

APPLICATION FOR ETHICAL APPROVAL

In order for research to result in benefit and minimise risk of harm, it must be conducted ethically. A researcher may not be covered by the University's insurance if ethical approval has not been obtained prior to commencement.

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

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

Ethical approval is not required for routine audits, performance reviews, quality assurance studies, testing within normal educational requirements, and literary or artistic criticism.

Please read the notes for guidance before completing ALL sections of the form.

This form must be completed and approved prior to undertaking any research activity. Please see Checklist for details of process for different categories of application.

Delete the Guidance Notes at the end of the form BEFORE submitting your application

SECTION A: About You (Principal Researcher)

Full Name:		Hannah Frances Trezise			
Tick all boxes which apply:		Member of staff:	☐	Honorary research fellow:	☐
Undergraduate Student	☐	Taught Postgraduate Student	☒	Postgraduate Research Student	☐
Faculty/School/Centre:		Yr Athrofa (Education)			
Campus:		Swansea			
E-mail address:		1904322@student.uwtsd.ac.uk			
Contact Telephone Number:		07545 111208			
For students:					
Student Number:		1904322			
Programme of Study:		PGCE Secondary English (QTS)			
Director of Studies/Supervisor:		Catherine Morgan			

SECTION B: Approval for Research Activity

Has the research activity received approval in principle? (please check the Guidance Notes as to the appropriate approval process for different levels of research by different categories of individual)		YES	☒	NO	☐
					Date
If Yes, please indicate source of approval (and date where known): Approval in principle must be obtained from the relevant source prior to seeking ethical approval	Research Degrees Committee		☐		
	Faculty Research Committee		☐		
	Other (write in)		☒	Catherine Morgan (16.12.19).	

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, 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.	
UWTSD Research Ethics & Integrity Code of Practice	☒
UWTSD Research Data Management Policy	☒
BERA (2019: Ethical Guidelines for Educational Research).	☒

SECTION D: External Collaborative Research Activity

Does the research activity involve collaborators outside of the University?		YES	☐	NO	☒
If Yes, please provide the name of the external organisation and name and contact details for the main contact person and confirmation this person has consented to their personal data being shared as part of this collaboration.					
Institution					
Contact person name					
Contact person e-mail address					
Has this individual consented to sharing their details on this form?		YES	☐	NO	☐
Are you in receipt of a KESS scholarship?		YES	☐	NO	☐
Is your research externally funded		YES	☐	NO	☐
Are you specifically employed to undertake this research in either a paid or voluntary capacity?	Voluntary	YES	☐	NO	☐
	Employed	YES	☐	NO	☐
Is the research being undertaken within an existing UWTSD Athrofa Professional Learning Partnership (APLP)	If YES then the permission question below does not need to be answered.	YES	☐	NO	☐
Permission to undertake the research has been provided by the partner organisation	(If YES attach copy) If NO the application cannot continue	YES	☐	NO	☐

Where research activity is carried out in collaboration with an

external organisation

Does this organisation have its own ethics approval system?	YES	☐	NO	☐
If Yes, please attach a copy of any final approval (or interim approval) from the organisation				

