

UCFB

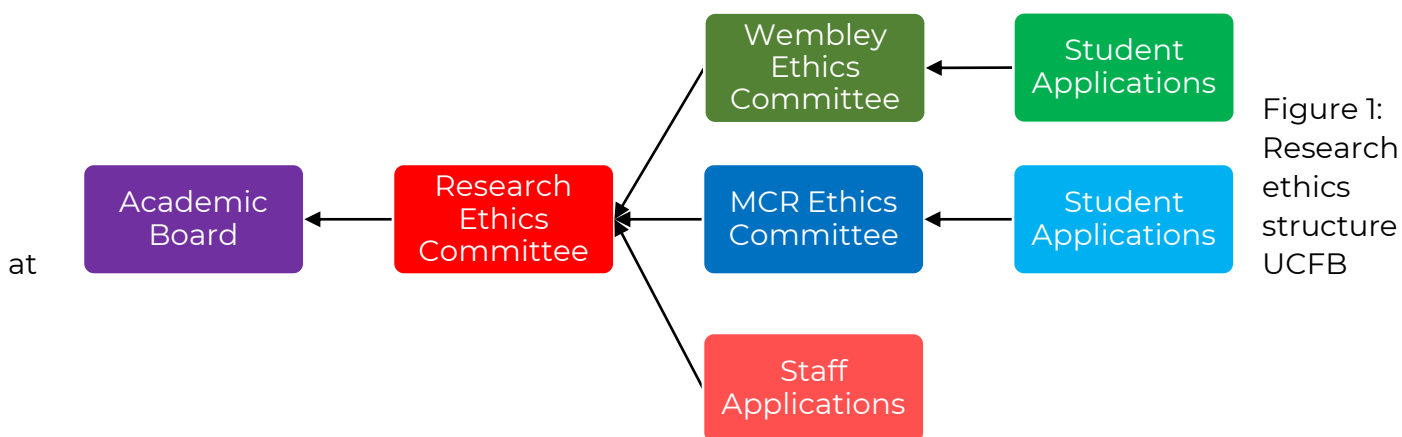
Research Ethics Policy

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1. Introduction

The Research Ethics Committee (REC) is responsible for ensuring ethical practice is upheld during all UCFB research projects. This Policy outlines the guiding principles of ethical research practice at UCFB, the procedure for applying for ethical approval, and the possible outcomes of ethical review. Both student and staff research must adhere to this Policy.

The research ethics governance structure at UCFB is demonstrated in Figure 1 below. The campus-based committees will review student projects. The REC will review staff applications as well as referrals from the campus-based committees that are considered high-risk or atypically complex. The REC will also make decisions regarding changes in the review process or policy, and will forward these to Academic Board.



1.1. Purpose

The purpose of this policy is to ensure our guiding principles of ethical research are understood and are followed in all knowledge exchange and research data collection activities, in alignment with the core ethical values and principles of the higher education research sector.

1.2. Scope

All staff and students conducting knowledge exchange and research activities involving data collection from human participants must adhere to this policy.

2. Policy

2.1 Guiding principles of ethical research

Our core guiding principles of ethical research are:

1. Research should respect the rights and dignity of individuals and groups
2. Research should maximise benefit for individuals and society, and minimise risk and harm
3. Research should be conducted responsibly
4. Research should be conducted with integrity and transparency

This guidance aligns to the principles of bodies such as the Economic and Social Research Council, the British Psychological Society, and the British Association of Sport and Exercise Sciences, and should be observed by all UCFB students and staff when conducting research. In

addition, individuals should take part in self-critical ethical reflection about issues that may arise in the course of their project. Discussion with peers, supervisors, and colleagues is recommended to ensure projects are ethical in nature.

2.2 Respect

The principle of respect involves ensuring human participants are treated as such. As researchers, we must value the dignity of all people, and be sensitive to their opinions, needs, and emotions. This principle encompasses guidance around:

- (1) Privacy and confidentiality
- (2) Informed consent
- (3) Impact on individuals and groups

2.2.1 Privacy and confidentiality

All participants should be given privacy, and have their data treated confidentially. Participants should be able to keep information to themselves should they wish, and must not be asked to provide responses to any questions they do not wish to answer. Participants must not be named in any documentation, other than in a separate file matching names to participant codes or pseudonyms if that is required. All data will be

stored confidentially, i.e. using participant codes or pseudonyms. Only code or pseudonyms will be used in any project reports. Researchers should not disclose the identity of participants to anyone outside of the research team, including friends and colleagues.

