

Research Proposal

Context and Rationale

Physical activity (PA) is crucial for both physical and mental well-being. The benefits of an active lifestyle are well-documented by the World Health Organization (WHO, 2018). Worldwide, 81% of adolescents do not meet WHO guidelines for PA, and this lack of PA participation is especially evident in Scotland. Despite favourable environmental influences and policy, the country ranks last among 38 nations for adolescent PA levels (Active Healthy Kids Report Card, 2021). The Scottish Health Survey (2023) highlighted that girls aged 13-15 years old are less likely to meet the recommended PA levels compared to boys, with a lower adherence rate of 43% compared to 67% for boys in this age group (Scottish Centre for Social Research, 2023).

Literature Review

A key challenge is motivating girls to engage in PA, particularly in the context of physical education PE. Studies have shown that motivation and confidence levels drop significantly among girls as they grow older (Cairney et al., 2012; Moreno-Vitoria, Cabeza-Ruiz and Pellicer-Chenoll, 2024). For example, the Youth Sport Trust found that less than two in three (64%) female pupils enjoy participating in PE lessons, a significant drop from 74% in 2016. This can be related to a lack of confidence, discomfort with PE kits, and concerns about appearance, especially among older girls (Youth Sport Trust, 2023). This drop in engagement is concerning as positive PE experiences are essential for fostering long-term PA habits and the associated health benefits (Ladwig et al., 2018, Rhodes and Kates, 2015). Several studies have explored the factors influencing girls' participation in PA, focusing on motivation and self-concept. Murray et al. (2022) highlighted that girls' motivation to participate in sport is strongly linked to social identity and physical self-concept. Lamb, Oliver and Kirk (2018) examined how an activist approach to PE and fostering a positive emotional response can influence girls' engagement with sport. In contrast to their experience with traditional, multi-activity PE, the study found the use of an activist approach elicited more positive engagement. This was achieved through

variety, choice and the opportunity to co-construct their PE programme. Additionally, the development of stronger relationships between the girls and their teachers created a supportive learning environment. Lamb et al. (2021) found a positive motivational and emotional response from students who experienced pedagogies focussed on learning in the affective domain. There is a need to identify pedagogies or interventions which can increase girls' motivation towards PE so they may build the knowledge, skills, and motivation to be physically active beyond school (Bailey and Dismore, 2006; Fairclough et al., 2002; Gu and Solomon, 2016; Jaakkola et al., 2013; Lonsdale et al., 2017).

Self-determination Theory

The theory of self-determination (SDT) (Deci & Ryan, 1985; Ryan & Deci, 2000, 2017) hypothesises how motivation arises and impacts people's behaviour and well-being. SDT hypothesises that supporting the satisfaction of three basic psychological needs of competence, autonomy and relatedness, can help learners to internalise extrinsic forms of motivation (Deci & Ryan, 1985; Ryan & Deci, 2000, 2017).

Autonomy refers to the need for self-directed action, competence is the need to feel effective in interactions, and relatedness is the need to feel understood and connected to others (Ryan & Deci, 2017). When these needs are fulfilled, people are more likely to shift from controlled to autonomous regulation through a process of internalisation. However, when these needs are unmet, motivation tends to be more controlled. A person's sense of autonomy influences their persistence in behaviours, with those acting for more autonomous reasons being more likely to continue without external rewards (Hagger, 2019). Therefore, researchers focus on promoting autonomous motivation to encourage long-term PA.

In SDT informed interventions, techniques are implemented to support the three basic psychological needs. SDT-informed interventions have proven effective in improving outcomes in school PE by fostering autonomy-supportive environments and teaching practices (Vasconcellos et al., 2019; White et al., 2021). More autonomous motivation is linked to better behavioural and health outcomes (Ng et al., 2012; Teixeira et al., 2012), suggesting that need-supportive environments can

promote autonomy and lead to positive PE outcomes. A systematic review of 256 quantitative studies found that need satisfaction, especially for autonomy, positively influenced motivation and outcomes in PE (Vasconcellos et al., 2019). Autonomous motivation was linked to enjoyment and PA intentions, while introjected motivation showed mixed results. Teacher behaviours which support autonomy, such as offering choice and using invitational language, enhance PE outcomes, including increased PA and engagement (Cheon, Reeve and Moon, 2012; White et al., 2021; Lonsdale et al., 2009). Competence support from teachers, such as clear expectations and constructive feedback, also boosts motivation and skill development (Cheon, Reeve and Vansteenkiste, 2020; Aelterman et al., 2019). The link between competence support and self-efficacy has been shown to influence PA participation (Bandura, 1997). A mastery climate, focused on self-referenced success, promotes need satisfaction and greater PA engagement (Di Battista et al., 2018). In terms of relatedness, both teacher and peer support are crucial for fostering motivation and engagement, with peer relationships playing a key role (Vasconcellos et al., 2019; White et al., 2021). Overall, SDT demonstrates great potential for increasing autonomous motivation and PA in PE, though more research is needed to refine teaching strategies.