SECTION E: Details of Research Activity

Indicative title:	How do specific types of differentiation affect learner engagement and performance and to what extent?		
Proposed start date:	03.02.19	Proposed end date:	04.02.19
Introduction to the Research (maximum 300 words)			
Through our research, we endeavour to investigate to what extent specific elements of differentiation effect learner engagement and performance in the classroom. Hence, in order to inform our investigation several areas of the relevant literature must be examined. Preliminary areas of exploration will include the application of differentiation in the classroom, the effect of differentiation in classrooms containing multilingual pupils and the impact of differentiation on the learning of pupils with an additional learning need (ALN). Thus, the works of Frankling et al, Logan and McCormack-Colbert et al are pertinent to our research. Frankling et al (2017) explore differentiation through several focal areas. These include teachers' understanding of differentiation; the application of differentiation in the classroom and the cruciality of mentoring in improving pedagogy regarding the implementation of differentiation. Logan (2011) discusses the increasing linguistic diversity of contemporary classroom environments in relation to multilingualism. She explores the principles of differentiated instruction and its implementation. Ultimately, Logan concludes that differentiated instruction in terms of linguistic communication is an essential component of teaching practice. McCormack-Colbert et al (2017) examine the effectiveness of differentiation when educating pupils who have an additional learning need (ALN), such as dyslexia. Their article involves a case study of qualitative data, pertaining to the classroom experiences of learners with dyslexia. This data was gathered in an investigation into the ALN support systems of Wales and France. In response to this scholarship, our research seeks to investigate the impact of this instruction and pedagogy on both learner engagement and performance. To assess this, multiple variable will be assessed including the quality and frequency of oral contributions and questions and the time taken to complete set work.			
Purpose of Research Activity			
• To investigate how different types of differentiation affect both learning and performance. • Different types of differentiation include but are not limited to AfL techniques used by the teacher (such as verbal explanations when discussing with students 1:1, use of coloured coded success criteria, level of guidance provided and availability of different tasks (such as extension activities) for more competent students. • Students with differentiated needs may include English as a Second Language, Additional Learning Needs (whether Specific Learning Difficulty or other behavioural and emotional statements) and students with different targets and reading ages.			

- As researchers, we are intrigued whether any disparities exist between learning performance and engagement. If so, what are these? And why do these discrepancies exist?

(this box should expand as you type)

Research Question

How do specific types of differentiation affect learner engagement and performance? and to what extent?

(this box should expand as you type)

Aims of Research Activity

To investigate whether and to what extent differentiation has an impact on both student engagement and performance?

(this box should expand as you type)

Objectives of Research Activity

- Do certain types of differentiation have greater impacts on student engagement and performance compared to other differentiation techniques?
- Does differentiation have the same impact on engagement and performance? If yes, how and why? If not, why and how?
- Can any general trends from the data be identified? For instance, do all types of differentiation lead to enhanced student engagement to a greater extent than enhanced performance? Or vice-versa? What might explain these trends? Conversely, does each case of differentiation for each pupil yield different results based on the variables used?
- Are certain types of differentiation more challenging than others? How does the data reveal this? What might explain these challenges?

(this box should expand as you type)

Proposed methods (maximum 600 words)

Provide a brief summary of all the methods that **may** be used in the research activity, making it clear what specific techniques may be used. If methods other than those listed in this section are deemed appropriate later, additional ethical approval for those methods will be needed.

- The research activity is concentrated on a **lesson-study** (Dudley, 2014). Two lessons will be taught in total on two consecutive days. One lesson will be taught by both myself and partner.
- When observing my partner teach, I will assume a **non-participation observer** role (Cohen, 2018; Estyn, 2014).
- A **Mixed-Methods approach** will be used when observing both lessons. A combination of **qualitative and quantitative data** will be elicited when observing the lesson. Quantitative data will occur in the form of the Likert scale, when categorising student engagement and performance from 1-4. The time to complete set tasks will also be timed using an electronic stop-watch.
- Qualitative data will be extracted when **interviewing** three pupils during the **'focus-group'**. These pupils will be decided based on whether consent and assent has been provided (BERA, 2018). This focus group will occur shortly after the observed lesson, to prevent memory loss on behalf of students in the lesson. This is especially relevant as the class are Y7.
- My partner and I will ask 10-15 questions, in approximately 15 minutes. We will both interview our own classes. As the 'focus-group' is occurring, our partners will handwrite student responses and thoughts. These notes will be anonymised and will not disclose any personal or sensitive information about the pupils in the study (BERA, 2018) and UWTSD Research Data Management statement, 2018). These handwritten notes will also be compliant with school research policies and will not reveal any sensitive information about other members of



staff. The recorded notes will also be checked by the subject mentor to ensure internal policies have been adhered to. The questions will be focused on the learning experience.

