

**Design, conduct and critically evaluate a close-to-practice research project focusing on the model of the transformative teacher in developing practice that has a positive impact on the learner**

**Student Name: Elaina Evans**

**Student Number 2305157**

|                        | <b><u>Target</u></b>                                                                                                                                                                         | <b><u>In this assignment, what have I done.</u></b>                              |
|------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------|
| <b><u>Target 1</u></b> | While there is evidence of criticality throughout, try to use your wordcount more effectively by avoiding lengthy descriptions of the literature – synthesise and paraphrase                 | I have used my words carefully to ensure that I am avoiding lengthy descriptions |
| <b><u>Target 2</u></b> | Ensure that you use evidence to support evaluations and judgement                                                                                                                            | I have used evidence to support evaluations and judgement                        |
| <b><u>Target 3</u></b> | You note that the next step for you is to “encourage on-going collaboration with the community”<br>Ensure that you make the most of PTE2 experience and engage with any community activities | In PTE2, I am looking at collaborating more with the community.                  |

### **Aims, Focus and Purpose**

My research question is: What impact the Assessment for Learning strategies has on learners?

The aims, focus and purpose of this assignment is to look at the impact of assessment for learning strategies on pupils, because I am interested in looking at this research relating to Assessment for Learning (AfL), as it will allow me to understand the growth of a pupil's learning over the school year. It also provides me with an opportunity to see what the pupils' strengths are and what areas they need to improve on. It further allows me to improve on my teaching methods, to increase the pupils progress and support them in their learning; as suggested by Donaldson (2015) who states that AfL has a purpose for teachers to reflect on their learning and teaching methods. AfL shows whether students are making progression in their learning. I am interested in looking at this because it highlights how pupils are engaged in learning and how they can be motivated to increase their education, this will allow me to see the progress that they have made. As agreed by Berry (2008) who states that students must be engaged and motivated to see their learning increase. I also want to learn and understand what the impact of using AfL are in motivating pupils in their learning.

The school will be anonymised in line with BERA (2018). The school that is involved in the research is based in the South Wales area. The school has 423 students. They have six

(2.2%) additional learning needs (ALN) pupils, which is lower than the Welsh average of 16.1% (Estyn 2023). They have 113 (26.8%) pupils with Eligible Free School Meals (eFSM), which is higher than the Welsh average of 23.0% (Estyn 2023) and 14 pupils with English as an Additional Language (EAL). The participants are from a year 5 mixed ability class. There is no teaching assistant.

### **Overview of Relevant Literature**

Assessment for Learning (AfL) impacts pupils' studies as it helps them understand their knowledge, their abilities and their skills. It allows pupils to assess their own work and guarantees them to have feedback from other students and the teacher, states Berry (2008). However, Black & Wiliam (1998) has a clear difference of opinion which is that more work is needed in order to see the long-term impact of the strategies. The effectiveness of these strategies cannot be calculated from a sole lesson but through consistent use through multiple lessons. Teachers TV/UK Department of Education (2006) expresses that AfL can have an impact on learners because they inform teachers of the next steps in their learning and allows the pupils to understand their own learning. Nevertheless, Butler (1988 cited in Leahy et al, 2005) found an argument that AfL cannot have an impact on learners if they do not spend any time involving themselves in their learning or if they fail to look at the teacher's feedback. However, Butler's reference on AfL is almost forty years old and can be seen outdated, but to mitigate any disadvantages, teachers should give feedback to pupils and give them time to think about their learning. This is agreed by Leahy et al (2005) who argues that pupils should have time to look at the feedback that is being provided and think of what needs to be improved in their learning.

Self-assessment has a positive effect on a pupil's learning and allows them to make improvements. It makes sure that the pupils see for themselves their knowledge on a topic by marking their own work suggest Steyn & Kamper (2006). Yet, Wragg (2001) has expressed a dissimilarity that if pupils find it difficult to self-assess their work, they will become too hard on themselves or feel a sense of failure, which allows self-assessment to have less of a positive impact on pupils. Self-assessment has a beneficial impact on learners when they create a motivation to look at their learning, see how they can improve their work and gain an understanding of the topic being taught says Gardner (2012). Even so, Sitzmann et al (2010) has a different opinion that self-assessment has a negative impact on the learner and their performance as this strategy does not show what they have learnt from the topic but demonstrates how they feel about the lesson.

Peer-assessment has a real impact on pupils' learning as it allows them to assess their peers work as well as evaluating their own, suggests Ashenafi (2017). Yet, Liu & Carless (2006) disagree and state that peer-assessment does not have a positive impact, pupils could feel that they are losing control over the marking of their own work and dislike the pressure, the risk and competition that this type of strategy creates. Peer-assessment has a significant impact when pupils are receiving feedback about their work from their

peers instead of teachers. Pupils perform better when they receive peer feedback expresses Strijbos & Sluijsmans (2010) However, Kaufman & Schunn (2011); Railean (2020); Brown & Knight (1994 cited in Liu & Carless, 2006) all express the same difference of opinion that peer-assessment have a negative impact on pupils due to the unfairness of the peer marking which can decrease their motivation to improve work. Pupils could have their friends mark their work which could result in incorrect marking.

Summative assessment has a massive impact on pupils as it measures the pupils' abilities to show their knowledge of the learning objectives. It shows what knowledge the pupils have gained in a lesson says White & Delaney (2019). Nevertheless, Black et al (2011) disagrees stating that using summative assessment has a negative impact on learners because pupils could cheat in this assessment. Summative assessment does not show the correct results for pupils, and it will not match the ability of pupils nor does it assess the aims of the lesson. Summative assessment has a significant impact on pupils because it exhibits the pupils' level of success, it shows what a pupil knows about a topic and it can affect the pupil if they go up a level suggests Dixson & Worrell (2016). However, Black & Wiliam (2010) expresses a clear difference that using summative assessment does not have a massive influence on learning as it is not consistently used and only monitored when the assessment is done, it also does not improve the progress the pupils make throughout the year.

Formative assessment has a positive impact on the learners by using information about their achievements and allowing for any changes to the pupils learning to be made in order for further improvements to be carried out. The information must be used to adapt the pupils' work says Dylan Wiliam in an interview with Education Scotland (2016). Having said that Gipps (1994) has an opposing argument which is that formative assessment could demotivate pupils if it is difficult for them to understand. Using formative assessment does not have a positive impact on learners as it does not give immediate feedback of the pupils' progress and an evaluation of a pupil's achievement cannot be made due to the lack of information being provided right away. Formative assessment has different formal and informal methods to gain information for pupils and teachers to use to support and improve learning. Formative assessment's influence allows for pupils' strengths to been seen and makes them aware of any areas that need to be improved on says Martin et al (2020). However, Sadler (1989) expresses a different viewpoint that formative assessment does not have an impact on the pupils because when teachers give feedback, the pupils do not improve their work. Formative assessment, when used, shows limited development in pupils learning.

### **Discussion of Research Design**

A case study research method gives a person a detailed view of the subject data which is drawn from multiple sources. There are many descriptions of a case study which is agreed by Yin (2009); Yazan (2015); Simmons (2009). Even so, Yazan (2015) has

expressed that it is one of the most used methods for qualitative research. Yin (2009) suggests that a case study can involve multiple or single studies. However, Agranoff & Radin (1991); Dion (1998); Lijphart (1975 all cited in Yin 2009) are of a different opinion that in some areas such as science and administration, people have tried to distinguish among the two approaches, multiple or single studies, by naming it differently, as they are two variations of a case study.

A case study can allow researchers to build theories that can be compared side by side. It can be great for building the theory, even when, the researcher is not constantly looking at the case study expresses Eisenhardt (1989). Yet, there is different viewpoint that researchers can forget the growth of a case study, which can allow the researcher to lose details suggest Simmons (2009). To overcome this, researchers should look over the case study, remember the details of the study and what is resulting from it; which is what Simmons (2009) expresses that it is practical to recall the problem that the case study was solving. Case studies can hold people's attention and can give an overview about an event or an incident to a class. They can stand for something even when conflicts from different viewpoints arise says Adelman et al (1976). The case study method is stronger than methods which are formal and statistical. There are four main strengths to case studies which are: potential for conceptual validity to be high; strong ways of creating new hypotheses; the value of a case study to look at a role that is hypothesized in an individual case context; the capacity for discussing complexity suggests George & Bennett (2005). Neuman (2014) has found two extra main strengths to build theories which are calibration and holistic elaboration. Nevertheless, Flyvbjerg (2006) disagrees and states that the theory, reliability, and validity are just a few of the issues that have been identified about case studies. There are five disadvantages made about case studies, these are knowledge of theory is more important than practical knowledge; a sole case study cannot be generalised; the case study is crucial for generating hypothesis, instead of other methods; the case study has a bias; summarising a difficult case study can be tough expresses Flyvbjerg (2006).