Most of the 265 quantitative studies in Vasconcellos et al. (2020) systematic review and meta-analysis studied SDT in middle and high school students. Using the evidence-supported strategies from past studies, I have developed a resource to guide teachers in the delivery of PE lessons to enhance autonomous motivation in PE (Appendix A). This will be used to deliver an SDT informed football club for girls 8-12 years old.

Research Question

What is the impact of an SDT informed girls only football club on motivation among girls aged 8-12?

Methodological Basis

Ontology (the nature of existence) and epistemology (the creation and scope of knowledge) give rise to philosophical perspectives (generalised worldviews) or paradigms (Moon and Blackman, 2014).

This research will be situated within a positivist paradigm and use a hypothetic-deductive approach, gathering quantitative data. A positivist paradigm is characterised by an ontological stance of a singular, concrete reality and an objectivist epistemology, which asserts that there is a separation between researcher and participants (Park, Konge and Artino, 2020). Therefore, I will try to remain as separated from the participants as possible to reduce bias in the study.

It is acknowledged that educational research is complex and can be conducted within a variety of paradigms. While the quantitative data will determine whether there is a change in motivation, it will not explain how the change came about (Cohen, Manion and Morrison, 2018). Further research using a qualitative or mixed methods approach would offer the opportunity to reveal the complex facets of social interactions and human behaviour and give a deeper understanding of the role SDT plays in children's motivation for PE (Montgomery et al., 2021 and Lim, 2024).

The research hypothesis (H_1), and null hypothesis (H_0) are:

H_1 : An SDT informed girls' only football club will increase motivation to participate in PA.

H_0 : An SDT informed girls' only football club has no impact on motivation to participate in PA.

Methods

A one group, pre and post-test design will be used. Although a control group would be desirable to strengthen findings (Smith, 2018), it would be unethical to withhold a beneficial treatment to participants. This could be overcome with the creation of a wait group, however, time constraints do not afford this opportunity. The data will be

analysed using a Paired Samples T-test on SPSS to establish if there is a difference in pre- and post-treatment measures of motivation.

To collect data, the girls will answer an adapted version of the *The Motivation to Exercise and Diet Questionnaire—Adapted for Children*, with statements related to diet removed as they are not being researched. This measure includes eight items, five for motivation and three for needs satisfaction in relation to exercise. Its full version has been validated by Pietrabissa et al. (2020) as the first instrument to simultaneously measure motivational regulation and psychological need satisfaction in the context of children's exercise and diet.

A convenience sample of participants will be recruited from my current place of work in a primary school. Due to teacher to children ratios, the intended sample size is 20-30 children. These will be girls currently enrolled in Primary 4 – Primary 7 classes, aged 8-12.

Ethical Considerations

One definition of ethics is 'a matter of principled sensitivity to the rights of others' (Cavan, 1977, p.810). Complex ethical considerations in educational research are essential for maintaining the integrity of the research process (Abed, 2015).

Children's participation in educational research presents unique ethical issues, such as the possibility of exploitation and rights violations. I need to ensure that my research is ethically sound, that the children's participation is justified, and their dignity is respected (Pillay, 2014). One key consideration is informed consent. This will be provided by their legal guardian, who will be provided with a plain language statement about the purpose and process of the research (Appendix B). Assent from the children will also be secured. This consent or assent can be withdrawn at any time throughout the process by clear indication or when a child's behaviour indicates that they wish to withdraw. As a teacher at the school, I hold a position of power and influence so it will be clearly stated that participation in will have no bearing on academic outcomes and data will be entirely anonymised and stored securely (Bisit, 2010). The research will comply with British Educational Research Association's

Ethical Guidelines for Educational Research (2024), UWSTD guidelines, United Nations Convention on the Rights of the Children (UNCRC, 1989) and Ethical Research Involving Children (UNICEF, 2013).