- When reflecting, Brookfield's (1998 and 2005) reflective model will be utilised, taking into consideration the four lenses: self, student, peers and scholarship.

(this box should expand as you type)

Location of research activity

Identify all locations where research activity will take place.

In the first placement school (PTE1) that is situated in South Wales. Specifically, in the English Department. Reflective discussions will occur in the private professional learning space in the school.

(this box should expand as you type)

Research activity outside of the UK

If research activity will take place overseas, you are responsible for ensuring that local ethical considerations are complied with and that the relevant permissions are sought. Specify any local guidelines (e.g. from local professional associations/learned societies/universities) that exist and whether these involve any ethical stipulations beyond those usual in the UK (provide details of any licenses or permissions required). Also specify whether there are any specific ethical issues raised by the local context in which the research activity is taking place, for example, particular cultural and/or legal sensitivities or vulnerabilities of participants.

NA

(this box should expand as you type)

Use of documentation not in the public domain: Are any documents NOT publicly available?	NO	☒
	YES	☐

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 prevailing data protection law of the country in question and England and Wales.

(this box should expand as you type)

SECTION F: Scope of Research Activity

Will the research activity include:	YES	NO
Use of a questionnaire or similar research instrument?	☒	☐
Use of interviews?	☒	☐
Use of diaries?	☐	☒
Participant observation with their knowledge?	☒	☐
Participant observation without their knowledge?	☐	☒
Use of video or audio recording?	☐	☒
Access to personal or confidential information without the participants' specific consent?	☐	☒
Administration of any questions, test stimuli, presentation that may be experienced as physically, mentally or emotionally harmful / offensive?	☐	☒
Performance of any acts which may cause embarrassment or affect self-esteem?	☒	☐
Investigation of participants involved in illegal activities?	☐	☒
Use of procedures that involve deception?	☐	☒
Administration of any substance, agent or placebo?	☐	☒
Working with live vertebrate animals?	☐	☒
Other primary data collection methods, please explain in this box For example, 'focus groups'. Please indicate the type of data collection method(s) in this box and tick the accompany box.	☒	☐
- With my observational partner, we will interview three students from the class where parental consent and pupil assent must be obtained beforehand. - This will be in accordance with the observation schedule, where qualitative and quantitative data will be obtained from 'focus groups' and time taken for certain tasks to be completed.		
Details of any other primary data collection method: (this box should expand as you type)		

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

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

SECTION G: Intended Participants

Who are the intended participants:	YES	NO
Students or staff at the University?	☐	☒
Adults (over the age of 18 and competent to give consent)?	☐	☒
Vulnerable adults?	☐	☒
Children and Young People under the age of 18? (Consent from Parent, Carer or Guardian will be required)	☒	☐
Prisoners?	☐	☒
Young offenders?	☐	☒
Those who could be considered to have a particularly dependent relationship with the investigator or a gatekeeper?	☐	☒
People engaged in illegal activities?	☐	☒
Others (please identify specifically any group who may be unable to give consent) please indicate here and tick the appropriate box.	☐	☒
Other – please indicate here: (this box should expand as you type)		

Participant numbers and source	
Provide an estimate of the expected number of participants. How will you identify participants and how will they be recruited?	
How many participants are expected?	30 approximately (this box should expand as you type)
Who will the participants be?	Students from a secondary English class in placement school (PTE1). These will be part of a mixed ability Y7 group (ages 11-12). Student levels vary from level 3 to level 4. (this box should expand as you type)
How will you identify the participants?	Participants used for recording data and as part of the post-lesson 'focus group' will be decided based upon those that receive the required consent from their parents (from letters sent to parents) and pupils that confirm their participation (assent). Of these pupils, three students will be selected based on ability, their general participation level in classes and whether they have differentiated needs such as an ALN diagnosis or other statement. This will ensure that the data being recorded is varied. When recording notes and analysing data, these participants will be identified using confidential and anonymised terms, for example pupil 'X', 'Y' and 'Z'. (this box should expand as you type)