2.2.2 Informed consent

All participants have the right to informed consent. That means they must be given enough information to have a full understanding of what they are being asked to do through their participation. Once they have this understanding, they are able to make a fully informed choice about whether to participate or not.

In some cases, it is not possible to share the aims of the study with participants without biasing their responses; however, participants must still be fully informed of what they will be required to do in the study prior to their agreement to participate.

2.2.3 Impact on individuals and groups

It is important that researchers consider any potential impact of participation on the participants' social, working, and domestic lives. Asking individuals to disclose information about their professional and/or personal lives, can have a significant impact on their wellbeing. This impact is amplified if their data is not treated confidentially or stored appropriately. Researchers must be sensitive to the needs of their participants, and identify potential areas of negative impact prior to beginning data collection.

2.3 Maximise benefit and minimise harm

2.3.1 Beneficence

The principle of beneficence requires all parties involved in the research to be protected from harm, by researchers working to safeguard their well-being. The researchers' obligation is to maximise possible benefits and minimise possible harms. Researchers must assess their projects for possible benefits not only for industry and the wider sector, but for the individual participants too. For example, whilst results may lead to advances in industry practice, will these results be shared with the participants as a priority? Will participants be able to ask the researcher for feedback? Could they learn something about their own approach in industry?

2.3.2. Minimising harm

It is crucial to assess all projects for the potential to cause harm to participants. This harm could be physical, social, or mental. Projects that have significant risk for harm will not be approved by the REC. Adequate risk assessments must be conducted and included in ethics applications when the project involves data collection off-site, or data collection of information related to sensitive topics. Examples of higher-risk project elements are given in Annex C.

2.4. Researcher responsibility

It is the responsibility of the research team to uphold all ethical standards outlined in this document. Respecting and protecting participants are the primary responsibilities of any research team. The specific principle of responsibility, however, aligns directly to the following constructs:

1. Competence
2. Accountability
3. Data storage

2.4.1. Competence

Competence distinguishes between having a simple skillset and true expertise. In Higher Education Institutions (HEIs), we must train new researchers whilst ensuring appropriate competencies are in place for data collection projects. A key mechanism for ensuring competency in student research is through close supervision and research methods training. All programmes at UCFB involve core research methods modules, and applications of these methods are embedded through other modules. All student researchers at UCFB will be assigned a supervisor. Supervisors are experienced in training students, and supporting them with their research process. Staff who are new to supervision are supported through peer-mentorship and research ethics training. It is the supervisor's role to be expert in the procedures and practicalities of research projects. It is the student's role to become expert in their subject area. Students are expected to follow recommendations and advice regarding research approaches from supervisors, staff, and by engaging with the wider literature in their field.

2.4.2. Accountability

To ensure appropriate responsibility is taken for research, clear lines of accountability must be established. At UCFB all parties directly or indirectly involved in a research project are accountable. The structure of committees in Figure 1 outlines both the information flow and the chain of accountability. Research methods module leaders, supervisors, and the campus-based

ethics committees are accountable for participants, and have the responsibility of ensuring student research upholds our core ethical principles. The REC are accountable for ensuring academic staff uphold our principles in their own research, and that supervisors are appropriately trained. The REC is accountable to the Academic Board, who will oversee and approve their actions, and review all meeting minutes.

2.4.3. Data storage

Data storage is rapidly becoming one of the most pressing ethical concerns in HEI research projects. Hundreds of projects are conducted each year as part of a student's final year of their degree (or in the case of full-time postgraduates, the only year of their degree). A vast number of datasets are collected, only for the primary researcher to then leave the organisation a few months later. Therefore, a critical element of our ethics policy is data storage protocol.