Timeline

10th March	Plan sessions
14th March	Pre-test questionnaire
17th , 24th and 31st March	Deliver sessions
1st April	Post-test questionnaire
2nd April- 9th April	Analyse and interpret results
9th April – 9th May	Produce e-poster and write reflection

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Appendix A

PLANNING TO ENHANCE AUTONOMOUS MOTIVATION IN PE

AUTONOMY

The need to feel that you are the origin of your own actions

What could you do to support autonomy?



MAKE LEARNING MEANINGFUL

Give a rationale for the tasks and suggest relevance to learners' lives
Learners value improved skills, performance, friendships and community

USE NON CONTROLLING LANGUAGE



'you could do it like this'
'you might like to try it this way'



'you need to do it like this'
'you must do it this way'

TAKE SUGGESTIONS AND PROVIDE CHOICE

What do the learners want to try? Ask before class.
Try a free play warm up or equipment exploratory time

PROVIDE CHANCES FOR INITIATIVE

Could some children create cue cards for techniques?
With parameters, could some design a warm up, a station or a mini-game?

CLEAR EXPECTATIONS

Collaboratively clarify the success criteria - modelling, visuals and cues

PRACTICAL SKILLS AND OPTIMAL CHALLENGE

- Provide lots of opportunities for repeated practice and success
- Consider physical skills level - not too hard, not too easy, just right.
- Gamify tasks - with a mix of abilities, you could provide a variety of challenge levels. A bigger/smaller ball? A lower/higher target?
- Give choice of partaking in a competitive game or a no-score game

INFORMATIONAL TASK FEEDBACK

'That was successful because... you followed through with your throwing arm'
'You could try swinging harder at the ball'

COMPETENCE

The need to feel to feel effective and successful in your interactions with the environment

What could you do to support competence?



RELATEDNESS

The need to feel to feel a connection with others around you

What could you do to support relatedness?



ATTUNEMENT AND EMPATHY

Pay attention to your learners' - what knowledge do you have about them?
How might they be feeling?
Show your genuine appreciation and concern for them

ENCOURAGE PEER RELATEDNESS

- Avoid peer comparison of performance
- Pair work and group work - model effective language for communication and feedback
- The instructional models on the next page offer teaching methods that emphasise communication skills and teamwork

Next page - info, QR codes, further reading

Appendix B - Informed Consent Plain Language Statement

Dear Parent/Guardian,

Your child has a place in the after-school girls football club. As part of my master's study with University of Wales Trinity Saint David (UWTSD), I am running a small research project. Unfortunately, studies show that girls' interest and motivation for PE/sport declines with age.

Aim of the study: To measure the impact of an intervention on girls' motivation for PE/sport.

The intervention is informed by self-determination theory, which seeks to support basic needs of feeling competent, feeling autonomous and feeling related to others. Previous studies have shown teaching which supports these needs can lead to increased motivation in classrooms.

Participation: The girls would complete a paper questionnaire designed for children. They would rate five statements about their feelings towards physical activity. The questionnaire would be completed before the club begins and again after three sessions.

Data: Each questionnaire will be anonymised so no identifiable information will be used in analysis or in results. The data will be available to me, my supervisor and the external examiner. It will be stored as a hard copy and on UWTSD encrypted, password protected cloud storage system. The anonymised data will be destroyed after completion of analysis.

Results: The results will be used to create and present a research poster to colleagues at UWTSD. Again, no personal information, photos or identifiable information will be displayed or discussed. The outcomes of the study can be shared with you and with the girls after.

Consent: Participation is entirely voluntary. As well as seeking your consent, the girls will be informed about the project and asked if they would like to take part. You, or your child, may withdraw at any time. Participation or non-participation in the questionnaire will have no impact on experiences at the club or academic outcomes.

The project will be conducted in accordance with UWTSD Research Ethics & Integrity Code of Practice. It will also adhere to British Educational Research Association guidelines and UNCRC.

If you have any questions or would like clarification on anything, please contact me at coconnell@killermont.e-dunbarton.sch.uk. Thank you for taking the time to read the information. The consent form follows below.

Kind regards,

Cara O'Connell

Consent to take part in 'What is the impact of an SDT informed girls only football club on motivation among girls aged 8-12?'

Purpose of Study: To measure girls' motivation towards PE/sport

**Please initial
each box if
you agree
with the
statement**

I confirm that I have read and understand the information sheet for the above research. I have had the opportunity to consider the information, ask questions and have had these answered satisfactorily.

☐

I understand that my child's participation is voluntary and that I am free to withdraw consent at any point, without giving any reason.

