

Appendices.

Appendix a - Copy of ethics form.

Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David

PG2 / E1 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 progression to Part Two of your course.
Once complete, submit this form via the [MyTSD Doctoral College Portal](https://mytsd.uwtsd.ac.uk) at (<https://mytsd.uwtsd.ac.uk>).
This document is also available in Welsh.

RESEARCH STAFF ONLY
All communications relating to this application during its processing must be in writing and emailed to pgresearch@uwtsd.ac.uk, with the title 'Ethical Approval' followed by your name.

STUDENTS ON UNDERGRADUATE OR TAUGHT MASTERS PROGRAMMES should submit this form (and receive the outcome) via systems explained to you by the supervisor/module leader.

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

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

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

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

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

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

SECTION A: About You (Principal Researcher)

1	Full Name:	Grace Ella Lewis
2	Tick all boxes that apply:	Member of staff: ☐ Honorary research fellow: ☐
	Undergraduate Student: ☒ Taught Postgraduate Student: ☐ Postgraduate Research Student: ☐	
3	Institute/Academic Discipline/Centre:	Initial Teacher Education, Yr Athrofa
4	Campus:	Carmarthen
5	E-mail address:	2103623@student.uwtsd.ac.uk
6	Contact Telephone Number:	07534880577
	For students:	

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7	Student Number:	2103623
8	Programme of Study:	BA Primary Education with QTS
9	Director of Studies/Supervisor:	Dr Sioned V Hughes

SECTION B: Approval for Research Activity

1	Has the research activity received approval in principle? (please check the Guidance Notes as to the appropriate approval process for different levels of research by different categories of individual)	YES ☒ NO ☐	Date
2	If yes, please indicate source of approval (and date where known): Approval in principle must be obtained from the relevant source prior to seeking ethical approval	Research Degrees Committee ☐ Institute Research Committee ☐ ECAD5010 Module lead - Dr Sioned V Hughes ☒	25.04.23

SECTION C: Internal and External Ethical Guidance Materials

1	UWTSO Research Ethics & Integrity Code of Practice	☒
2	UWTSO Research Data Management Policy	☒
3	Ethical Guidelines for Educational Research, fourth edition (2018)	☒

SECTION D: External Collaborative Research Activity
If there are external collaborators then you should gain consent from the contact persons to share their personal data with the university. If there are no external collaborators then leave this section blank and continue to section E.

1	Institution	
2	Contact person name	
3	Contact person e-mail address	
4	Is your research externally funded?	YES ☐ NO ☐
5	Are you in receipt of a KESS scholarship?	YES ☐ NO ☐
6	Are you specifically employed to undertake this research in either a paid or voluntary capacity?	Voluntary YES ☐ NO ☐ Employed YES ☐ NO ☐
8	Is the research being undertaken within an existing UWTSO Athrofa?	If YES then the permission question YES ☒ NO ☐

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9	Professional Learning Partnership (AFLP)? Has permission to undertake the research has been provided by the partner organisation?	below does not need to be answered. (If YES attach copy) If NO the application cannot continue	YES ☐ NO ☐
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Where research activity is carried out in collaboration with an external organisation

10	Does this organisation have its own ethics approval system?	YES ☐ NO ☐
	If Yes, please attach a copy of any final approval (or interim approval) from the organisation (this may be a copy of an email if appropriate).	

SECTION E: Details of Research Activity

1	Indicative title:	What are staffs and pupils perceptions of quality of questioning/talk as an Assessment for Learning?		
2	Proposed start date:	02.05.23	Proposed end date:	15.05.23
	Introduction to the Research (maximum 300 words per section) Ensure that you write for a Non-Specialist Audience when outlining your response to the points below: <i>Purpose of Research Activity</i> <i>Proposed Research Question</i> <i>Aims of Research Activity</i> <i>Objectives of Research Activity</i> Demonstrate, briefly, how Existing Research has informed the proposed activity and explain <i>What the research activity will add to the body of knowledge</i> <i>How it addresses an area of importance.</i>			
3	Purpose of Research Activity The purpose of this research activity is to explore how Assessment for Learning is used as a strategy in the classroom. The activity will focus on training different research tools in practice and analysing the data collected.			
4	Research Question What are staffs and pupils perceptions of quality of questioning/talk as an Assessment for Learning?			
5	Aims of Research Activity - To explore staff and learners' perceptions of AFL? - To critically evaluate the different research tools - To further develop personal knowledge and understanding of AFL and to improve professional practice - To gain a better understanding of how AFL is experienced in the classroom. - To develop my repertoire of research methods. (this box should expand as you type)			