- As per the *privacy and confidentiality* element of the Respect principle, data may not be stored alongside participant names.
 - Any identifying information must only be saved if necessary. If necessary, a list of identifying information and pseudonyms may be created, but must be password protected.
 - This document, connecting pseudonyms with identifying information, must be stored in a separate folder to any data being stored with pseudonyms present. This separation will reduce the possibility of unintentional access to both data AND identifying information.
- All datasets must be immediately shared with supervisors in their raw form.
 - Data required for sharing includes, but is not limited to, spreadsheets, recordings of participants (video and/or audio), transcripts, signed documentation, summary documents (e.g. qualitative or quantitative analysis outputs), etc.
 - If the data includes non-digital documents (e.g. consent forms, paper-based questionnaires, etc) it is the student's responsibility to convert these to digital documents and share them with their supervisor.
 - These paper-based documents must then be sensitively destroyed through shredding facilities at UCFB.
- During the student's project, and after the student has left, the supervisor is accountable for data storage and data destruction. In the case of staff projects, the primary researcher is accountable.
 - Supervisors/primary researchers must store research data via their UCFB controlled computer, onto their UCFB OneDrive account.
 - Data must be stored including the academic year in the file or folder name (e.g. "2023-24").
 - If a dataset is identified as unsuitable for any further analysis or publication, it must be destroyed as soon as is practical.
 - If the dataset is identified as suitable for further analysis or publication, it may be stored by the supervisor for a period of up to 10 years.
 - Annual emails will be sent from the REC to direct supervisors to delete data that is not for publication, or that which is of a certain age.
- If data collection is conducted online using survey software, students and staff may only use recommended platforms that involve their UCFB accounts (e.g. MS Forms). Permitted platforms will be discussed in research methods and project modules, and staff researchers will be made aware of these.

- If data collection tools are shared via social media, researchers must specify which platforms will be used, and how they will ensure their own privacy (e.g. through privacy settings) in their ethics application form.

2.5. Integrity and transparency

Research should be designed in a way that maximises its potential value. Much debate has been had over the 'efficacy ethics' of student projects; is it ethical to allow poorly designed projects to go ahead if they waste student and participant time? Are we truly operating as researchers with integrity if we allow this inefficiency? At UCFB we recognise that student research projects are many individuals' first step on the journey of academic inquiry and true critical thought. It is crucial that student projects can provide a learning experience for students, allowing for reflection on mistakes and development of better understanding. Supervisors will support students to create the best possible research projects, and students are trained through research methods modules. Therefore, our ethics strategy does not involve policing project design if there are no ethical concerns regarding our core principles. We hope that through transparency on the subject, we highlight our integrity. The Wembley Ethics Committee (WEC) and Manchester Ethics Committee (MEC) may offer comment in their feedback to students regarding research design, but these comments must fall into the category of recommendations, not conditions.

To ensure we are as transparent as we can be regarding research projects, there are several mandatory procedures in place.

1. All digital communications with participants must be done using the primary researcher's UCFB email account. Use of personal email accounts is not permitted. Institution accounts will allow for more visible paper trails and opportunity for appropriate data storage (i.e. participant email addresses will be stored on your UCFB email account, not your personal one). Should a participant be recruited via social media e.g. LinkedIn, the conversation must be moved to email as soon as the participant has expressed an interest in taking part in the study.
2. All research projects will involve the completion and submission of an ethics application form (see Annex A). Some student projects will be reviewed by the supervisor only, some will require approval from the WEC, MEC or REC. Regardless, an application form will be completed, and stored by UCFB to provide a record of all research projects undertaken by our organisation.
3. Student forms will be submitted to our virtual learning environment (VLE). Staff forms will be emailed to the REC (See Annex B). The REC will be responsible for ensuring all forms are downloaded and stored within the REC SharePoint, at the end of each academic year. Forms will be stored for a period of five academic years.
4. Suspected fabrication of data by staff or students will lead to an academic misconduct investigation. Therefore, researchers must take very seriously their responsibility to ensure appropriate capture and storage of all documentation and evidence relating to data collection.

3. Related Policies and Procedures

This policy exists in conjunction with the Applying for Ethical Approval procedure document (see Annex B).