The case that I will be looking at is how assessment for learning strategies impacts pupils in their learning. I will be looking at if AfL strategies are having a positive or negative impact on how the pupils learn and understand in class. In my research, there is 15 participants in total. There will be 14 pupils and one teacher participating. To choose these participants, I will complete a random sample of pupils and will use the classroom teacher to complete my research method.

### **Being Ethical**

Looking at the BERA (2018) publication, there are five areas of ethics to look at. These are:

1. Responsibilities to participants

2. Responsibilities to sponsors, clients and stakeholders
3. Responsibilities to the community of educational researchers
4. Responsibilities for publication and dissemination
5. Responsibilities for researchers' wellbeing and development

#### Responsibilities to participants

Participants need to be treated fairly, sensitively, with dignity and have freedom from prejudice. Consent from all participants needs to be sent and collected at the start of the research. They can withdraw at any time without explanation and they need to be informed of this right. Participants must understand what the study involves, why their participation is needed, what they are being asked to do and what will happen to the information that they are providing. The researcher must aim to be open and honest with them. The participants must be anonymised, and their information is to be confidential. (BERA 2018)

In my ethics form (Appendix A), I have outlined that the participants will be anonymised and no information about the school will be identifiable. I will use a consent form (Appendix B) from all participants or those who are responsible for them. I will reaffirm their assent and I will clarify the results from the questionnaire that the pupils and teacher gave. I will explain to the participants that it is voluntary to participate, that they can withdraw at any time and it will not affect their education. As I am asking my participants to take part in a questionnaire, I will give them the option not to answer any questions they do not want to answer and make them aware that the responses they give will be confidential and utilised without prejudice. I will describe what the research procedures are so the participants know what to expect beforehand. I will debrief the participants when they have completed their questionnaire. The participants will not be paid, they will not have electrical equipment to use and I will not at any point in my research mislead the participants. I will use paper forms for my consent form and my questionnaire. I will be using my home computer to record the results, all data will be kept on a password protected personal computer. All participants will be given a unique identifier to ensure confidentiality and this list will be kept securely in the password protected folder. If any cloud storage is to be needed, I will use the university Office 365 system, which is encrypted, and the data is stored anonymously. The data will be stored until the assignment results and then all information will be deleted straight away. The participants will have the right to ask to see what data is being help relating to them and this data will be deleted if they request it and will not be used in this project.

#### Responsibilities to sponsors, clients, and stakeholders

A stakeholder is any person who has an interest in the research and wants to shape it to allow it to be successful. Responsibilities and entitlements should be agreed with the

sponsors at the beginning of the research. The researchers should acknowledge the sponsors and participants. When researchers are using specific methods, they need to acknowledge that there are other methods that can be used also. (BERA, 2018)

In my ethics form, there are no financial or different interests to the investigator or the university. The risk to the investigator is concerns of coercion and accusations of fabrication and falsification of data. To mitigate these risks, it will be made explicit that participants are free to disengage and that in the event, it will not impact on the assessment or outcomes of their study or the programme.

#### Responsibilities to the community of educational researchers

It is for those who are engaged in the research. The integrity and reputation of the research should be protected by the researcher. Researchers should disclose any sources that they have used in their research. Subject to any limitations to impose confidentiality, the researchers should make their results amendable. Ideally shared data, that is anonymised, the researcher should have a version that can be available to have another analysis completed. A critical area of the research is the assessment of quality of the evidence. Any results of interventions and evaluations which are negative should be reported. (BERA, 2018)

In my ethics form, I have discussed the risk to the university is reputational damage. To mitigate this risk, I will ensure adherence to the UWTSD code of ethics and research standard and commonly agreed standards of good practice. I will ensure that compliance with data storage regulations and university guidelines and security procedures. I will ensure that the research methodology is robust and that the methods used are appropriate. I will also adhere to the UWTSD code of conduct.

#### Responsibilities for publication and dissemination

Researchers should communicate the findings in a straightforward way and in a language that is for the intended audience. Researchers should have their research available in a language that is accessible internationally. Researchers, who are acting consultants, should be aware of constraints when publishing their results from their research, as they need to be confidential. Research findings are sensitive pieces of information in some circumstances made by sponsors or stakeholders. Researchers must not bring in any research to disrepute by creating false, distorted, suppressed, reporting selectively or sensationalising evidence and findings of their research. The contract covers areas such as methodologies, processes and publications that is reported and strategised. Researchers are responsible to share the findings of the research with the participants and the wider audience as much as possible. (BERA, 2018)

In my ethics form, I discussed how I will establish clarity regarding procedures on reporting disclosures in field work settings and I will clarify the results from the questionnaire that the pupils and teacher completed. To mitigate that risk, the research activity will mostly use electronic systems reducing the need for paper.

### Responsibilities for researchers' wellbeing and development

The psychological and physical wellbeing of the researchers is the ethical responsibility of the institutions and sponsors, including the researchers themselves. Researchers should know the legal responsibility for the research. Employers and sponsors must avoid exploiting the different working conditions and the roles of the researchers (BERA, 2018)

### **Research Method**

The research method that I will be using is qualitative and quantitative questionnaire (Appendix C). Questionnaires are created in diverse ways and can be used in different situations. It is a method of communication between the researcher and the participants expresses Brace (2008); with Taylor-Powell (1998) adding, it serves as a massive source to gain information to be evaluated. Questionnaires have multiple open and closed questions suggests Rowley (2014). The questionnaire will have nine questions, five are quantitative questions and four are qualitative questions. For the qualitative questions, the participants will be answering by writing their opinions and for the quantitative data, I will be doing a Likert scale and using a number scale from 1-5. A Likert scale is named after the creator Rensis Likert, 1932. The scale provides participants with an opportunity to express different responses to a question or a statement (Cohen et al, 2011). A Likert scale is one of the most important tools used in educational and social science. However, this is subject of disagreements in terms of analysing data and including points on the scale (Joshi et al, 2015). Quantitative research explains an event by the numbers provided. They can be analysed through methods of mathematics, such as statistics says Yilmaz (2013). Whilst he also explains that qualitative research is an emergent approach to a study it can be interpreted in a natural way, involving different people, cases, and situations in a social capacity. Qualitative data could be more suited in educational circumstances says Sallee & Flood (2012). Even though, there are differences between qualitative and quantitative research, they overlap each other when conducting research. Nevertheless, people use only one of these research styles and do not think of the other approach expresses Neuman (2014). However, Becker (1996 cited in Denzin & Lincoln 2011) has found a different argument which states that they do not overlap and are separate from each other. I have chosen this method because I can see the responses from the participants in both numerical and written values. Using a

questionnaire will help me gain accurate results because I will be getting the information direct from the opinions of the participants.

Questionnaires are economical more so than an interview due to the time and money. It can be conducted online or can be sent through the mail suggest Cohen et al (2018). However, questionnaires are not easy to create and use, it requires a lot of time and effort and it requires a quick response time argues Rowley (2014). Cohen et al (2018) expresses that questionnaires tend to be more reliable because they can be anonymous which can encourage more honesty. However, a difference is that the researcher cannot tell if the participants are putting honest or fake answers as expressed by Belson (1986 cited in Cohen et al 2018). Furthermore, it is the validity that can be put into question as to whether the participants are answering correctly and honestly and of those who do not answer the questionnaire, they could have provided as much information as the participants who responded to it. To help with this, the researchers could put more information about the importance of the questionnaire so to increase honesty and increase the amount of information participants include in the questionnaire as agreed by Hudson & Miller (1997 cited in Cohen et al 2018). You could do this by discussing why this questionnaire is important and by discussing the features of the questionnaire. Cohen (2018) suggests that a disadvantage of a questionnaire is that participants will have different perspectives of what the questions could mean compared to that of the researcher, participants may not want to write full answers and questionnaires may be answered too quickly.