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6	Objectives of Research Activity - To provide explore the AFL strategies and approaches used by staff to support and develop pupils' learning using a questionnaire. - To interview pupils and staff to capture their views on AFL. - To critically reflect on the process of using different research tools to collect data	
	Proposed methods (maximum 600 words) Provide a brief summary of all the methods that may be used in the research activity, making it clear what specific techniques may be used. If methods other than those listed in this section are deemed appropriate later, additional ethical approval for those methods will be needed. You do not need to justify the methods here, but should instead describe how you intend to collect the data necessary for you to complete your project.	
7	For my research activity I decided to use the Mosaic approach. I will be carrying out an interview and a questionnaire. Interviews – I will be carrying out three separate interviews with children from year 5. The first interview will be with two children of a higher ability, the second interview will be with two children of a middle ability and the last interview will be with two children of a lower ability. I have based the groups off of the pupil's language, literature and communication skills. It will be a semi-structured interview where they will be invited to respond to key questions. For example, do you often raise your hand to answer questions in class? These interviews will be conducted in an informal setting, and I will make notes of, and audio record their responses. In order to maintain confidentiality I will keep the audio recording on a device locked by a password, that's only available to me. The pupils will not be forced to participate, and will be made aware that they do not have to answer any questions and that they can stop at any time. I will check on how each pupil feels regularly. No names will be recorded. Questionnaires – I will be sending a questionnaire to the teachers in ks2. The questionnaire aims to gather information in order to answer the research question 'what are staff and learners' perceptions and experiences of quality of questioning/talk as a form of Assessment for Learning (AFL)?'. The data collected will be formed into graphs and analyzed. It will only be shared with the researcher and used for the purpose of the research question. All information from the questionnaire will remain anonymous and should take no longer than five minutes to complete.	
8	Location of research activity Identify all locations where research activity will take place. The school community consists of a large local authority council estate, a long-term gypsy traveller settlement, and a few individual residences. Two hundred and twenty-one students between the ages of three and eleven are enrolled at the school, including thirty-three who attend the nursery either full, or part-time. The school has twelve classes in total, including three mixed-age classes and two specialised units. Free school meals are available to 40% of students, which is far higher than Wales's average rate of 20%. (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. If you live in the country where you will do the research then please state this.	

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9	N/A (this box should expand as you type)				
10	Use of documentation not in the public domain: Are any documents NOT publicly available? <table border="1"> <tr> <td>NO</td> <td>☐</td> </tr> <tr> <td>YES</td> <td>☐</td> </tr> </table>	NO	☐	YES	☐
NO	☐				
YES	☐				
11	If Yes, please provide details here of how you will gain access to specific documentation that is not in the public domain and that this is in accordance with the current data protection law of the country in question and that of England and Wales. (this box should expand as you type)				

Does your research relate to one or more of the seven aims of the Well-being of Future Generations (Wales) Act 2015?		YES	NO
12	A prosperous Wales	☐	☐
13	A resilient Wales	☐	☐
14	A healthier Wales	☐	☐
15	A more equal Wales	☐	☐
16	A Wales of cohesive communities	☐	☐
17	A Wales of vibrant culture and thriving Welsh language	☐	☐
18	A globally responsible Wales	☐	☐
19	If YES to any of the above, please give details: (this box should expand as you type)		

SECTION F: Scope of Research Activity **TICK ALL RELEVANT BOXES HERE**

Will the research activity include:		YES	NO
1	Use of a questionnaire or similar research instrument?	☒	☐
2	Use of interviews?	☒	☐
3	Use of focus groups?	☒	☐
4	Use of participant diaries?	☐	☒
5	Use of video or audio recording?	☒	☐
6	Use of computer-generated log files?	☐	☒
7	Participant observation with their knowledge?	☐	☒
8	Participant observation without their knowledge?	☐	☒
9	Access to personal or confidential information without the participants' specific consent?	☐	☒