Information for participants:	YES	NO	N/A
Will you describe the main research procedures to participants in advance, so that they are informed about what to expect?	☒	☐	☐
Will you tell participants that their participation is voluntary?	☒	☐	☐
Will you obtain written consent for participation?	☒	☐	☐
Will you explain to participants that refusal to participate in the research will not affect their treatment or education (if relevant)?	☒	☐	☐
If the research is observational, will you ask participants for their consent to being observed?	☒	☐	☐
Will you tell participants that they may withdraw from the research at any time and for any reason?	☒	☐	☐
With questionnaires, will you give participants the option of omitting questions they do not want to answer?	☐	☐	☒
Will you tell participants that their data will be treated with full confidentiality and that, if published, it will not be identifiable as theirs?	☒	☐	☐
Will you debrief participants at the end of their participation, in a way appropriate to the type of research undertaken?	☒	☐	☐
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
Will participants be paid?	☐	☒	☐
Is specialist electrical or other equipment to be used with participants?	☐	☒	☐
Are there any financial or other interests to the investigator or University arising from this study?	☐	☒	☐
Will the research activity involve deliberately misleading participants in any way, or the partial or full concealment of the specific study aims?	☐	☒	☐
If YES to any question, please provide full details			
(this box should expand as you type)			

SECTION H: Anticipated Risks

Outline any anticipated risks that may adversely affect any of the participants, the researchers and/or the University, and the steps that will be taken to address them.

If you have completed a full risk assessment (for example as required by a laboratory, or external research collaborator) you may append that to this form.

Full risk assessment completed and appended?

Yes

☐

No

☒

Risks to participants

For example: emotional distress, financial disclosure, physical harm, transfer of personal data, sensitive organisational information

Risk to Participant:

Asymmetry of power, as teacher (the researcher and interviewer) will have more in-depth knowledge than the participants.

Hawthorne effect: do the students behave differently because the lesson is being observed by another student teacher who is not normally in the lesson.

Halo effect (cognitive bias): since students have a strong rapport with me (as their new teacher), will they give honest feedback about their experience and opinion of the lesson and specific tasks/ questions? There may be a tendency for students to overgeneralise any positive experiences and feedback that they have.

Conformity Pressure: during focus groups: to agree with other student answers and thoughts due to lack of confidence and reluctance to express an alternative point of view.

Breach of confidentiality: when gathering, analysing and reflecting on participant data. For instance, use of student names in record notes or in formal write up.

(this box should expand as you type)

How will you mitigate the Risk to Participant

Asymmetry of power: This will be mitigated by explaining the research task and their involvement with clarity with clear emphasis that they have the right not to participate and withdraw at any point during the research activity.

Hawthorne effect: Throughout the lesson minimal attention will be given to the observer, so that students are distracted or worrying unnecessarily about their performance. At the start of the lesson, the purpose of the research activity will be explained clearly, so students are aware that the observation is not personal or related to the record of behaviour.

Halo effect: Before the lesson and before the 'focus-group', students will be reminded that there are no personal repercussions for their participation and their feedback. It will be communicated clearly that students are not being assessed for their involvement and that no marks etc will be recorded by the Department or given to parents. Students will be encouraged to be honest and not worry about offending myself or observational partner.

Conformity pressure: students will be encouraged to be honest and truthful, basing their comments on their personal experience.

Breach of confidentiality: There will be no academic repercussions based on their participation and co-operation in the activity. This information will **not** be disclosed with other members of staff in accordance with BERA's confidentiality and privacy guidance. Attention to detail and checking by both partner and mentor will ensure that no names are mentioned. Secure handling and storage of data will also ensure that no data is leaked.

(this box should expand as you type)

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

NA.

(this box should expand as you type)

Risks to investigator

For example: personal safety, physical harm, emotional distress, risk of accusation of harm/impropriety, conflict of interest

Risk to Investigator:

Breach of confidentiality: when gathering, analysing and reflecting on participant data. For instance, use of student names in record notes or in formal write up against BERA UWTSD privacy and confidentiality guidelines. Or, loss of a memory stick or notepad used when recording field data.