Qualitative data gives the researcher an opportunity to connect to participants. Researchers enjoy engaging with what the participants have write down expresses Corbin & Strauss (2014). Even though, Sallee & Flood disagree explaining that using qualitative data can take a while for the researcher to attain. Qualitative research is always creative and can be interpreted in several ways. The researcher can easily write down what the participants have written suggests Denzin & Lincoln (2011). However, Khan (2014) argues that qualitative research is turning to a constructivist approach more than a positivist one.

Quantitative research allows you to use assorted designs and processes explains Farghaly (2018). However, Savela (2018) states that quantitative data can give your personal bias, it cannot give you an in-depth understanding. Having a lot of data and narrowing the research can take up a lot of time. Quantitative research is useful to gain the answers to questions from who, where, how many/much and what, for relationships between different data statistics suggests Adler (1996 cited in Frels & Onwuegbuzie 2013). Yet, Brannen (2005) has found a clear difference saying that quantitative research is too simplistic by using numbers only. With Thompson (2004) expressing that without having evidence from listening to participants, it will be difficult to impose social

behaviour and the interactive part of the research can increase the failings of the data, if it is not made the backbone of the study.

The Likert scale lessens the errors in a questionnaire. It can correctly categorise participants' responses claims Johns (2010). However, Memmedova & Ertuna (2024) observed a difference of views that the Likert scale only allow for forced-choice questionnaires when looking at processing data. Nemoto & Beglar (2014) suggests that the Likert scale has many benefits such as gathering data from participants quickly, they can have a high response rate for them, the validity made from the responses can be created through different means and the results can be beneficially compared and contrasted. Yet, there is a different view made by Jamieson (2004) who argues that using a Likert scale can distort the results due to pupils choosing the responses because of an interest in a subject even if it was not useful to them.

### **Data Presentation and Results/Analysis of results/Discussion**

I have used descriptive coding to identify both positive and negative themes and experiences of the use of AfL strategies in learning.

Looking at the results from the questionnaire, On the first question, I can see that most of the participants found the AfL strategies to be helpful in aiding pupils understand what they are learning. A small portion of responses were in the middle of the Likert scale as to whether they find the strategies helpful. For the second question, there were different answers as to how those strategies help them. The points that were said by participants were: that they needed extra support and that the strategies do not help them. The strategies help them with their work, it helps them understand and remember present and past lessons, it helps them see the progress they have made, and it helps them understand when it is used well. The AfL strategies can give feedback to the teacher on a pupils' understanding which allows them to identify next steps. For the third question, there were many ideas to what strategies benefits more. The themes that the participants identified were: different methods of work, fist of five, questions about previous lessons and traffic light system were more beneficial for them. Verbal feedback is the most beneficial as it is timely and specific to the child and it caters for all levels of understanding. For question four, there was also a range of concepts from participants' responses, the question asked if they feel that feedback from the teacher helps them to understand what they have done in their work. All of them felt positive when they received feedback, and this was because it helps their understanding of the lesson and makes them want to improve; it motivates them; it allows them to understand what they have done; helps them and allows them to correct spelling mistakes; helps them understand complicated tasks or tasks that confuse them; it helps them to see what they need to work on; it allows them to learn from their mistakes and if they make mistakes, they can look back in their work and change it. The pupils feel feedback is only beneficial when related to the success criteria of the lesson and the children have gained an

understanding of this. There were also different principles for question five, if AfL strategies motivate pupils to learn. All participants responded positive to this. The responses range from that it improves their reading; improves understanding what they are learning about; better grades and levelling up in work; understanding more in lessons; to learn more; it allows them to show how they feel about certain tasks in lessons; they learn from their mistakes and it helps them with their independence and gives them ownership of their own learning. For question six, there was mixed themes. There were different responses from participants in relation to feeling that AfL strategies helps them improve their work. The participants answers were from the middle to the top end of the scale. For question seven, there were positive principles for the strategies to help them improve. The participants all positively thought that AfL strategies help them understand what is being taught in the class. All responses were also from the middle to the top of the Likert scale. There were different themes for question eight with a scoring lower on the Likert scale and others scoring higher regarding the number of strategies being used in a lesson. One participant added that it is better to use fewer strategies well in their opinion. For question nine, the points were positive on the score rate on the Likert scale with the participants expressing that AfL strategies have an impact on the pupils and their work.

Throughout the research, I have been open minded because I wanted to see by researching the topic what the results would be. I wanted to learn more about the topic and look through the evidence that I collected before making a judgement. I wanted to look at different viewpoints from the participants' responses, works from different authors and gather all opinions about the impact of AfL strategies on learning. I will look at the research as a whole and then make a judgement about this topic.

With my results, I used a thematic analysis by taking the steps used by different authors. Thematic analysis is a rarely used method for analysing data (Boyatzis, 1998; Roulston, 2001 both cited in Braun & Clarke). With thematic analysis, there are fewer steps to take. These steps are as follows; familiarise yourself with the data; create codes; look for themes; review the themes; describe the themes; write your findings, suggests Maguire & Delahunt (2017); Delve | Qualitative Data Analysis Tips (2022). Thematic analysis allows the researcher to be flexible and it is not a complex method to use. It allows data to become broad, but this could also be a disadvantage says Braun & Clarke (2006). Nevertheless, Nowell et al (2017) express a difference that thematic analysis has a lack of literature behind it and can cause researchers to be unsure of how to conduct this type of analysis. Thematic analysis ensures people from various places can come together and use this type of analysis to communicate with each other suggests Boyatzis (1998). However, there is a different opinion made by Guest et al (2012) who suggests that researchers using this type of analysis may find it difficult to find a starting point. A researcher trying to explain a good research topic is not sufficient.

I have made this study reliable and credible because throughout this research, I have explained what this research will look at and how I will gain responses via the methods that I have used. I have showed that there are strengths and limitations to the study and to the method that I used. To gain trust, I used participants from the class that I am in and have gained good connections with the pupils. To gain and increase reliability and credibility in the results, trust is important. To gain trust, employing important measures such as great connections with participants; To help with reflexivity, I look at how I can decrease personal bias. I did this by making sure that I had an open mind whilst doing this research. Reflexivity can help with reducing bias which allows fairness to show throughout the research, it is crucial for making a path for the future expresses Ahmed (2024). Berger (2015) says that reflexivity is an important part of research. This can be done by understanding how it impacts the researcher through their characteristics and experiences. Reliability and validity are two key points to research and both need to be a matter of concern when creating a research study, investigating results and looking at the quality of research taken explains Cypress (2017).

## **Conclusion**

In conclusion, I would take my research forward by using AfL strategies that make a positive impact to the pupils, but I would not use too many strategies all at once as a participant of the research suggested. I would take my research further by looking more into the impact of AfL strategies on learners. Looking at the research, I would use all assessment strategies because they all show that pupils gain an understanding of their own learning; as confirmed by Teachers TV/UK Department of Education (2006). However, I will allow time for pupils to look and listen to the feedback that I have provided, as Butler (1988 cited in Leahy et al, 2005) confirms that pupils do not spend any time involving themselves in their learning or looking at the teacher's feedback. I will continue to use the types of AfL strategies that I have been using, as I can see that they have a positive impact on the learners.

Looking back on the research that I conducted, I can see that it is reliable to an extent because the data has come from participants in the class and they have first-hand experience of when AfL strategies are having an impact in the classroom and which ones do not. However, with this research method I have chosen, the participants could have written their answer without putting enough thought into their response. The research validity is true because the answers that the participants have given relate to what the sources say about this type of research. If I had to choose a different method to use in this study, I would have chosen an interview, so I would be able to have a discussion with the pupils instead of them writing down answers quickly. Having a discussion with the pupils allows them to think about the answer before saying it and could be more reliable.