10	Administration of any questions, test stimuli, presentation that may be experienced as physically, mentally or emotionally harmful / offensive?	☐	☒
11	Performance of any acts which may cause embarrassment or affect self-esteem?	☐	☒
12	Investigation of participants involved in illegal activities?	☐	☒
13	Use of procedures that involve deception?	☐	☒
14	Administration of any substance, agent or placebo?	☐	☒
15	Working with live vertebrate animals?	☐	☒
16	Procedures that may have a negative impact on the environment?	☐	☒
17	Other primary data collection methods. Please indicate the type of data collection method(s) below. Details of any other primary data collection method: (this box should expand as you type)	☐	☒

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

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

SECTION G: Intended Participants **TICK ALL RELEVANT BOXES HERE**

If there are no participants then do not complete this section, but go directly to section H.

Who are the intended participants:		YES	NO
1	Students or staff at the University?	☐	☒
2	Adults (over the age of 18 and competent to give consent)?	☒	☐
3	Vulnerable adults?	☐	☒
4	Children and Young People under the age of 18? (Consent from Parent, Carer or Guardian will be required)	☒	☐
5	Prisoners?	☐	☒
6	Young offenders?	☐	☒
7	Those who could be considered to have a particularly dependent relationship with the investigator or a gatekeeper?	☐	☒
8	People engaged in illegal activities?	☐	☒
9	Others. Please indicate the participants below, and specifically any group who may be unable to give consent. Details of any other participant groups: (this box should expand as you type)	☐	☒
Participant numbers and source Provide an estimate of the expected number of participants . How will you identify participants and how will they be recruited?			

10	How many participants are expected?	Approximately 10
11	Who will the participants be?	Approx. 10 teachers from KS2 Approx. 6 pupils from year 5, aged 9-10 years old. (this box should expand as you type)
12	How will you identify the participants?	I will identify the participants by picking 2 pupils at random from each ability group. Two from higher ability, two from middle ability and two from the lower ability group. (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?	☒	☐	☐
14	Will you tell participants that their participation is voluntary?	☒	☐	☐
15	Will you obtain written consent for participation?	☐	☐	☒
16	Will you explain to participants that refusal to participate in the research will not affect their treatment or education (if relevant)?	☒	☐	☐
17	If the research is observational, will you ask participants for their consent to being observed?	☐	☐	☒
18	Will you tell participants that they may withdraw from the research at any time and for any reason?	☒	☐	☐
19	With questionnaires, will you give participants the option of omitting questions they do not want to answer?	☒	☐	☐
20	Will you tell participants that their data will be treated with full confidentiality and that, if published, it will not be identifiable as theirs?	☒	☐	☐
21	Will you debrief participants at the end of their participation, in a way appropriate to the type of research undertaken?	☒	☐	☐
22	If NO to any of above questions, please give an explanation (this box should expand as you type)			