Apprehension entering a new class: this may occur when we are observing classes that we don't normally teach and thus do not have prior knowledge/ experience. When teaching, each researcher will ensure that the observer is treated with dignity and respect according to the school's guidelines. O

(this box should expand as you type)

How will you mitigate the Risk to Investigator:

Breach of confidentiality: All data and information relating to the lesson and research activity will be securely stored using a password protected and encrypted memory stick. No information will be shared via e-mail and third parties. No personal information will be used when recording results or completing observation template.

Apprehension entering a new class: The observer will be briefed on the class being observed, so they are aware of any pertinent information, such as ability, names and seating plans. Clear explanations will be given on the purpose of the activity to reduce anxiety and concerns.

(this box should expand as you type)

University/institutional risks

For example: adverse publicity, financial loss, data protection

Risk to University:

GDPR (Data Protection): If the data was not stored and handled in accordance with this legislation, BERA and UWTSD Data Management Policy, then there could be negative repercussions for the University and their reputation as a robust academic institution.

(this box should expand as you type)

How will you mitigate the Risk to University:

I will ensure that all data is safely and appropriately secured, using an encrypted memory-stick throughout the research activity. The results of the data will not be shared with other members of staff in the school. Caution and vigilance will be exercised throughout the research activity to ensure that data is not tampered with. Honesty and authenticity will be applied when handling, storing, analysing, evaluating and recording data.

(this box should expand as you type)

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

Does your research require you to hold a current DBS Certificate?

☒

☐

☐

SECTION I: Feedback, Consent and Confidentiality

Feedback What de-briefing and feedback will be provided to participants, how will this be done and when? De-briefing will occur in the plenary section of each lesson. Those students who will be participating in the 'focus-group' will be informed when and where the interview will be taking place and for how long. This will be communicated verbally by both myself, observational mentor and class-room teacher (subject mentor). <i>(this box should expand as you type)</i>
Informed consent Describe the arrangements to inform potential participants, before providing consent, of what is involved in participating. Describe the arrangements for participants to provide full consent before data collection begins. If gaining consent in this way is inappropriate, explain how consent will be obtained and recorded in accordance with prevailing data protection legislation. A consent form will be sent to the parent of each student in the class, in order to obtain official written consent from authorised parents. Only those students who have received the necessary parental consent will be considered for participation. These letters will outline the purpose of the research activity and require a parental signature. Students will then need to bring these forms with them to the school to confirm their involvement. These letters will be sent to parents in accordance with Department and School Policies. All sensitive information such as names and addresses be excluded from any field note data and recording. A sample parental letter, omitting any names will be provided in the appendices. For the purposes of recording, all names will be anonymised (pupil, X, Y and Z) and handled according to GDPR 2019. <i>(this box should expand as you type)</i>
Confidentiality / Anonymity Set out how anonymity of participants and confidentiality will be ensured in any outputs. If anonymity is not being offered, explain why this is the case. For the students who have obtained the necessary parental consent, and given assent, Pseudonyms (as explained above) will be used instead of genuine pupil names. This will occur on the observational field note forms (used by observer), handwritten notes of 'focus-group' responses and the academic recording of data. All data elicited will be stored on a password protected USB stick, that will be encrypted. <i>(this box should expand as you type)</i>

SECTION J: Data Protection and Storage

In completing this section refer to the University's Research Data Management Policy and the extensive resources on the University's Research Data Management web pages (<http://uwtsd.ac.uk/library/research-data-management/>).