Whilst reviewing this study, I can see that another researcher could use this strategy in a different setting because they will be able to see which of the AfL concepts make an

impact on the learners when using AfL strategies. It shows them the strengths and limitations of using this type of research methods, what the responses from participants were in relation to the AfL strategies having an impact on their learning and the advantages and disadvantages of each AfL strategy. I am confident that the data shows that the method is generalisable, it was a useful method. However, due to the limitations of the case study, it would not be appropriate for further in-depth research

### **Recommendations**

For my interventions, I would keep the assessment for learning strategies that I have used in this class and will carry this on in future practice. The strategies that I would continue to use are the traffic light system as a self-assessment tool and as a teacher I will take time to make sure the pupils understand the lesson or if they need extra support, to provide it. It allows pupils to see if they are confident to do the work or if they need support from a teacher. The first of five techniques is another practice I will continue with because I am able to see if the pupils know what they are doing with the activity and who needs me to reiterate what is required from them. Asking pupils questions about what we have done in previous lessons is another technique I will use because it allows me to see what the pupils remember and what needs to be covered again in a lesson. Using these techniques has had a significant impact on the pupils and myself. The strategy that I would not use again is having the same feedback strategy for each pupil because each pupil has their own learning ability, and one piece of feedback that works for one pupil may not work for another.

### **Reference List**

Adelman, C. et al (1976) '*Re-thinking case study: notes from the second Cambridge Conference*' 6(3) p. 139-150

Ahmed, S.K (2024) '*The pillars of trustworthiness in qualitative research*' 2 p. 100051.

Ashenafi, M.M. (2017) '*Peer-assessment in higher education – twenty first century practices, challenges and the way forward*' 42(2) p. 226-251

Berry, R. (2008) *Assessment for learning*. Hong Kong University Press: Hong Kong

Berger, R. (2015) '*Now I see it, now I don't: researcher's position and reflexivity in qualitative research*' 15(2) p. 219-234

Black, P. & Wiliam, D. (1998) '*Assessment and classroom learning*' 5(1) p. 7-74

Black, P. & Wiliam, D. (2010) '*Inside the black box: raising standards through classroom assessment*' 92(1) p.81-90

Black, P. et al (2011) '*Can teachers' summative assessments produce dependable results and also enhance classroom learning?*' 18(4) p. 451-469

Boyatzis, R.E. (1998) *Transforming qualitative: thematic analysis and code development*. SAGE:USA.

Brace, I (2008) *Questionnaire design: how to plan, structure and write survey material for effective market research*. 2<sup>nd</sup> edn. Kogan Page: UK

Brannen, J. (2005) '*Mixing methods: the entry of qualitative and quantitative approaches into the research process*' 8(3) p. 173-184.

Braun, V. & Clarke, V. (2006) '*Using thematic analysis in psychology*' 3(2) p. 77-101

British Educational Research Association (BERA) (2018) *Ethical Guidelines for Educational Research*. 4<sup>th</sup> edn. London: UK

Cohen, L. et al (2011) *Research methods in education*. 7<sup>th</sup> edn. Routledge:UK.

Cohen, L. et al (2018) *Research methods in education*. 8<sup>th</sup> edn. Routledge:UK

Corbin, J. & Strauss, A (2014) *Basics of qualitative research: techniques and procedures for developing grounded theory*. 4<sup>th</sup> edn. SAGE:USA

Cypress, B.S (2017) '*Rigor or reliability and validity in qualitative research: perspectives, strategies, reconceptualization and recommendations*' 36(4) p.253-263

Delve | Qualitative Data Analysis Tips (2022) *Thematic analysis | explanation and step by step example*. Available at: <https://www.youtube.com/watch?v=rvMf1cbctYM> (Accessed 1<sup>st</sup> May 2024)

Denzin, N.K & Lincoln, Y.S (2011) *The SAGE Handbook of qualitative research*. 4<sup>th</sup> edn. SAGE:USA.

Dixon, D.D & Worrell, F.C (2016) '*Formative and summative assessment in the classroom*' 55(2) p. 153-159

Donaldson, G (2015) *Successful Futures*. Available at: <https://www.gov.wales/sites/default/files/publications/2018-03/successful-futures.pdf> (Accessed 19<sup>th</sup> April 2024)

Education Scotland (2016) *Dylan Wiliam: Formative assessment*. Available at: <https://www.youtube.com/watch?v=sYdVe5O7KBE> (Accessed 29<sup>th</sup> April 2024)

Eisenhardt, K.M. (1989) '*Building theories from case study research*' 14(4) p. 532-550

Estyn (2023) *A report in educational services in Rhondda Cynon Taf*. Available at: [https://www.estyn.gov.wales/system/files/2023-03/Inspection%20report%20Rhondda%20Cynon%20Taf%20County%20Borough%20Council%202023\\_0.pdf](https://www.estyn.gov.wales/system/files/2023-03/Inspection%20report%20Rhondda%20Cynon%20Taf%20County%20Borough%20Council%202023_0.pdf) (Accessed 18<sup>th</sup> April 2024)

Farghaly, A. (2018) '*Comparing and contrasting quantitative and qualitative research approaches in education: the peculiar situation of medical education*' 10(1) p.3-11

Flyvbjerg, B (2006) '*Five misunderstandings about case-study research*' 12(2) p219-245

Frels, R.K. & Onwuegbuzie, A.J. (2013) '*Administering quantitative instrument with qualitative interviews: a mixed research approach*' 91(2) p.184-194.

Gardner, J. (2012) *Assessment and learning*. SAGE:UK

George, A.L & Bennett, A. (2005) *Case studies and theory development in the social sciences*. Belfer centre for science and international affairs:USA.

Gipps, C.V. (1994) *Beyond testing: towards a theory of educational assessment*. The Falmer Press, Taylor & Francis INC:USA.

Guest, G. et al (2012) *Introduction to applied thematic analysis*. SAGE:USA.

Jamieson, S. (2004) '*Likert scales: how to (ab)use them*' 38(12) p. 1217-1218

Johns, R. (2010) *Likert items and scales*. Available at: [https://dam.ukdataservice.ac.uk/media/262829/discover\\_likertfactsheet.pdf](https://dam.ukdataservice.ac.uk/media/262829/discover_likertfactsheet.pdf) (Accessed 30<sup>th</sup> April 2024)

Joshi, A. et al (2015) '*Likert scale: explored and explained*' 7(4) p. 396-403.

Kaufman, J.H. & Schunn, C.D. (2011) '*Students' perceptions about peer assessment for writing: their origin and impact on revision work*' 39(3) p. 387-406

Khan, S.N. (2014) '*Qualitative research method: grounded theory*' 9(11). P. 224-233

Leahy, S. et al (2005) '*Classroom assessment: minute by minute, day by day*' 63(3) p. 18

Liu, N-F. & Carless, D. (2006) '*Peer feedback: the learning element of peer assessment*' 11(3) p. 279-290.

Maguire, M. & Delahunt, B. (2017) '*Doing a thematic analysis: a practical, step-by-step guide for learning and teaching scholars*' 9(3) p. 3351-33514.

Martin, C. et al (2020) *Handbook of research on formative assessment in pre k through elementary*. IGI Global:USA.

Memmedova, K. & Ertuna, B. (2024) '*Development of a fuzzy Likert scales to measure variables in social science*' 654 p. 119792

Nemoto, T. & Beglar, D. (2014) *Developing Likert-scale questionnaires*. Available at: [https://jalt-publications.org/sites/default/files/pdf-article/jalt2013\\_001.pdf](https://jalt-publications.org/sites/default/files/pdf-article/jalt2013_001.pdf) (Accessed 30<sup>th</sup> April 2024)

Neuman, W.L (2014) *Social Research Methods: qualitative and quantitative approaches*. 7<sup>th</sup> edn. Pearson Education LTD:UK.

Nowell, L.S. et al (2017) 'Thematic analysis: striving to meet the trustworthiness criteria' 16(1).

Raileen, E.A (2020) *Assessment, testing, and measurement strategies in global higher education*. IGI Global:USA.