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

SECTION H: Anticipated Risks

Outline any anticipated risks that may adversely affect any of the participants, the researchers and/or the University, and the steps that will be taken to address them.					
If you have completed a full risk assessment (for example as required by a laboratory, or external research collaborator) you may append that to this form.					
1	Full risk assessment completed and appended? <table border="1"> <tr> <td>Yes</td> <td>☐</td> </tr> <tr> <td>No</td> <td>☒</td> </tr> </table>	Yes	☐	No	☒
Yes	☐				
No	☒				
2	Risks to participants For example: sector-specific health & safety, emotional distress, financial disclosure, physical harm, transfer of personal data, sensitive organisational information <table border="1"> <tr> <th>Risk to participants:</th> <th>How you will mitigate the risk to participants:</th> </tr> <tr> <td>The Participants may feel under pressure to give the correct answer to the questions. They may also feel uncomfortable answering the questions honestly in front of another pupil. (this box should expand as you type)</td> <td>Participant will be told that there is no consequence for anything they say. I will make it clear that I want open and honest answers. I will make it clear that the answers they give will affect their education in no way and there will be no repercussions for their actions and answers in regard to the research. (this box should expand as you type)</td> </tr> </table>	Risk to participants:	How you will mitigate the risk to participants:	The Participants may feel under pressure to give the correct answer to the questions. They may also feel uncomfortable answering the questions honestly in front of another pupil. (this box should expand as you type)	Participant will be told that there is no consequence for anything they say. I will make it clear that I want open and honest answers. I will make it clear that the answers they give will affect their education in no way and there will be no repercussions for their actions and answers in regard to the research. (this box should expand as you type)
Risk to participants:	How you will mitigate the risk to participants:				
The Participants may feel under pressure to give the correct answer to the questions. They may also feel uncomfortable answering the questions honestly in front of another pupil. (this box should expand as you type)	Participant will be told that there is no consequence for anything they say. I will make it clear that I want open and honest answers. I will make it clear that the answers they give will affect their education in no way and there will be no repercussions for their actions and answers in regard to the research. (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 N/A (this box should expand as you type)				
4	Risks to the investigator For example: personal health & safety, physical harm, emotional distress, risk of accusation of harm/impropriety, conflict of interest <table border="1"> <tr> <th>Risk to the investigator:</th> <th>How you will mitigate the risk to the investigator:</th> </tr> <tr> <td>Risk of accusation of fabrication or falsification of data. I could <u>possibly</u> be accused of favouritism by those not involved in the interviews. (this box should expand as you type)</td> <td>I will follow the UWTSO and BERA ethical guidelines when conducting primary research in a school. I will also treat each pupil equally in accordance with the schools' guidelines. (this box should expand as you type)</td> </tr> </table>	Risk to the investigator:	How you will mitigate the risk to the investigator:	Risk of accusation of fabrication or falsification of data. I could <u>possibly</u> be accused of favouritism by those not involved in the interviews. (this box should expand as you type)	I will follow the UWTSO and BERA ethical guidelines when conducting primary research in a school. I will also treat each pupil equally in accordance with the schools' guidelines. (this box should expand as you type)
Risk to the investigator:	How you will mitigate the risk to the investigator:				
Risk of accusation of fabrication or falsification of data. I could <u>possibly</u> be accused of favouritism by those not involved in the interviews. (this box should expand as you type)	I will follow the UWTSO and BERA ethical guidelines when conducting primary research in a school. I will also treat each pupil equally in accordance with the schools' guidelines. (this box should expand as you type)				
5	University/institutional risks For example: adverse publicity, financial loss, data protection <table border="1"> <tr> <th>Risk to the University:</th> <th>How you will mitigate the risk to the University:</th> </tr> <tr> <td>Not behaving in a way that could impact the relationship between school and university. Not to falsify any data that could <u>affect</u> the universities standards. (this box should expand as you type)</td> <td>I will behave in a professional manner, at all times. I will also collect my data on a password protected file and all data will be confidential and anonymous. I will also ensure not to plagiarise other <u>people's</u> work. (this box should expand as you type)</td> </tr> </table>	Risk to the University:	How you will mitigate the risk to the University:	Not behaving in a way that could impact the relationship between school and university. Not to falsify any data that could <u>affect</u> the universities standards. (this box should expand as you type)	I will behave in a professional manner, at all times. I will also collect my data on a password protected file and all data will be confidential and anonymous. I will also ensure not to plagiarise other <u>people's</u> work. (this box should expand as you type)
Risk to the University:	How you will mitigate the risk to the University:				
Not behaving in a way that could impact the relationship between school and university. Not to falsify any data that could <u>affect</u> the universities standards. (this box should expand as you type)	I will behave in a professional manner, at all times. I will also collect my data on a password protected file and all data will be confidential and anonymous. I will also ensure not to plagiarise other <u>people's</u> work. (this box should expand as you type)				
6	Environmental risks For example: accidental spillage of pollutants, damage to local ecosystems <table border="1"> <tr> <th>Risk to the environment:</th> <th>How you will mitigate the risk to environment:</th> </tr> <tr> <td>N/A</td> <td>N/A</td> </tr> </table>	Risk to the environment:	How you will mitigate the risk to environment:	N/A	N/A
Risk to the environment:	How you will mitigate the risk to environment:				
N/A	N/A				

(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
7 Does your research require you to hold a current DBS Certificate?	☒	☐	☐
8 If YES, please give the certificate number. If the certificate number is not available please write "Pending"; in this case any ethical approval will be subject to providing the appropriate certificate number.			