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
"Personal data" means any information relating to an identified or identifiable natural person ('data subject'). An identifiable natural person is one who can be identified, directly or indirectly, in particular by reference to an identifier such as a name, an identification number, location data, an online identifier or to one or more factors specific to the physical, physiological, genetic, mental, economic, cultural or social identity of that natural person.	☒ X	☐
If YES, provide a description of the data and explain why this data needs to be collected:		
Consent forms completed by the parents of participants will include names. The information collated will be secured adhering to data protection policies and will be destroyed once the research is complete. Any data collection and storage will adhere to the University's Research Data Management Policy. (this box should expand as you type)		
Does it involve special category data (as defined by the GDPR)?	YES	NO
"Special category data" means sensitive personal data consisting of information as to the data subjects' – (a) racial or ethnic origin, (b) political opinions, (c) religious beliefs or other beliefs of a similar nature, (d) membership of a trade union (within the meaning of the Trade Union and Labour Relations (Consolidation) Act 1992), (e) physical or mental health or condition, (f) sexual life, (g) genetics, (h) biometric data (as used for ID purposes),	☐	X ☐
If YES, provide a description of the special category data and explain why this data needs to be collected:		
(this box should expand as you type)		
Will the research activity involve storing personal data and/or special category data on one of the following:	YES	NO
Manual files (i.e. in paper form)?	☒	☐
University computers?	☐	☒
Private company computers?	☐	☒
Home or other personal computers?	☒	☐
Laptop computers/ CDs/ Portable disk-drives/ memory sticks?	☒	☐
"Cloud" storage or websites?	☐	☒
Other – specify: USB Password protected and encrypted memory stick.	☒	☐

For all stored data, explain the measures in place to ensure the security of the data collected, data confidentiality, including details of password protection, encryption, anonymisation and pseudonymisation:

All names will be anonymised using pseudonyms such as (pupil, X, Y and Z). Data will be stored, handled and protected according to GDPR 2019. All data elicited will be stored on a password protected USB stick, that will be encrypted. No information will be shared with third parties, the Department or connected to pupil attendance/ behaviour and achievement records. Regarding manual files such as the observation template and responses to the focus group questions, these will not include any names only pseudonyms, so the thoughts and opinions of students can not be traced to an individual. During this early phase of research, these manual files will be securely stored in a locked cupboard and will be securely destroyed after the final examination board has met and agreed the module marks.

(this box should expand as you type)

All Data Storage

Will the research activity involve any of the following activities:	YES	NO
Electronic transfer of data in any form?	☐	☒
Sharing of data with others at the University?	☐	☒
Sharing of data with other organisations?	☐	☒
Export of data outside the European Union or importing of data from outside the UK?	☐	☒
Use of personal addresses, postcodes, faxes, emails or telephone numbers?	☐	☒
Publication of data that might allow identification of individuals?	☐	☒
Use of data management system?	☐	☒
Data archiving? Will it be deleted upon completion? 'No' for Data archiving and 'yes' to deleted upon completion only	☒	☒

If YES to any question, please provide full details, explaining how this will be conducted in accordance with the GDPR and DPA (and/or any international equivalent):

All data will be secured anonymously in accordance with the UWTSD Data Management Policy. A password protected memory stick will be used.

No data will be archived. Data will be securely deleted two weeks after completion of the course in August 2020 in accordance with BERA (2018), GDPR and UWTSD Data Management Policy.

(this box should expand as you type)

List all who will have access to the data generated by the research activity:

Research partner and I.

(this box should expand as you type)

List who will have control of, and act as custodian(s) for, data generated by the research activity:

Myself as researcher.

(this box should expand as you type)

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.

A password protected memory stick will be used that is encrypted.
Following guidance from the module lead, data will **not** be archived, as the research is only for the purpose of completing **7004**, rather than PHD study. Data will be securely deleted two weeks after completion of the course in August 2020 in accordance with BERA (2018), GDPR and UWTSD Data Management Policy.

(this box should expand as you type)

Please indicate if your data will be stored in the UWTSD Research Data Repository (see <https://researchdata.uwtsd.ac.uk/>). If so please explain. *(Most relevant to academic staff)*

NA

(this box should expand as you type)

Confirm that you have read the UWTSD guidance on data management (see https://www.uwtsd.ac.uk/library/research-data-management/)	YES	☒
	NO	☐
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	☒
	NO	☐

SECTION K: Declaration

The information which I have provided is correct and complete to the best of my knowledge. I have attempted to identify any risks and issues related to the research activity and acknowledge my obligations and the rights of the participants.