Rowley, J. (2014) 'Designing and using research questionnaires' 37(3) p. 308-330

Sadler, D.R. (1989) 'Formative assessment and the design of instructional systems' 18 p.119-144

Sallee, M.W. & Flood, J.T (2012) 'Using qualitative research to bridge research, policy, and practice' 51(2) p. 137-144

Savela, T. (2018) 'The advantages and disadvantages of quantitative methods in schoolscape research' 44 p.31-44

Simmons, H (2009) *Case study research in practice*. SAGE:UK

Sitzmann, T. (2010) 'Self-assessment of knowledge: a cognitive learning or affective measure?' 9(2) p.169-191

Steyn, G.M. & Kamper, G.D (2006) 'Self-assessment in education management training through distance learning: a critical analysis' 20(1) p.170

Strijbos, J.W. & Sluijsmans, D. (2010) 'Unravelling peer assessment: methodological, functional, and conceptual developments' 20(4) p. 265-269

Taylor-Powell, E (1998) *Questionnaire design: asking questions with a purpose*. Available at [https://www.ndhealth.gov/injury/nd\\_prevention\\_tool\\_kit/docs/Questionnaire\\_Design\\_Asking\\_questions\\_with\\_a\\_purpose.pdf](https://www.ndhealth.gov/injury/nd_prevention_tool_kit/docs/Questionnaire_Design_Asking_questions_with_a_purpose.pdf) (Accessed 21<sup>st</sup> April 2024)

Teachers TV/UK Department of Education (2006) *Primary assessment for learning. A whole school approach*. Available at: [https://video-alexanderstreet-com.ezproxy.uwtsd.ac.uk/watch/a-whole-school-approach-2?utm\\_campaign=Video&utm\\_medium=MARC&utm\\_source=aspresolver](https://video-alexanderstreet-com.ezproxy.uwtsd.ac.uk/watch/a-whole-school-approach-2?utm_campaign=Video&utm_medium=MARC&utm_source=aspresolver) (Accessed 28<sup>th</sup> April 2024)

Thompson, P. (2004) 'Researching family and social mobility with two eyes: some experiences of the interaction between qualitative and quantitative data' 7(3) p.237-257

White, E. & Delaney, T. (2019) *Handbook of research on assessment literacy and teacher-made testing in the language classroom*. IGI Global:USA

Wragg, E.C (2001) *Assessment and learning in the primary school*. Routledge:UK

Yazan, B (2015) 'Three approaches to case study methods in education: Yin, Merriam, and Stake' 20(2) p.134-152

Yilmaz, K. (2013) 'Comparisons of quantitative and qualitative research traditions: epistemological, theoretical and methodological differences' 48(2) p. 311-325.

Yin, R.K. (2009) *Case study research: design and methods*. 4<sup>th</sup> edn. SAGE:UK.

## Appendices

### Appendix A – ethics form

**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](mailto: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:                            | Elaina Marie Evans          |                             |                                     |                               |
| 2                    | Tick all boxes that apply:            | Member of staff:            | <input type="checkbox"/>    | Honorary research fellow:           | <input type="checkbox"/>      |
|                      | Undergraduate Student                 | <input type="checkbox"/>    | Taught Postgraduate Student | <input checked="" type="checkbox"/> | Postgraduate Research Student |
| 3                    | Institute/Academic Discipline/Centre: | Yr Athrofa - UWTSd          |                             |                                     |                               |
| 4                    | Campus:                               | IQ Building - Swansea       |                             |                                     |                               |
| 5                    | E-mail address:                       | 2305157@student.uwtsd.ac.uk |                             |                                     |                               |
| 6                    | Contact Telephone Number:             | 07887987086                 |                             |                                     |                               |
| <b>For students:</b> |                                       |                             |                             |                                     |                               |

|   |                                 |               |
|---|---------------------------------|---------------|
| 7 | Student Number:                 | 2305157       |
| 8 | Programme of Study:             | PGCE          |
| 9 | Director of Studies/Supervisor: | Ishmael Lewis |

#### SECTION B: Approval for Research Activity

|      |                                                                                                                                                                                                              |                                   |                                     |    |                          |
|------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------|-------------------------------------|----|--------------------------|
| 1    | Has the research activity received approval in principle?<br>(please check the Guidance Notes as to the appropriate approval process for different levels of research by different categories of individual) | YES                               | <input checked="" type="checkbox"/> | NO | <input type="checkbox"/> |
| Date |                                                                                                                                                                                                              |                                   |                                     |    |                          |
| 2    | If Yes, please indicate source of approval (and date where known):<br><i>Approval in principle must be obtained from the relevant source prior to seeking ethical approval</i>                               | Research Degrees Committee        | <input type="checkbox"/>            |    |                          |
|      |                                                                                                                                                                                                              | Institute Research Committee      | <input type="checkbox"/>            |    |                          |
|      |                                                                                                                                                                                                              | Other (write in)<br>Ishmael Lewis | <input checked="" type="checkbox"/> |    | 14th March 2024          |

#### SECTION C: Internal and External Ethical Guidance Materials

|                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                           |  |  |  |                                     |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------|--|--|--|-------------------------------------|
| Please list the core ethical guidance documents that have been referred to during the completion of this form (including any discipline-specific codes of research ethics, location-specific codes of research ethics, and also any specific ethical guidance relating to the proposed methodology). Please tick to confirm that your research proposal adheres to these codes and guidelines. You may add rows to this table if needed. |                                                           |  |  |  |                                     |
| 1                                                                                                                                                                                                                                                                                                                                                                                                                                        | UWTSD Research Ethics & Integrity Code of Practice        |  |  |  | <input checked="" type="checkbox"/> |
| 2                                                                                                                                                                                                                                                                                                                                                                                                                                        | UWTSD Research Data Management Policy                     |  |  |  | <input checked="" type="checkbox"/> |
| 3                                                                                                                                                                                                                                                                                                                                                                                                                                        | British Ethical Guidelines for Educational Research, 2018 |  |  |  | <input checked="" type="checkbox"/> |

#### 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 <input type="checkbox"/> NO <input type="checkbox"/>                                     |
| 5 | Are you in receipt of a KESS scholarship?                                                        | YES <input type="checkbox"/> NO <input type="checkbox"/>                                     |
| 6 | Are you specifically employed to undertake this research in either a paid or voluntary capacity? | Voluntary YES <input type="checkbox"/> NO <input type="checkbox"/>                           |
| 7 |                                                                                                  | Employed YES <input type="checkbox"/> NO <input type="checkbox"/>                            |
| 8 | Is the research being undertaken within an existing UWTSD Athrofa                                | If YES then the permission question YES <input type="checkbox"/> NO <input type="checkbox"/> |

|   |                                                                                         |                                                               |     |                          |    |                          |
|---|-----------------------------------------------------------------------------------------|---------------------------------------------------------------|-----|--------------------------|----|--------------------------|
|   | Professional Learning Partnership (APLP)?                                               | below does not need to be answered.                           |     |                          |    |                          |
| 9 | Has permission to undertake the research has been provided by the partner organisation? | (If YES attach copy)<br>If NO the application cannot continue | YES | <input type="checkbox"/> | NO | <input type="checkbox"/> |

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

|    |                                                                                                                                                 |     |                          |    |                          |
|----|-------------------------------------------------------------------------------------------------------------------------------------------------|-----|--------------------------|----|--------------------------|
| 10 | Does this organisation have its own ethics approval system?                                                                                     | YES | <input type="checkbox"/> | NO | <input type="checkbox"/> |
|    | 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:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Why are assessment for learning strategies absent in the class? |                    |                |
| 2 | Proposed start date:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | 14th March 2024                                                 | Proposed end date: | 31st July 2024 |
|   | <b>Introduction to the Research (maximum 300 words per section)</b><br><b>Ensure that you write for a <u>Non-Specialist Audience</u> when outlining your response to the points below:</b><br><i>Purpose of Research Activity</i><br><i>Proposed Research Question</i><br><i>Aims of Research Activity</i><br><i>Objectives of Research Activity</i><br><br>Demonstrate, briefly, how <b>Existing Research</b> has informed the proposed activity and explain<br><i>What the research activity will add to the body of knowledge</i><br><i>How it addresses an area of importance.</i> |                                                                 |                    |                |
| 3 | <b>Purpose of Research Activity</b><br>The purpose of this research activity is to find out what assessment for learning strategies are having and impact on learners in the class. It is to find out what strategies work. It is also to see how they are having an impact. To use my skills as a teacher to become an evidence-based practitioner.<br><br><i>(this box should expand as you type)</i>                                                                                                                                                                                |                                                                 |                    |                |
| 4 | <b>Research Question</b><br>The research question is: What impact the Assessment for Learning strategies has on learners?<br><br><i>(this box should expand as you type)</i>                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                 |                    |                |
| 5 | <b>Aims of Research Activity</b><br>The aim of the research activity is to get a better understanding of what impact assessment for learning strategies are having on learners and how they are impacting them and if it positive or negative<br><br><i>(this box should expand as you type)</i>                                                                                                                                                                                                                                                                                       |                                                                 |                    |                |
| 6 | <b>Objectives of Research Activity</b><br>The objectives of this research activity is too look at their assessment practices that are being used in the class, to understand their view of how much of an impact they are having in the classroom and have a look at any limitations that arise                                                                                                                                                                                                                                                                                        |                                                                 |                    |                |