4. Annexes

- 4.1. Annex A – Ethics Application Form Template
- 4.2. Annex B – Applying for ethical approval procedure document
- 4.3. Annex C – Examples of higher-risk project elements

UCFB Ethics Application Form

1: Project details	
Title of proposed research project:	
Names of students / staff members involved:	
Proposed start date of ethical approval:	
Proposed end date of ethical approval:	
Do any of the following apply?	<p>If any of the below apply to your project, please select:</p> <p>Data collection covers negative experiences and/or behaviours <input type="checkbox"/></p> <p>Data collection offsite <input type="checkbox"/></p> <p>Data collection from vulnerable individuals <input type="checkbox"/></p> <p>Data collection involves experiment design <input type="checkbox"/></p> <p>Data collection requires physical exertion from participants <input type="checkbox"/></p> <p>Data collection uses invasive method (e.g. wearing GPS device) <input type="checkbox"/></p> <p>Other <input type="checkbox"/> (explain here: _____)</p>
Supervisor signature:	<p>IF YOUR FORM IS NOT SIGNED BY YOUR SUPERVISOR IT WILL NOT BE REVIEWED.</p> <p>_____</p>

	If the children or young people are perceived to lack mental capacity, please provide the reason(s).
Will the participants be remunerated for their contribution?	Yes <input type="checkbox"/> No <input type="checkbox"/> If Yes, please tick the box and provide the monetary value of cash or giftcard / vouchers.

4: DBS	
Do you require Disclosure Barring Service clearance (DBS) to conduct the research project?	Yes <input type="checkbox"/> No <input type="checkbox"/> If No, please tick the box and skip ahead to section 5.
Is your DBS clearance valid for the duration of the research project?	Yes <input type="checkbox"/> No <input type="checkbox"/> If No, please tick the box and provide the expiration date.
If you have current DBS clearance, please provide your DBS certificate number.	

5: Risk	
Does the project have the potential to cause physical or psychological harm or offence to participants and/or researchers, beyond that expected in everyday interactions?	Yes <input type="checkbox"/> No <input type="checkbox"/> If No, please tick the box and skip ahead to section 6. If Yes, please tick the box, answer the questions below, and upload a risk assessment form with your application.
Please provide details of the risk of harm, explaining how this will be minimised.	
Does the project involve potential emotional discomfort / distress?	Yes <input type="checkbox"/> No <input type="checkbox"/> If Yes, please tick the box and provide an outline of support, feedback, or debriefing protocol.
Provide an outline of any measures you have in place in the event of an adverse event or reaction.	

6: Anonymisation

If you are carrying out a secondary data project, please respond to these questions only if your data involves information that is directly attributable to an individual person (e.g. social media comments, quotes in articles, etc). If it doesn't, please move on to the next section.

Will the participants be anonymous to the researcher(s)?	Yes <input type="checkbox"/> No <input type="checkbox"/> If Yes, please tick the box, provide details of how, and skip to section 7.
Will participants' data be anonymised prior to storage?	Yes <input type="checkbox"/> No <input type="checkbox"/> If Yes, please tick the box and provide details of how.
Will all members of the research team know how participant codes link to datasets?	Yes <input type="checkbox"/> No <input type="checkbox"/> NA <input type="checkbox"/>
Will participants be anonymised in publications that arise from the research?	Yes <input type="checkbox"/> No <input type="checkbox"/> If No, please tick the box and provide details.

7: Data storage

Will the researcher(s) be responsible for the security of all data collected in connection with the proposed research?	Yes <input type="checkbox"/> No <input type="checkbox"/> If No, please tick the box and provide details.
Will the research data be stored safely on a password protected computer?	Yes <input type="checkbox"/> No <input type="checkbox"/> If No, please tick the box and provide details.
Will the research data be stored on a UCFB data managed device?	Yes <input type="checkbox"/> No <input type="checkbox"/> If No, please tick the box and specify where the electronic data will be stored and how the data will be kept secure.
Will you keep research data, codes, and identifying information in separate locations?	Yes <input type="checkbox"/> No <input type="checkbox"/> If No, please tick the box and provide details.
Will the raw data be shared only with individuals within the research team?	Yes <input type="checkbox"/> No <input type="checkbox"/> If No, please tick the box and provide details.
Will you retain hard copies of the raw data?	Yes <input type="checkbox"/> No <input type="checkbox"/> If Yes, please tick the box and provide details of how and when the data will undergo secure disposal.