SECTION I: Feedback, Consent and Confidentiality

1	Feedback What de-briefing and feedback will be provided to participants, how will this be done and when?
	N/A (this box should expand as you type)
2	Informed consent Describe the arrangements to inform potential participants, before providing consent, of what is involved in participating. Describe the arrangements for participants to provide full consent before data collection begins. If gaining consent in this way is inappropriate, explain how consent will be obtained and recorded in accordance with prevailing data protection legislation.
	I will converse with my professional tutor and lecturer and inform them of the research I will be undertaking, providing reason and rationale behind the research. However, I will verbally ask the head-teacher/teacher identified to participate whether they wish to participate. I will also ask for their ongoing consent during the research. (this box should expand as you type)
3	Confidentiality / Anonymity Set out how anonymity of participants and confidentiality will be ensured in any outputs. If anonymity is not being offered, explain why this is the case.
	No names will be recorded. I will not disclose names. I will ensure that no individual data (raw scores, individual identifiable performance outcomes) are made available to schools/parents etc. (this box should expand as you type)

SECTION J: Data Protection and Storage **NO NEED TO COMPLETE SECTION J**

1	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. Any video or audio recordings of participants is considered to be personal data.	☐	☐
	If YES, provide a description of the data and explain why this data needs to be collected:		

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19	Use of data management system?	☐	☒
20	Data archiving?	☐	☐
21	If YES to any question, please provide full details, explaining how this will be conducted in accordance with the GDPR and Data Protection Act (2018) (and any international equivalents, where appropriate):		
	N/A (this box should expand as you type)		
22	List all who will have access to the data generated by the research activity:		
	(this box should expand as you type)		
23	List who will have control of, and act as custodian(s) for, data generated by the research activity:		
	(this box should expand as you type)		
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.		
	(this box should expand as you type)		
25	Please indicate if your data will be stored in the UWTS Research Data Repository (see https://researchdata.uwtsd.ac.uk/). If so please explain. (Most relevant to academic staff)		
	N/A (this box should expand as you type)		
26	Confirm that you have read the UWTS guidance on data management (see https://www.uwtsd.ac.uk/library/research-data-management/)	YES	☐
27	Confirm that you are aware that you need to keep all data until after your research has completed or the end of your funding	YES	☐

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

	Will data from the research activity (collected data, drafts of the thesis, or materials for publication) be stored in any of the following ways?	YES	NO
5	Manual files (i.e. in paper form)?	☐	☐
6	University computers?	☐	☐
7	Private company computers?	☐	☐
8	Home or other personal computers?	☐	☐
9	Laptop computers/ CDs/ Portable disk-drives/ memory sticks?	☐	☐
10	"Cloud" storage or websites?	☐	☐
11	Other – specify:	☐	☐
12	For all stored data, explain the measures in place to ensure the security of the data collected, data confidentiality, including details of backup procedures, password protection, encryption, anonymisation and pseudonymisation:		
	(this box should expand as you type)		

	Data Protection		
	Will the research activity involve any of the following activities:	YES	NO
13	Electronic transfer of data in any form?	☐	☐
14	Sharing of data with others at the University outside of the immediate research team?	☐	☐
15	Sharing of data with other organisations?	☐	☐
16	Export of data outside the UK or importing of data from outside the UK?	☐	☐
17	Use of personal addresses, postcodes, faxes, emails or telephone numbers?	☐	☐
18	Publication of data that might allow identification of individuals?	☐	☐

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SECTION K: Declaration

The information which I have provided is correct and complete to the best of my knowledge. I have attempted to identify any risks and issues related to the research activity and acknowledge my obligations and the rights of the participants.	
In submitting this application I hereby confirm that I undertake to ensure that the above named research activity will meet the University's Research Ethics and Integrity Code of Practice which is published on the website: https://www.uwtsd.ac.uk/research/research-ethics/	
1	Signature of applicant: <u>G. Lewis</u> Date: 25.04.23

