provide written or electronic consent before any data collection begins. For online interviews, consent will be confirmed via a digital consent form sent by email and returned prior to the session. For any face-to-face or video interviews, participants will be asked to sign a consent form at the start of the session. The form will also include confirmation that participants understand how their data will be handled, how confidentiality will be maintained, and who to contact if they have questions. This process ensures that informed consent is obtained fully and ethically before any data is collected, in line with institutional and legal requirements.
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.
	All participants will remain anonymous in any outputs of this study. Pseudonyms or codes will be used in transcripts, notes, and reports to ensure that individuals and their organisations cannot be identified. Any potentially identifying information, such as names of schools, organisations, or specific locations, will be removed or generalised. Data will be stored securely on password-protected devices and in compliance with GDPR. Only the researcher and supervisory team will have access to the raw data. Audio recordings will be deleted once transcription and verification are complete, and all electronic files will be encrypted where possible. Confidentiality will be maintained in all communications, and participants will be reminded that they have the right to withdraw their data at any stage. This ensures that both participant identity and sensitive organisational information are protected throughout the research process.

SECTION H: 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, economic, cultural or social identity of that natural person. Any video or audio recordings of participants is considered to be personal data.	x	☐
	If YES, provide a description of the data and explain why this data needs to be collected:		

2	Yes, the study will collect personal data in the form of audio recordings of interviews, participants' names and email addresses (for recruitment and consent purposes), and signed consent forms. Audio recordings are necessary to accurately capture participants' responses, ensure the richness and detail of the qualitative data, and allow for precise transcription and analysis. Names and email addresses are required solely to invite participants, obtain informed consent, and provide feedback or study summaries. All personal data will be handled in compliance with GDPR. Audio recordings will be securely stored on password-protected devices, and any identifying information will be anonymised during transcription. Consent forms containing names or signatures will also be stored securely and separately from transcripts to ensure confidentiality.		
	Does it involve special category data (as defined by the GDPR)?	YES	NO
3	<i>“Special category data” means sensitive personal data consisting of information as to the data subjects’ –</i> <i>(a) racial or ethnic origin,</i> <i>(b) political opinions,</i> <i>(c) religious beliefs or other beliefs of a similar nature,</i> <i>(d) membership of a trade union (within the meaning of the Trade Union and Labour Relations (Consolidation) Act 1992),</i> <i>(e) physical or mental health or condition,</i> <i>(f) sexual life,</i> <i>(g) genetics,</i> <i>(h) biometric data (as used for ID purposes),</i>	☐	x
	If YES, provide a description of the special category data and explain why this data needs to be collected:		
4	What counts as ‘sensitive’ will differ between cultures. Any information on behaviour that is not in accordance with cultural norms would count as sensitive personal data.		

	(this box should expand as you type)
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	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:		
	All research data, including interview recordings, transcripts, and draft documents, will be stored securely on password-protected University computers and in University Office 365 cloud storage, which is GDPR-compliant. Audio recordings will be transcribed and anonymised, with participants assigned unique identifiers to maintain confidentiality. The key linking identifiers to participants will be stored separately in a secure, password-protected folder. Any USB drives or portable storage used to transfer data will be encrypted and password-protected. Regular backups will be maintained within University systems to prevent data loss. Only the researcher and supervisory team will have access to the raw data. All measures will ensure data confidentiality, integrity, and secure handling in compliance with GDPR and institutional guidelines.		

	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?	☐	x
17	Use of personal addresses, postcodes, faxes, emails or telephone numbers?	☐	x
18	Publication of data that might allow identification of individuals?	☐	x
19	If YES to any question, please provide full details, explaining how this will be conducted in accordance with the GDPR and Data Protection Act (2018) (and/or any international equivalent):		
	NA		
20	List all who will have access to the data generated by the research activity:		
	Only the principal researcher and the supervisory team will have access to the data generated during the study. External examiners may access anonymised outputs for assessment purposes only.		
21	List who will have control of, and act as custodian(s) for, data generated by the research activity:		
	The principal researcher will act as the custodian of all research data, responsible for maintaining security and confidentiality throughout the project.		
22	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.		
	All data will be stored in encrypted, password-protected University Office 365 cloud storage . Any USB sticks used to transfer data will be password-protected and encrypted , and reformatted at the end of the project to destroy residual data. Audio recordings will be transcribed and anonymised ; transcripts will not contain identifying details. The key linking participant identifiers to names will be stored separately in a secure, password-protected folder . Data will be retained until the completion of the project and then deleted in accordance with GDPR and DPA 2018 . Participants will have the right to request that any data relating to them be removed at any time before publication.		
22	Confirm that you have read the UWTSD guidance on data management (see https://www.uwtss.ac.uk/library/research-data-management/)	x	
23	Confirm that you are aware that you need to keep all data until after your research has completed or the end of your funding	x	

SECTION I: Use of AI tools

Use of generative AI and other AI-based tools There are a number of ethical issues relating to the use of generative AI and other AI-based tools, including data security, output bias, and output errors. In general you should assume that any generative AI or other AI-based tool that you	YES	NO	N/A
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pay to use is more secure and accurate than one which is free to use.				
Will the research use AI tools to do any of the following:				
1	Capture data?		x	☐
2	Generate and/or edit text?	☐	x	☐
3	Generate graphics?	☐	x	☐
4	Generate video?	☐	x	☐
5	Generate sound/music?	☐	x	☐
6	Generate code?	☐	x	☐
7	Generate synthetic data?	☐	x	☐
8	Analyse data?	☐	x	☐
9	Analyse personal or sensitive data?	☐	x	☐
10	Classify data?	☐	x	☐
11	Do you intend to use the free version of any AI tools?	☐	x	☐
If you have answered YES to any of questions O1-O11, please provide justification detailing why this is necessary for the research.				
12	State which AI tool or tools you will be using, and where they are based (or store their data – you may need to check their webpages or user agreement for this). If you are planning to use Copilot then say if you're using the UWTSD version of it or the public version. You should also show how you are complying with current UWTSD guidance/policy of the use of AI. <i>(this box should expand as you type)</i>			

SECTION J: Declaration

	The information which I have provided is correct and complete to the best of my knowledge. I have attempted to identify any risks and issues related to the research activity and acknowledge my obligations and the rights of the participants.
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	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:	Rhein Mikaelson	Date:12/03/2026
2	Supervisor:		Date:
3	Signature:		