Will participants be audio and/or video recorded?	Yes <input type="checkbox"/> No <input type="checkbox"/> If Yes, please tick the box and explain how you will transfer, store, and where relevant, dispose of audio and/or video recordings.
How long will raw datasets be stored for?	Up to 10 years if research will be used for publication.

8: Third-party permission

Does the project involve the use of public spaces?	Yes <input type="checkbox"/> No <input type="checkbox"/> If Yes, please tick the box and attach a risk assessment form.
Does the project involve the use of spaces for which permission is required?	Yes <input type="checkbox"/> No <input type="checkbox"/> If Yes, please tick the box and upload a permission letter.
Will the project include the involvement of an external organisation?	Yes <input type="checkbox"/> No <input type="checkbox"/> If Yes, please tick the box and list the names of the organisation involved, or location involved, and upload a permission letter.

9: Dissemination

<p>How do you intend the results of the research to be reported and disseminated?</p> <p>Select all that apply.</p>	<input type="checkbox"/> Peer reviewed journal <input type="checkbox"/> Non-peer reviewed journal <input type="checkbox"/> Peer reviewed books <input type="checkbox"/> Publication in media or website <input type="checkbox"/> Conference presentation <input type="checkbox"/> Internal report <input type="checkbox"/> Promotional report and materials <input type="checkbox"/> Reports compiled for or on behalf of external organisations <input type="checkbox"/> Dissertation/Project/Thesis <input type="checkbox"/> Other publication <input type="checkbox"/> Written feedback to research participants <input type="checkbox"/> Presentation to participants or relevant community groups <input type="checkbox"/> Other (Please specify below)
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10: Attachments Submission Checklist

Please check boxes for all attachments provided:

A	Draft Recruitment Material (participant email / gatekeeper email / online post / direct message / etc)	<input type="checkbox"/>
B	Participant Information Sheet	<input type="checkbox"/>
C	Participant Debrief Sheet	<input type="checkbox"/>
D	Participant / parent consent form (if applicable)	<input type="checkbox"/>
E	Draft data collection materials (questionnaire questions / interview questions / etc)	<input type="checkbox"/>
F	Risk Assessment form signed by supervisor (if applicable)	<input type="checkbox"/>
G	Permission letter from third party (if applicable)	<input type="checkbox"/>

TEMPLATE DOCUMENTS FOR SOME OF THESE ATTACHMENTS ARE INCLUDED BELOW. **PLEASE DELETE THOSE THAT ARE NOT OF RELEVANCE TO YOU**, AND ENSURE YOU EDIT THE TEMPLATES TO CONTAIN INFORMATION RELEVANT TO YOUR PROJECT.

A: MATERIALS FOR RECRUITMENT OF PARTICIPANTS

Please provide a draft email / social media post / direct message

EMAIL DIRECT TO PARTICIPANTS

Dear -----,

I am a student at UCFB currently working on my final year project, which is looking into how social media interactions may affect the emotional wellbeing of athletes and fans.

For my project, I was hoping to use the views of athletes, such as yourself, by collecting some data through an online questionnaire. Please find attached a Participant Information Sheet containing the details of the study. If you are interested in taking part, please let me know and I will send you more details and the questionnaire link.

My contact details are;
Email: XXX@ucfbstudent.com

Kind Regards,

XXXXXXXXXXXXXXXXXX

You are under no obligation to reply to this email. This study has been approved by UCFB Ethics Committee – Application Number XXXXXXX.

SOCIAL MEDIA POST FOR PARTICIPANTS

Are you a UK-based football fan aged 18+? Do you engage with athletes on social media by following them and/or liking their content? If so, please take part in this research study looking into fan/athlete interaction on social media. The following link will provide information about the study and will take you to the questionnaire. www.XXXXXXXXXXXXXXXXXX. This study has been approved by UCFB Ethics Committee – Application Number XXXXXXX.