For STUDENT Submissions:

2	Director of Studies/Supervisor:	Dr Sioned V Hughes	Date: 25.04.23
3	Signature:		

For STAFF Submissions:

4	Academic Director/ Assistant Dean:		Date:
5	Signature:		

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

☒	I have read the guidance notes supplied before completing the form.
☒	I have completed ALL RELEVANT sections of the form in full.
☒	I confirm that the research activity has received approval in principle
☐	I have attached a copy of final/interim approval from external organisation (where appropriate)
☐	I have attached a full risk assessment (where appropriate) ONLY TICK IF YOU HAVE ATTACHED A FULL RISK ASSESSMENT
☒	I understand that it is my responsibility to ensure that the above named research activity will meet the University's Research Ethics and Integrity Code of Practice.
☒	I understand that before commencing data collection all documents aimed at respondents (including information sheets, consent forms, questionnaires, interview schedules etc.) must be confirmed by the DoS/Supervisor, module tutor or Academic Director.

RESEARCH STUDENT'S ONLY
Once complete, submit this form via the [MyTSD Doctoral College Portal](https://mytsd.uwtsd.ac.uk/) 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 presearch@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.

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Appendix b – Blank copy of questionnaire.

What are staff perceptions of questioning/talk as a form of AfL?

The questionnaire contains questions relating to Assessment for Learning in the primary school. The questionnaire should take between 5 and 10 minutes to complete. Participation is completely voluntary, and you can withdraw at any time. You will complete the questionnaire anonymously and all information will be kept confidential and in accordance with the Data Protection Act (2018). Thank you very much for taking part in our research. Your participation is greatly appreciated.

1. Do you use Assessment for Learning (AfL) in the classroom?

- ☐ Yes
- ☐ No

2. How often do you use AfL in the classroom?

- ☐ Very often (every lesson)
- ☐ Often (daily)
- ☐ Sometimes (3-4 times a week)
- ☐ Weekly (once a week)
- ☐ Never

7. Which of the following methods of AfL are you familiar with?
Please select all that apply to you.

- ☐ Think, pair, share
- ☐ Group discussion
- ☐ The hot seat
- ☐ Lollipop sticks
- ☐ None of the above

8. Following on from the previous question, which questioning methods do you use regularly in the classroom?
Please write your answers below.

Enter your answer

9. In your opinion, which methods do children engage with best?
Why do you think this?
Please write your answers below.

Enter your answer

3. Which of the following strands of AfL are you familiar with?
Please select all answers that apply to you.

- ☐ Peer/self assessment
- ☐ Questioning/talk
- ☐ Sharing Success criteria
- ☐ Feedback

4. Have you used questioning/talk as a form of AfL in your classroom?

- ☐ Yes
- ☐ No

5. If you answered yes to the previous question, please rate how effective you found quality questioning/talk as a form of AfL.

1 being the lowest- not effective.
5 being the highest- highly effective

1	2	3	4	5
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6. In your opinion what are the benefits of using questioning/talk as an AfL strategy?
Please write your answers below.

Enter your answer

Appendix c - Copy of interview questions.

Interview questions for year 5 - Quality of questioning/talk.

A brief overview of the purpose of the questionnaire.

I'm doing a project in university, and I would like to ask you a few questions about your lessons with Miss Phillips to help me complete my project.

Assent - Ask the pupils if they are happy to answer a few questions about their lessons.

On going assent - Ensure that the pupils understand that they can withdraw assent at any point during the interview.

Does Miss Phillips ask you questions during your lessons with her?

Are you given the opportunity to answer questions asked by your teacher?

How often does Miss Phillips ask questions in her lessons?

Do you often raise your hand to answer questions in class?

Do you feel comfortable raising our hand to answer questions in class? Why?

How does being questioned make you feel?

Do you know what think, pair share is and how to do it?

Does Miss Phillips use think, pair, share in class?