|                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                 |     |    |                          |                          |
|--------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|----|--------------------------|--------------------------|
|                          | (this box should expand as you type)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                 |     |    |                          |                          |
|                          | <b>Proposed methods (maximum 600 words)</b><br>Provide a brief summary of all the methods that <b>may</b> be used in the research activity, making it clear what specific techniques may be used. If methods other than those listed in this section are deemed appropriate later, additional ethical approval for those methods will be needed. You do not need to justify the methods here, but should instead describe how you intend to collect the data necessary for you to complete your project.                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                 |     |    |                          |                          |
| 7                        | The method that I will be using is quantitative and qualitative questionnaire because quantitative data will allow me to collect data through numbers and I can analyse the trends and patterns by using the quantitative questionnaire. Using qualitative data, I will be able to get the views in words and be able to get their experiences if they used assessment for learning strategies in the past and why not now. It will be in their own words. It can allow me to see the reasons why assessment for learning strategies are absent in the class. Using both in a questionnaire will allow me to understand the strategies are absent. I will gain consent/assent from the people involved to do this research activity. The participants will have the right to withdraw at any time from this research activity. |                                                                                                                                                                                                                                                                                                                 |     |    |                          |                          |
|                          | (this box should expand as you type)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                 |     |    |                          |                          |
|                          | <b>Location of research activity</b><br>Identify all locations where research activity will take place.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                 |     |    |                          |                          |
| 8                        | Primary School in the South Wales area                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                 |     |    |                          |                          |
|                          | (this box should expand as you type)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                 |     |    |                          |                          |
|                          | <b>Research activity outside of the UK</b><br>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                        | N/A                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                 |     |    |                          |                          |
|                          | (this box should expand as you type)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                 |     |    |                          |                          |
| 10                       | Use of documentation not in the public domain: Are any documents <b>NOT</b> publicly available?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; text-align: center;">NO</td> <td style="width: 50%; text-align: center;">X</td> </tr> <tr> <td style="text-align: center;">YES</td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> </table> | NO  | X  | YES                      | <input type="checkbox"/> |
| NO                       | X                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                 |     |    |                          |                          |
| YES                      | <input type="checkbox"/>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                 |     |    |                          |                          |
| 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)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                 |     |    |                          |                          |
|                          | <b>Does your research relate to one or more of the seven aims of the Well-being of Future Generations (Wales) Act 2015?</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                 |     |    |                          |                          |
| 12                       | A prosperous Wales                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; text-align: center;">YES</td> <td style="width: 50%; text-align: center;">NO</td> </tr> <tr> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;">X</td> </tr> </table> | YES | NO | <input type="checkbox"/> | X                        |
| YES                      | NO                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                 |     |    |                          |                          |
| <input type="checkbox"/> | X                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                 |     |    |                          |                          |

|    |                                                                                                                                                         |                                     |                                     |
|----|---------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------|-------------------------------------|
| 13 | A resilient Wales                                                                                                                                       | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |
| 14 | A healthier Wales                                                                                                                                       | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| 15 | A more equal Wales                                                                                                                                      | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| 16 | A Wales of cohesive communities                                                                                                                         | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| 17 | A Wales of vibrant culture and thriving Welsh language                                                                                                  | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| 18 | A globally responsible Wales                                                                                                                            | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| 19 | If YES to any of the above, please give details:                                                                                                        |                                     |                                     |
|    | Looking at how assessment for learning can engage with the pupils' learning and they learn from their mistakes.<br>(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?                                                                                          | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |
| 2  | Use of interviews?                                                                                                                              | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| 3  | Use of focus groups?                                                                                                                            | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| 4  | Use of participant diaries?                                                                                                                     | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| 5  | Use of video or audio recording?                                                                                                                | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| 6  | Use of computer-generated log files?                                                                                                            | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| 7  | Participant observation with their knowledge?                                                                                                   | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| 8  | Participant observation without their knowledge?                                                                                                | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| 9  | Access to personal or confidential information without the participants' specific consent?                                                      | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| 10 | Administration of any questions, test stimuli, presentation that may be experienced as physically, mentally or emotionally harmful / offensive? | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| 11 | Performance of any acts which may cause embarrassment or affect self-esteem?                                                                    | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| 12 | Investigation of participants involved in illegal activities?                                                                                   | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| 13 | Use of procedures that involve deception?                                                                                                       | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| 14 | Administration of any substance, agent or placebo?                                                                                              | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| 15 | Working with live vertebrate animals?                                                                                                           | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| 16 | Procedures that may have a negative impact on the environment?                                                                                  | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| 17 | Other primary data collection methods. Please indicate the type of data collection method(s) below.                                             |                                     |                                     |
|    | Details of any other primary data collection method:                                                                                            | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
|    | (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?                                                                               | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| 2                                  | Adults (over the age of 18 and competent to give consent)?                                                         | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |
| 3                                  | Vulnerable adults?                                                                                                 | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| 4                                  | Children and Young People under the age of 18? (Consent from Parent, Carer or Guardian will be required)           | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |
| 5                                  | Prisoners?                                                                                                         | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| 6                                  | Young offenders?                                                                                                   | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| 7                                  | Those who could be considered to have a particularly dependent relationship with the investigator or a gatekeeper? | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| 8                                  | People engaged in illegal activities?                                                                              | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| 9                                  | Others. Please indicate the participants below, and specifically any group who may be unable to give consent.      |                                     |                                     |
|                                    | Details of any other participant groups:<br><br>(this box should expand as you type)                               | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |

| Participant numbers and source<br>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?     | There will be a maximum of 15 participants in total that will fill in the questionnaire. There will be 14 students and 1 teachers<br>(this box should expand as you type)                                                                                     |
| 11                                                                                                                                                               | Who will the participants be?           | The pupils and a the teacher will be involved in the research activity<br>(this box should expand as you type)                                                                                                                                                |
| 12                                                                                                                                                               | How will you identify the participants? | I will use a random sample of pupils and will ask them if they would like to be involved in my research activity. The teacher will receive an email asking if they would like to be involved in my research activity.<br>(this box should expand as you type) |

| 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?                          | X | <input type="checkbox"/> | <input type="checkbox"/> |
| 14                                          | Will you tell participants that their participation is voluntary?                                                                                   | X | <input type="checkbox"/> | <input type="checkbox"/> |
| 15                                          | Will you obtain written consent for participation?                                                                                                  | X | <input type="checkbox"/> | <input type="checkbox"/> |
| 16                                          | Will you explain to participants that refusal to participate in the research will not affect their treatment or education (if relevant)?            | X | <input type="checkbox"/> | <input type="checkbox"/> |
| 17                                          | If the research is observational, will you ask participants for their consent to being observed?                                                    | X | <input type="checkbox"/> | <input type="checkbox"/> |
| 18                                          | Will you tell participants that they may withdraw from the research at any time and for any reason?                                                 | X | <input type="checkbox"/> | <input type="checkbox"/> |
| 19                                          | With questionnaires, will you give participants the option of omitting questions they do not want to answer?                                        | X | <input type="checkbox"/> | <input type="checkbox"/> |
| 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? | X | <input type="checkbox"/> | <input type="checkbox"/> |
| 21                                          | Will you debrief participants at the end of their participation, in a way appropriate to the type of research undertaken?                           | X | <input type="checkbox"/> | <input type="checkbox"/> |
| 22                                          | If NO to any of above questions, please give an explanation                                                                                         |   |                          |                          |
| <i>(this box should expand as you type)</i> |                                                                                                                                                     |   |                          |                          |

| Information for participants:                      |                                                                                                                                                    | YES                      | NO | N/A                      |
|----------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|----|--------------------------|
| 24                                                 | Will participants be paid?                                                                                                                         | <input type="checkbox"/> | X  | <input type="checkbox"/> |
| 25                                                 | Is specialist electrical or other equipment to be used with participants?                                                                          | <input type="checkbox"/> | X  | <input type="checkbox"/> |
| 26                                                 | Are there any financial or other interests to the investigator or University arising from this study?                                              | <input type="checkbox"/> | X  | <input type="checkbox"/> |
| 27                                                 | Will the research activity involve deliberately misleading participants in any way, or the partial or full concealment of the specific study aims? | <input type="checkbox"/> | X  | <input type="checkbox"/> |
| 28                                                 | If YES to any question, please provide full details                                                                                                |                          |    |                          |
| N/A<br><i>(this box should expand as you type)</i> |                                                                                                                                                    |                          |    |                          |