GATEKEEPERS LETTERS/EMAILS SEEKING/GRANTING PERMISSION FOR ACCESS TO DATA/PARTICIPANTS

Dear -----,

I am a student at UCFB currently working on my final year project, which is looking into how social media interactions may affect the emotional wellbeing of athletes and fans.

For my project, I was hoping to use the views of your athletes, by collecting some data through an online questionnaire. However, in order to do this, I would need your support in accessing this population.

I would be extremely grateful for any help you can provide.

My contact details are;
Email: XXX@ucfbstudent.com

Kind Regards,

XXXXXXXXXXXXXXXXXX

You are under no obligation to reply to this email. This study has been approved by UCFB Ethics Committee – Application Number XXXXXXXX.

B: PARTICIPANT INFORMATION SHEET

You are being invited to take part in a research project. Before you decide whether you want to take part it is important for you to understand why the research is being done and what it will involve. Please take the time to read the following information carefully.

Project Title: *(non-technical name for the project)*

Principal Researcher: *(Your name)*

Supervisor:

Researcher contact details: *(UCFB email address only; no personal contact details)*

INFORMATION TO POTENTIAL PARTICIPANTS

1. What is the purpose of the project?

[INSERT a short paragraph that indicates what the study is about and why it is being done].

2. Why have I been selected to take part?

[You have been invited to take part as you are [INSERT details such as age, occupation, gender, etc. that form your inclusion criteria].

3. What will I have to do?

[INSERT one paragraph describing as fully as possible what participants will be asked to do as part of your study. Give as much information as you can to allow participants to decide if they want to take part. You should also indicate how long it is likely to take].

4. Will there be any negative effects of taking part in the study?

No risks are anticipated in taking part in this study.

[Please note: If your study involves any anticipated risks for participants, please discuss with your supervisor how to acknowledge this here. An example is: However, should you become upset or anxious, we can take a break for a few minutes or stop the study entirely, if necessary. You will also be provided with the names of some organisations that you might find supportive]

5. What benefits will the study have to the participants?

Benefits of taking part in this study include aiding research into the understanding of *[INSERT the topic of your study here]*. The main beneficiary of the study is the researcher, who will use the data for an undergraduate project.

6. How will confidentiality be assured?

You will not be asked to give your name or any identification on any of the materials used during this study, so all the information you give will be anonymous and confidential. *[Note that confidentiality cannot always be guaranteed, therefore, if your study involves sensitive topics, which may cause you to break confidentiality, this should also be noted here]*

7. Who will have access to the information that I provide?

Only the researcher and her/his *[DELETE as appropriate]* supervisor will have access to the data, which will be stored by the researcher in accordance with the UEL policy on data security.

8. How will my information be stored / used in the future?

The anonymised data will be used for an undergraduate project and may form part of a published article and/or conference/seminar paper. The data generated in the course of the research will be destroyed once the project has been marked, or if the data is likely to be used for a publication and/or conference/seminar paper, it will be transferred to the supervisor and kept for a period of ten years after the completion of the research project.

9. Has this project received appropriate ethical clearance?

This study has been approved by the UCFB Research Ethics Committee *[insert reference number once approval is granted]*.

10. Will I receive any financial rewards / travel expenses for taking part?

[Insert a paragraph stating whether there are any financial incentives. However, students are advised not to offer incentives and travel expenses unless there is a strong rationale for doing so and the student can cover the cost].

11. How can I withdraw from the project?

[Insert a paragraph explaining how the participants can withdraw their data (i.e., emailing the researcher with their participant ID, DOB if provided) and how long they have until, to withdraw their data]

For example: You are still free to withdraw at any time, before the data are analysed [INSERT data analysis starting date] and without giving a reason.

Please note that for research using questionnaires/surveys it will normally not be possible for participants to withdraw once their completed questionnaire has been returned to the researcher due to the difficulty identifying their data.

12. If I require further information who should I contact and how?

[Insert paragraph here outlining how the participants can contact you and your supervisor (i.e., via email, phone), use only UCFB provided contact details, not personal contact details].