In submitting this application I hereby confirm that I undertake to ensure that the above named research activity will meet the University's [Research Ethics and Integrity Code of Practice](#)

Signature of applicant:	H F TREZISE	Date: 17.12.19
--------------------------------	-------------	-------------------------------------

For STUDENT Submissions:

Director of Studies/Supervisor:		Date:
Signature:		

For STAFF Submissions:

Head of School/Assistant Dean:		Date:
Signature:		

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

☒	I have read the guidance notes supplied before completing the form.
☒	I have completed ALL RELEVANT sections of the form in full.
☒	I confirm that the research activity has received approval in principle
☐	I have attached a copy of final/interim approval from external organisation (where appropriate)
☐	I have attached a full risk assessment (and have NOT completed Section H of this form) (where appropriate) ONLY TICK IF YOU HAVE ATTACHED A FULL RISK ASSESSMENT
☒	I understand that it is my responsibility to ensure that the above named research activity will meet the University's Research Ethics and Integrity Code of Practice.
☒	I understand that before commencing data collection all documents aimed at respondents (including information sheets, consent forms, questionnaires, interview schedules etc.) must be confirmed by the DoS/Supervisor, module tutor or Head of School.
☒	I have deleted the guidance notes before submitting the PG2 for consideration

SECTION K: Declaration

The information which I have provided is correct and complete to the best of my knowledge. I have attempted to identify any risks and issues related to the research activity and acknowledge my obligations and the rights of the participants.

In submitting this application I hereby confirm that I undertake to ensure that the above named research activity will meet the University's Research Ethics and Integrity Code of Practice

Signature of applicant:		Date: 17.12.19
--------------------------------	---	-------------------------------------

CONSENT FORM (PARENTS)

PROJECT TITLE: The effects of differentiation on learner engagement and performance.

Name of Researcher: Miss Hannah Trezise

Please initial box

1. I confirm that I have read and understand the information sheet for the above study. ☐
2. I understand that my child's participation is voluntary and that I am free to withdraw my child from the study at any time, without giving any reason. ☐
3. I understand that my child can choose to withdraw at any time, without giving a reason.
4. I understand that the information given by my child will be used in a university assignment. ☐
5. I understand that my child's name will not appear at any time. ☐
6. I agree for my child to take part in the above study. ☐

Child's name

Parent signature

Date

When completed, please return **in the envelope provided** to by the of (date)

Thank you.

INFORMATION SHEET PROJECT TITLE: Differentiation

Dear Parent / Guardian,

My name is **Miss Hannah Trezise** and I am studying for a PGCE qualification at Yr Athrofa, *University of Wales Trinity Saint David*. I am currently a student teacher within **Fitzalan High School** and am teaching in your child's class.

I would like to invite your child to participate in my research project. The title of the project is Differentiation and I aim to **explore to what extent differentiation affects engagement and performance**. Through your child's participation, I hope to ascertain **XXXX**.

As part of the research project, I will be conducting an observation within your child's English lesson, this observation will be conducted by myself and my research partner. After the observation, your child will be included in a group interview with two of their classmates.

All names will be kept strictly confidential and will only be known by myself and my research partner. Your child's participation in this study is completely voluntary so you or your child can withdraw from the study at any stage. Your child will also be asked to give their assent before the beginning of the study.

After careful and precise analysis of the data obtained from the lesson observation and group interview, I would be happy to provide you with a copy of the findings at your request. The results of the research will be discussed in a university assignment that will contribute to my PGCE course. The results of this study will be stored on **password encrypted USB memory stick** and all raw data will be destroyed once the assessment has been marked.

I thank you in advance for your time. If any questions do arise, feel free to contact me at your convenience.

Yours sincerely,

Miss Hannah Trezise