☐

I understand who will have access to personal data provided, how the data will be stored and what will happen to the data at the end of the project.

☐

I understand that my child will not be identifiable from any publications or presentations.

☐

I give consent for my child to participate in the study.

☐

Child's name:

Parent/Guardian name:

Signed:

Date:

APPLICATION FOR ETHICAL APPROVAL

RESEARCH STUDENTS

This form is to be completed by the student within **SIX** months for full-time students and **TWELVE** months for part time students, after the commencement of the research degree or following progression to Part Two of your course.

Once complete, submit this form via the ***MyTSD Doctoral College Portal*** at (<https://mytsd.uwtsd.ac.uk>).

This document is also available in Welsh.

RESEARCH 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.

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.

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:	Cara O'Connell			
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			
4	Campus:	Carmarthen			

5	E-mail address:	2304992@student.uwtsd.ac.uk
6	Contact Telephone Number:	07802 538 114
For students:		
7	Student Number:	2304992
8	Programme of Study:	MA PE, Sport and Physical Literacy
9	Director of Studies/Supervisor:	Dr. Nalda Wainwright

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	<u>UWTSD Research Ethics & Integrity Code of Practice</u> ☒
2	UWTSD Research Data Management Policy ☒
3	<i>British Educational Research Association Guidelines</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:	What is the impact of a Self Determination Theory (SDT) informed girls only football club on motivation among girls aged 7-11?			
2	Proposed start date:	17.3.25	Proposed end date:	31.3.25	
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 <u>Context and rationale</u> Physical activity (PA) is crucial for both physical and mental well-being, and the benefits of an active lifestyle are well-documented by the World Health Organization (WHO, 2018). Worldwide, 81% of adolescents do not meet WHO guidelines for PA, and this lack of PA participation is especially evident in Scotland. Despite favourable environmental influences and policy in Scotland, the country ranks last among 38 nations for adolescent physical activity levels (Active Healthy Kids Report Card, 2021). The Scottish Health Survey (2023)				

	highlighted that girls aged 13-15 years old are less likely to meet the recommended PA levels compared to boys, with a lower adherence rate of 43% compared to 67% for boys in this age group. <u>Existing research</u> Engaging girls in physical activity (PA), physical education (PE) and sports remains a challenge, as motivation and confidence levels often decline with age. Studies indicate that less than 64% of girls enjoy PE, a significant drop from previous years, partly due to concerns about appearance, discomfort with PE kits, and lack of confidence. These declines in engagement are concerning, as positive PE experiences are essential for fostering lifelong PA habits. Research suggests that motivation and self-concept, influenced by factors such as social identity and emotional responses, can enhance girls' participation. Approaches like allowing choice, variety, and co-constructing PE programs improve engagement. Self-Determination Theory (SDT) suggests that satisfying psychological needs of autonomy, competence, and relatedness supports motivation and positive behaviors. SDT-informed interventions, which foster autonomy-supportive environments, have shown success in improving motivation and PA outcomes in PE. Teacher behaviors, such as providing feedback and offering choice, help support these needs. Although SDT demonstrates potential for enhancing PA, further research is needed to refine teaching strategies.
4	Research Question What is the impact of an SDT informed girls only football club on motivation among girls aged 7-11?
5	Aims of Research Activity To determine if there is a change in girls' motivation for PE after participating in an SDT-informed football club.
6	Objectives of Research Activity To assess the effectiveness of an SDT informed approach to increase girls' motivation for PE.
	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	A one group, pre and post-test design will be used. Participants will be given a validated questionnaire which is an adapted version of the <i>The Motivation to Exercise and Diet Questionnaire—Adapted for Children</i>, with statements related to diet removed as they are not being researched. Eight items, five for motivation and three for needs satisfaction in relation to exercise are scaled with a five-point Likert scale.

	Location of research activity Identify all locations where research activity will take place.
8	Killermont Primary School, 1 Aviemore Gardens, G61 2BL. Depending on weather, either outdoor Multi Use Games Area or gym hall.
	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	(this box should expand as you type)

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

	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:		
	(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: (this box should expand as you type)		

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

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

SECTION G: Intended Participants

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: (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?	20 - 30
11	Who will the participants be?	Girls enrolled in Primary classes 4-7 at Killermont Primary School.
12	How will you identify the participants?	Children will be offered the opportunity to participate in an after school, girls football club. Consent to participate in the research questionnaire will be sought from legal guardians.