C: PARTICIPANT DEBRIEF SHEET

Project Title: *(non-technical name for the project)*

Principal Researcher: *(Your name)*

Supervisor:

Researcher contact details: *(UCFB email address only; no personal contact details)*

1. What was the purpose of the project?

Thank you very much for taking the time to participate in this study. The purpose of this study was to *[INSERT a few lines about the true purpose of the study, bearing in mind that you may have had to be vague in the Participant Information Sheet]*. It is hoped that the findings may *[INSERT a few lines about how the study may contribute to the existing body of knowledge and/or practical/therapeutic applications]*.

2. How will I find out about the results?

[Insert a paragraph about how and when the participant can contact you to find out about the results]

3. Will I receive any individual feedback?

Yes, you should contact the researcher if you wish to request feedback/No, you will not be able to receive individual feedback or results, as the study is anonymous.

Note – for interview studies the answer should always be YES. Participants have the right to request a copy of their interview transcript and should be able to contact the researcher to receive one.

4. What will happen to the information provided?

[Insert a paragraph outlining that the information will be collated and analysed for the project, how and when the information will be destroyed and if the data is going to be published, it will be transferred to the supervisor to keep for 10 years].

5. How will the results be circulated?

[Insert a paragraph explaining that the results will be published as part of a third year project and if participants want a copy of the results, to email the researcher – noting that projects cannot be circulated until after they have passed through the external exam board]

6. Have I been deceived in any way during the project?

[Insert a paragraph about whether the participants were deceived and if so, elaborate why and provide full detail of the study]

[Where relevant, insert a paragraph about the organisations participants can contact if they are distressed as a result of taking part of the study].

7. If I change my mind and wish to withdraw the information I have provided, how do I do this?

[Insert a paragraph outlining when (i.e., date), how participants can withdraw (i.e., via email, phone etc.) and what details they need to provide to withdraw (i.e., DOB, participant ID). Also note that the participants can withdraw without penalty and judgement].

If you have any concerns or worries concerning the way in which this research has been conducted, or if you have requested, but did not receive feedback from the principal investigator concerning the general outcomes of the study within a few weeks after the study has concluded, then please contact the supervisor of the study via email at **ADD SUPERVISOR EMAIL**

D: Informed Consent Form

Title of Project:

Name of Researcher:

Researcher email: (your UCFB email)

1. I have read and understood the attached information sheet giving me the details of the study to be undertaken by **STUDENT NAME**
2. I have had the opportunity to ask **STUDENT NAME** any questions that I had about the research and my involvement in it, and I understand my role as a participant
3. My decision to take part (consent) is entirely voluntary and I understand that I am free to withdraw at any time until **DATE** without giving a reason or being penalised
4. I understand that data gathered in this study may form the basis of a report or other form of publication or presentation in the future
5. I understand that my name will not be used in any subsequent literature, publication or presentation, and that every effort will be made to protect my anonymity

Participant's name (In Capitals):

Participant's signature:

Researchers Name:

Researchers signature:

Date:

E: Draft data collection materials

**QUESTIONNAIRE QUESTIONS AND / OR INTERVIEW SCHEDULE
MUST BE ATTACHED HERE (IF USING)**

F: Risk Assessment – Required for face to face data collection

Use this form to risk-assess:

- *Off-campus activities (research, fieldwork, educational visits etc) in LOW RISK environments such as schools, offices, shops and other public places.*
- *All activities involving LOW RISK procedures or equipment, including common electrical goods (TVs, videos, tape recorders etc).*

Some common hazards are already listed below. Delete any that do not apply and add any additional ones that do. Remember to consider any hazards that may arise due to individual characteristics of the student or participant (e.g. disability).

Risk Assessment For:	Assessed By: (Supervisor)
Name of Student(s):	Name:
Activity: Interviews / Face to Face Questionnaires / Experiment	Date:
<i>Note: Risk Assessment is valid for one year from the date given above. Risk Assessments for activities lasting longer than one year should be reviewed annually.</i>	
Location of Activity: Remote	Signed: SUPERVISOR SIGNATURE

List <i>significant</i> hazards here:	List existing controls, or refer to safety procedures etc.	For any risks that are not adequately controlled, list the action needed.
Risks to personal safety. Normal emergency situations (e.g. fire).	Researcher has read location safety guidelines. Researcher will familiarise themselves with fire drill and any other relevant emergency procedures at the activity location if appropriate. Researcher will comply with any safety protocols if required.	If the student travels to gather data in person, the supervisor will be informed of the date/time/location. The supervisor will check in with the student after the data collection activity has taken place.