#### SECTION H: Anticipated Risks

|                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                        |                                                                                                                                              |     |                          |    |   |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------|-----|--------------------------|----|---|
| <b>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.</b><br><br>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?                                                                                                                                                           | <table border="1"> <tr> <td>Yes</td> <td><input type="checkbox"/></td> </tr> <tr> <td>No</td> <td>X</td> </tr> </table>                      | Yes | <input type="checkbox"/> | No | X |
| Yes                                                                                                                                                                                                                                                                                                                                                 | <input type="checkbox"/>                                                                                                                                                                               |                                                                                                                                              |     |                          |    |   |
| No                                                                                                                                                                                                                                                                                                                                                  | X                                                                                                                                                                                                      |                                                                                                                                              |     |                          |    |   |
| 2                                                                                                                                                                                                                                                                                                                                                   | <b>Risks to participants</b><br>For example: sector-specific health & safety, emotional distress, financial disclosure, physical harm, transfer of personal data, sensitive organisational information |                                                                                                                                              |     |                          |    |   |
|                                                                                                                                                                                                                                                                                                                                                     | Risk to participants:<br>1. Disturbance to relationships<br>2. Risk that participants may feel coerced into giving positive or biased responses to questions                                           | How you will mitigate the risk to participants:<br>1. Ensure confidentiality and anonymity of the participants in the research at all times. |     |                          |    |   |

|   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|---|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|   | (this box should expand as you type)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | 2. Reaffirm that they can leave and remind them of assent                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|   | (this box should expand as you type)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| 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 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|   | (this box should expand as you type)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| 4 | <b>Risks to the investigator</b><br>For example: personal health & safety, physical harm, emotional distress, risk of accusation of harm/impropriety, conflict of interest                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|   | Risk to the investigator:<br>1. Concerns of coercion<br>2. Accusations of fabrication or falsification of data<br><br>(this box should expand as you type)                                                                                                                                                                                                                                                                                                                                                                                                                    | How you will mitigate the risk to the investigator:<br>1. It will be made explicit that participants are free to disengage and that in that event, this will not impact on assessment or outcomes of their programme of study.<br>1. Reaffirm the assent.<br>2. I will clarify the results from the questionnaire that the pupils and teacher.<br><br>(this box should expand as you type)                                                                                                                                                                                                                                                                              |
| 5 | <b>University/institutional risks</b><br>For example: adverse publicity, financial loss, data protection                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|   | Risk to the University:<br>1. Reputational damage<br><br>(this box should expand as you type)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | How you will mitigate the risk to the University:<br>1. Ensure adherence to the UWTSD code of ethics and research standards and commonly agreed standards of good practice.<br><br>1. Ensure compliance with data storage regulations and university guidelines and security procedures.<br><br>1. Ensure that research methodology is robust and that methods are appropriate.<br><br>1. Adhere to the UWTSD code of conduct<br><br>1. Establish clarity regarding procedures on reporting of disclosures in field work Settings.<br><br>2. I will clarify the results from the questionnaire that the pupils and teacher.<br><br>(this box should expand as you type) |
| 6 | <b>Environmental risks</b><br>For example: accidental spillage of pollutants, damage to local ecosystems                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |

|                                                                                                |                                                                                                                                                                                                   |
|------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Risk to the environment:<br>1. Use of paper<br><br><i>(this box should expand as you type)</i> | <i>How you will mitigate the risk to environment:</i><br>This research activity will mostly use electronic systems reducing the need for paper<br><br><i>(this box should expand as you type)</i> |
|------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|   | 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?                                                                                                                                                 | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 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. | 001793574741                        |                          |                          |

#### SECTION I: Feedback, Consent and Confidentiality

|   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|---|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 | <b>Feedback</b><br>What de-briefing and feedback will be provided to participants, how will this be done and when?<br>On request, I will be sharing the headline findings of my research. I will thank them for doing the questionnaire. I will tell them that there is no questionnaire to be filled.<br><br><i>(this box should expand as you type)</i>                                                                                                                                                                                                                                                                                                                   |
| 2 | <b>Informed consent</b><br>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.<br>I am going to get consent with a form with information about the research activity. For the pupils, I will get written consent from all participants or those who has responsibility for them.<br><br><i>(this box should expand as you type)</i> |
| 3 | <b>Confidentiality / Anonymity</b><br>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.<br>I will be setting out the confidentiality of all my participants. I will not make anything identifiable in my work. I will not name the pupils and the school by their name.<br><br><i>(this box should expand as you type)</i>                                                                                                                                                                                                                                         |

#### SECTION J: Data Protection and Storage

|   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                          |                                     |
|---|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|-------------------------------------|
|   | Does the research activity involve personal data (as defined by the General Data Protection Regulation 2016 "GDPR" and the Data Protection Act 2018 "DPA")?                                                                                                                                                                                                                                                                                                                                                                                                               | YES                      | NO                                  |
| 1 | <b>"Personal data"</b> 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. | <input type="checkbox"/> | <input checked="" type="checkbox"/> |

|   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                          |                                     |
|---|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|-------------------------------------|
|   | If YES, provide a description of the data and explain why this data needs to be collected:                                                                                                                                                                                                                                                                                                                                                                                                                 |                          |                                     |
| 2 | N/A<br><i>(this box should expand as you type)</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                          |                                     |
|   | Does it involve special category data (as defined by the GDPR)?                                                                                                                                                                                                                                                                                                                                                                                                                                            | YES                      | NO                                  |
| 3 | <b>"Special category data"</b> means sensitive personal data consisting of information as to the data subjects' –<br>(a) racial or ethnic origin,<br>(b) political opinions,<br>(c) religious beliefs or other beliefs of a similar nature,<br>(d) membership of a trade union (within the meaning of the Trade Union and Labour Relations (Consolidation) Act 1992),<br>(e) physical or mental health or condition,<br>(f) sexual life,<br>(g) genetics,<br>(h) biometric data (as used for ID purposes). | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
|   | If YES, provide a description of the special category data and explain why this data needs to be collected:                                                                                                                                                                                                                                                                                                                                                                                                |                          |                                     |
| 4 | N/A<br><i>(this box should expand as you type)</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                          |                                     |

|    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                     |                                     |
|----|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------|-------------------------------------|
|    | 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)?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |
| 6  | University computers?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| 7  | Private company computers?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| 8  | Home or other personal computers?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |
| 9  | Laptop computers/ CDs/ Portable disk-drives/ memory sticks?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <input type="checkbox"/>            | <input type="checkbox"/>            |
| 10 | "Cloud" storage or websites?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <input type="checkbox"/>            | <input type="checkbox"/>            |
| 11 | Other – specify:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <input type="checkbox"/>            | <input type="checkbox"/>            |
| 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:<br><br>All data will be kept in password protected personal computer. All participants will be given a unique identifier to ensure confidentiality and this list will be kept securely in the password protected folder. If any cloud storage is needed, the University Office 365 system will be used, which will be encrypted and the data in the cloud is anonymised. The data will be stored until receipt of the dissertation result and then deleted. Participants will have the right to ask to see what data is held relating to them and these data will be deleted immediately if the participant requests this, in which case the data will not be used in the project.<br><br><i>(this box should expand as you type)</i> |                                     |                                     |

|                        |                                                                                       |                                     |                                     |
|------------------------|---------------------------------------------------------------------------------------|-------------------------------------|-------------------------------------|
| <b>Data Protection</b> |                                                                                       |                                     |                                     |
|                        | Will the research activity involve any of the following activities:                   | YES                                 | NO                                  |
| 13                     | Electronic transfer of data in any form?                                              | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |
| 14                     | Sharing of data with others at the University outside of the immediate research team? | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |

|    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                          |   |
|----|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|---|
| 15 | Sharing of data with other organisations?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <input type="checkbox"/> | X |
| 16 | Export of data outside the UK or importing of data from outside the UK?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <input type="checkbox"/> | X |
| 17 | Use of personal addresses, postcodes, faxes, emails or telephone numbers?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <input type="checkbox"/> | X |
| 18 | Publication of data that might allow identification of individuals?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <input type="checkbox"/> | X |
| 19 | Use of data management system?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <input type="checkbox"/> | X |
| 20 | Data archiving?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <input type="checkbox"/> | X |
| 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):                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                          |   |
|    | <p>Each participant's electronic consent form and data from interviews, class observation and questionnaire will be stored in a secure place in a password protected personal computer or the University Office 365 system which will be encrypted. All personal identification information will be removed or anonymised during transcription.</p> <p>Signed informed consent forms in paper form will be kept in a locked file cabinet and will be unavailable to anyone except the researcher. On receiving the feedback and mark for this piece of work, the signed informed consent forms will be destroyed and audio- and/or video-taped data will be deleted.</p> <p><i>(this box should expand as you type)</i></p> |                          |   |
| 22 | List all who will have access to the data generated by the research activity:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                          |   |
|    | <p>Elaina Evans (myself)</p> <p><i>(this box should expand as you type)</i></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                          |   |
| 23 | List who will have control of, and act as custodian(s) for, data generated by the research activity:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                          |   |
|    | <p>Elaina Evans (myself)</p> <p><i>(this box should expand as you type)</i></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                          |   |
| 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.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                          |   |
|    | <p>Signed informed consent forms in paper form will be kept in a locked file cabinet and will be unavailable to anyone except the researcher. On receiving the feedback and mark for this piece of work, the signed informed consent forms will be destroyed and audio- and/or video-taped data will be deleted.</p> <p><i>(this box should expand as you type)</i></p>                                                                                                                                                                                                                                                                                                                                                     |                          |   |
| 25 | Please indicate if your data will be stored in the UWTSD Research Data Repository (see <a href="https://researchdata.uwtsd.ac.uk/">https://researchdata.uwtsd.ac.uk/</a> ). If so please explain. <i>(Most relevant to academic staff)</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                          |   |
|    | <p>N/A</p> <p><i>(this box should expand as you type)</i></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                          |   |
| 26 | Confirm that you have read the UWTSD guidance on data management (see <a href="https://www.uwtsd.ac.uk/library/research-data-management/">https://www.uwtsd.ac.uk/library/research-data-management/</a> )                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | YES                      | X |
| 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                      | X |

**SECTION K: Declaration**

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                         |                       |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------|-----------------------|
| <p>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.</p> <p>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: <a href="https://www.uwtsd.ac.uk/research/research-ethics/">https://www.uwtsd.ac.uk/research/research-ethics/</a></p> |                         |                       |
| 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Signature of applicant: | E.M.Evans             |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                         | Date: 15th March 2024 |

**For STUDENT Submissions:**

|   |                                 |               |                       |
|---|---------------------------------|---------------|-----------------------|
| 2 | Director of Studies/Supervisor: | Ishmael Lewis | Date: 15th March 2024 |
| 3 | Signature:                      | I Lewis       |                       |

**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:

|                                     |                                                                                                                                                                                                                                                            |
|-------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <input checked="" type="checkbox"/> | I have read the guidance notes supplied before completing the form.                                                                                                                                                                                        |
| <input checked="" type="checkbox"/> | I have completed <b>ALL RELEVANT</b> sections of the form in full.                                                                                                                                                                                         |
| <input checked="" type="checkbox"/> | I confirm that the research activity has received approval in principle                                                                                                                                                                                    |
| <input type="checkbox"/>            | I have attached a copy of final/interim approval from external organisation ( <b>where appropriate</b> )                                                                                                                                                   |
| <input type="checkbox"/>            | I have attached a full risk assessment (where appropriate) <b>ONLY TICK IF YOU HAVE ATTACHED A FULL RISK ASSESSMENT</b>                                                                                                                                    |
| <input checked="" type="checkbox"/> | 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.                                                                                      |
| <input checked="" type="checkbox"/> | 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](mailto: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.

## Appendix B – Consent Forms

### **Parental Consent Form for Research Assignment**

Research Question: What is the impact of Assessment for Learning is on learners?

Researcher: Miss Evans

My name is Miss Evans and I am currently a student teacher student studying my PGCE at University of Wales Trinity Saint David, Swansea. I am conducting a research study assignment as part of the course. Your child is invited to participate in the research study conducted by myself. The purpose of this study is to research what the impact of Assessment for Learning is on learners

If you agree to allow your child to participate, they will be completing a questionnaire that will help me gain results for my question.

All information collected during this study will be kept confidential. Your child's responses to the questionnaire will be anonymized, and no identifiable information of your child or the school will be disclosed in my assignment. Data will be stored securely and only accessible to myself.

Participation in this questionnaire is completely voluntary. Your child has the right to refuse to participate or withdraw from the study at any time without penalty or consequence.

I have read and understand the information given above. I voluntarily agree to allow my child, \_\_\_\_\_ to participate in the questionnaire and consent to the use their responses from the questionnaire.

Parent/Guardian Signature: \_\_\_\_\_ Date: \_\_\_\_\_

### **Consent Form for Research Assignment**

Research Question: What is the impact of Assessment for Learning is on learners?

Researcher: Miss Evans

My name is Miss Evans and I am currently a student teacher student studying my PGCE at University of Wales Trinity Saint David, Swansea. I am conducting a research study assignment as part of the course. You have been invited to participate in the research study conducted by myself. The purpose of this study is to research what the impact of Assessment for Learning is on learners

If you agree to participate, you will be completing a questionnaire that will help me gain results for my question.

All information collected during this study will be kept confidential. Your responses to the questionnaire will be anonymized, and no identifiable information of your name or the school will be disclosed in my assignment. Data will be stored securely and only accessible to myself.

Participation in this questionnaire is completely voluntary. You have the right to refuse to participate or withdraw from the study at any time without penalty or consequence.

I have read and understand the information given above. I voluntarily agree to allow myself, \_\_\_\_\_ to participate in the questionnaire and consent to the use my responses from the questionnaire.

Teacher's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## Appendix C – Questionnaires

### Questionnaire for research

**Research Question:** What impact does Assessment for Learning have on learners?

1. On a scale of 1-5 (with five being the most and one being the least), how do you find assessment for learning strategies is helping you understand what you are learning? Please circle

1                      2                      3                      4                      5

2. How do those strategies help you understand?

---

---

---

3. What assessment for learning strategies do you feel benefits you more? And Why?

---

---

---

---

4. Do you feel that feedback from your teacher helps you to understand what you have done in your work? And Why?

---

---

---

---

5. Does completing assessment for learning strategies motivate you to learn more? And Why?

---

---

---

6. On a scale of 1-5 (with five being the most and one being the least), using assessment for learning strategies help you to improve your work? Please Circle

1            2            3            4            5

7. On a scale of 1-5 (with five being the most and one being the least), using assessment for learning strategies allows me to understand what is being taught in the lesson? Please Circle

1            2            3            4            5

8. On a scale of 1-5 (with five being the most and one being the least), there are loads of assessment for learning strategies being used in a lesson? Please Circle

1            2            3            4            5

9. On a scale of 1-5 (with five being the most and one being the least), assessment for learning strategies have an impact on you and your work? Please Circle

1            2            3            4            5

Questionnaire for research

Research Question: What impact does Assessment for Learning have on learners?

1. On a scale of 1-5 (with five being the most and one being the least), how do you find assessment for learning strategies is helping pupils understand what you are learning? Please circle

1                      2                      3                      4                      5

2. How do those strategies help the pupils understand?

---

---

---

3. What assessment for learning strategies do you feel benefits the pupils more? And Why?

---

---

---

---

4. Do you feel that feedback from you help the pupils to understand their learning? And Why?

---

---

---

---

5. Does completing assessment for learning strategies motivate the pupils to learn more? And Why?

---

---

---

6. On a scale of 1-5 (with five being the most and one being the least), using assessment for learning strategies help the pupils to improve their work? Please Circle

1            2            3            4            5

7. On a scale of 1-5 (with five being the most and one being the least), using assessment for learning strategies allows the pupils to understand what is being taught in the lesson? Please Circle

1            2            3            4            5

8. On a scale of 1-5 (with five being the most and one being the least), there are loads of assessment for learning strategies being used in a lesson? Please Circle

1            2            3            4            5

9. On a scale of 1-5 (with five being the most and one being the least), assessment for learning strategies have an impact on the pupils and their work? Please Circle

1            2            3            4            5