	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			

	(this box should expand as you type)
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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			
(this box should expand as you type)				

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: Falls or injuries typically associated with participation in football activities. Some children may have existing conditions or allergies. A register of participants' names will be held for attendance.	<i>How you will mitigate the risk to participants:</i> Check outdoor surfaces for risk of slipping. Check equipment is in good condition before use. Carry first aid kit. First aider is present in school building. Follow school protocol for any serious injuries – emergency services, informing legal guardians. Any existing conditions or allergies will be known to the researcher. A response plan will be provided for each case. After register is taken, list will be immediately returned to office's locked filing cabinet.	

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	
	<i>(this box should expand as you type)</i>	
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: - Possible risk of injury when demonstrating techniques. - Professional misconduct - Accusations of improper behaviour	<i>How you will mitigate the risk to the investigator:</i> - Another adult will assist in the running of the club and will have access to first aid kit. Children at the school are aware of the procedure for emergencies and report to the office with an emergency card. - Adhere to the professional teaching standards and codes of conduct provided by General Teaching Council Scotland and East Dunbartonshire Council. - Always behave professionally. Ensure no lone working with participants. Working in groups. Another adult will also be involved in running the sessions.
5	University/institutional risks For example: adverse publicity, financial loss, data protection	
	Risk to the University: - Adverse publicity	<i>How you will mitigate the risk to the University:</i> - Adhere to the professional teaching standards and codes of conduct provided by General Teaching Council Scotland and East Dunbartonshire Council. - Adhere to BERA's research guidelines.
6	Environmental risks For example: accidental spillage of pollutants, damage to local ecosystems	
	Risk to the environment: The children live locally, however, there is risk of additional short car journeys for pick up.	<i>How you will mitigate the risk to environment:</i> Encourage legal guardians to avoid using car where possible.

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.	Disclosure Scotland PVG – 1609 1235 2292 0395		

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?
	When data has been analysed, participants will have the opportunity to view the group's mean results.
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.
	A plain language statement (Appendix C) will be provided for legal guardians. The research arrangements will be explained, and the school phone number and email address will be provided for any questions. Legal guardians will then sign an informed consent form stating that all aspects of participation have been clearly explained and they consent freely to their child participating in the research.
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.
	Participants will be allocated a letter for identification. No names will be used in the data records.

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, economic, cultural or social identity of that natural person. Any video or audio recordings of participants is considered to be personal data.	☒	☐
	If YES, provide a description of the data and explain why this data needs to be collected:		
2	Consent forms will contain full names of participants. This is necessary to ensure each individual participant has provided informed consent.		
	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	Any existing medical conditions will be known to the researcher to ensure the health and safety of participants. These will not be used in any data analysis or reports.		

	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 data will be kept in password protected cloud storage on the University Office 365 system which will not be shared. Any USB sticks used to store or transfer data will be password protected. All participants will be given a unique identifier to ensure confidentiality and this list will be kept securely in the password protected folder.		

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):		
	All data will be encrypted and kept in password protected cloud storage on the University Office 365 system which will not be shared. Any USB sticks used to store or transfer data will be password protected. All data transfers will be encrypted and password protected. All participants will be given a unique identifier to ensure confidentiality, and this list will be kept securely in the password protected folder. The data will be stored until the completion of the project and then deleted. In accordance with the DPA 2018, participants will have the right to ask to see what data is held relating to them, and this data will be deleted immediately if the participant requests this, in which case the data will not be used in the project.		
22	List all who will have access to the data generated by the research activity:		
	Principal researcher, supervisor, external examiner		
23	List who will have control of, and act as custodian(s) for, data generated by the research activity:		
	Principal researcher		
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.		
	All data will be encrypted and kept in password protected cloud storage on the University Office 365/Sharepoint system which will not be shared. Any USB sticks used to store or transfer data will be password protected, and will be reformatted at the end of the project in order to destroy the data. The data will be stored until the completion of the project and then deleted.		
25	Please indicate if your data will be stored in the UWTSD Research Data Repository (see https://researchdata.uwtsd.ac.uk/). If so please explain. <i>(Most relevant to academic staff)</i>		
	No		
26	Confirm that you have read the UWTSD guidance on data management (see https://www.uwtsd.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	☒

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/
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1	Signature of applicant:	Cara O'Connell	Date: 04/03/25
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For STUDENT Submissions:

2	Director of Studies/Supervisor:	Dr Nalda Wainwright	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 ONLY

Once complete, submit this form via the **MyTSD Doctoral College Portal** at (<https://mytsd.uwtsd.ac.uk>).

RESEARCH 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.

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.