F: Third party permission letter

**IF YOU REQUIRE PERMISSION FROM A THIRD PARTY TO CONDUCT YOUR RESEARCH
PLEASE INCLUDE THE EVIDENCE OF THAT PERMISSION HERE.**

[Annex B]

Applying for ethical approval

The REC, WEC and MEC will provide review and guidance for all undergraduate, postgraduate and staff projects.

1.1. Application procedure for students

Students will be enrolled on the relevant ethics VLE page for their course, in which they can find the ethics application form, and template supplementary documents they may need. Links to this ethics policy, and other ethics frameworks from relevant industry bodies will be provided here. Students must ensure they read these and attend their scheduled lectures / seminars on the ethics process.

Supervisors will support students in the completion of the application form, and will attach their signature once they deem it accurate and complete. In cases that involve low-risk projects, the supervisor signature is the ethics review. All supervisors will be trained in what constitutes low-risk vs higher-risk projects and will be able to make that professional judgement. If the project is deemed low-risk, once the form is signed students must upload it to the *Supervisor Approved Projects* submission point on the VLE. Supervisors will need to provide comment / score on Turnitin to confirm approval.

In the case of projects with increased risk, the student must upload the signed ethics form to the *Projects for Ethics Committee Review* submission point on the VLE. These forms will then be reviewed by the WEC or MEC depending on the location/course of the student.

Examples of elements that can make a project higher-risk are presented in Annex C.

1.2. Application procedure for staff

Applications will be accepted from both individual academic staff and groups. The application form will be completed by staff in the same way as students, however, instead of supervisor signature, the primary researcher's signature will be required. The names of all individuals working on the project must be included.

The completed form must be sent by the primary researcher to ethics@ucfb.ac.uk. The application will be reviewed by members of the REC, and the outcome will be agreed by at least two members. Staff are encouraged include a covering letter stating their position on the risk level of the project.

1.3. Ethics review outcomes

After review by members of the REC, WEC or MEC, applications will receive a review outcome. These are as follows:

- Approved
 - The researcher may begin data collection, no changes to the project are required. Recommendations may be suggested by reviewers, but these do not need to be adhered to.
- Approved with conditions
 - The researcher does not have to resubmit to the ethics committee, but must make the conditional changes in order to begin data collection. The student supervisor (or the REC reviewer for staff) can sign these off without further ethics review taking place.
- Revise and Resubmit
 - The researcher cannot begin data collection. The ethics reviewers do not think this project is ethical, or do not have sufficient information to make a judgement, and therefore do not permit its progression. Reviewers will provide extensive feedback and recommendations on how to adapt the project to reduce risk and align with our ethical principles. Researcher will have to resubmit an adapted form to the relevant ethics committee.

Examples of higher risk project elements

- Asking participants about negative experiences based on sex or gender (including but not limited to gender-based discrimination, sexual harassment, sexual assault, sexism).
- Asking participants about negative experiences based on race or ethnicity (including but not limited to racial discrimination, microaggressions, implicit biases, overt racism).
- Asking participants about socially negative behaviours (including but not limited to gambling, doping, drug-taking, illegal activity, sexual misconduct).
- Collecting data offsite (e.g. at a sports club, at a workplace, in a school, in a public location).
- Collecting data from vulnerable individuals (e.g. those under the age of 18, those who lack capacity to consent, those with specific mental disorders that reduce their insight and ability to choose).
- Collecting data through use of experiment design where the environments and/or conditions the participants are in will be manipulated by the researcher.
- Collecting data where participants are required to exert themselves physically (i.e. in a sports lab).
- Collecting data using relatively invasive methods (i.e. activities involving physical contact between researcher and participant – including but not limited to wearing devices [HR, BP, GPS], or measuring psychophysical outputs [skin conductance, pupillary response, EEG]).