Does Miss Phillips use lollipop sticks to question you?

Do you prefer think, par, share or lollipop sticks? Why?

Do you think that you have enough time to answer questions in class?

Appendix d – Blank copy of consent form.



Research School Day BA2 02/05/23

Rationale

Research Day in School is an important element of the ECAD5010 Module – *Researching the Learning – what, how and why am I teaching?* The aim of the module is to develop student teachers' research skills by providing opportunities for them to create a questionnaire and interview questions and to trial these research methods in a school (i.e., PTE2 school).

The overarching research question is 'What are learners and staff perceptions of AFL?' For the assignment, the student teachers will have to choose a particular aspect of AFL (e.g. feedback, questioning) and then design, trial and critically evaluate their research tools.

Before the Research Day in School the student teachers will have already designed their research tools (questionnaire and interview questions) and submitted an ethics form.

During the Research Day in School the student teacher should be able to carry out the following tasks:

- Distribute and collect questionnaires (school staff and/or pupils)
- Interview a group of children (from PTE2 class) and possibly some of the staff

Following the 'Research Day in School', the student teachers will critically evaluate these research tools. Their focus will not be on the data they collected but on the research design, i.e. the effectiveness of their research tools.

EWC Code of Conduct:

An expectation of professionalism as outlined in the EWC's code of conduct is expected from all stakeholder participants throughout the Research Day.

<https://www.ewc.wales/site/index.php/en/fitness-to-practise/code-of-professional-conduct-and-practice-pdf.html>

They are also expected to adhere to the BERA Ethical Guidelines for Educational Research (2018) <https://www.bera.ac.uk/publication/ethical-guidelines-for-educational-research-2018> and the UWTSD [UWTSD Research Ethics & Integrity Code of Practice](#)



ECAD5010 Consent Form

Student teachers must gain the following written consent of the head teacher before trialling their research tools.

To be completed by the school:

I agree to _____ as a representative of ~~Yr Athrofa~~ to:

- Take photographs (Tick accordingly)
- Interview
- Take video
- Observe
- Quote school policy documents
- Questionnaires

Name of Head teacher _____ Signed _____

Name of school _____

To be completed by the student teacher:

If I am granted such permission, I agree to abide by the ethics embodied within the EWC Code of Conduct and BERA Ethical Guidelines (2018) and will not distribute any such material to audiences beyond the University authorities without their permission.

Name of student teacher: _____ Signed: _____

Student teacher UWTSD e-mail address: _____

Programme (BA Education QTS/ Primary): _____

Date: _____

A letter for the school to distribute to parents/guardians Classroom-based research with student teachers

Ethical Research

Student teachers may be required to undertake small-scale classroom-based research in order to complete assignments.

The following letter should be made known to parents/guardians so that informed consent or a request to withdraw from the research being undertaken is agreed.

This school is a partner with the professional learning partnership that sits within the ~~Athrofa~~ at University of Wales Trinity Saint David in Carmarthen and Swansea. This school offers placements to students who are learning to be teachers. When student teachers work within the school, they are always under the supervision of the class teacher. The purpose of this letter is to inform you that as part of the University-based assessment, the student teacher will be required to evaluate classroom practice. This sometimes takes the form of a written evaluation or assessment of children's work and can also involve asking staff and children about their views. This activity does not differ from usual classroom practice.

If you would like more information about the work taking place in your child's class, please don't hesitate to ask the class teacher. If, following this discussion, you decide you don't want your child to be involved in any classroom-based evaluation undertaken by the student teachers please inform the class teacher.

If you would like more information about the initial education and training of new teachers, please contact the ~~Athrofa~~ Professional Learning Partnership through its senior administrator, Christine Rees.

Thank you for taking time to read this information.

Appendix e – Questionnaire results.

What are staff perceptions of questioning/talk as a form of AfL?

3

Responses

07:12

Average time to complete

Active

Status

View results

Open in Excel

1. Do you use Assessment for Learning (AfL) in the classroom?

More Details

Yes

3

No

0

2. How often do you use AfL in the classroom?

More Details

Very often (every lesson)

0

Often (daily)

3

Sometimes (3-4 times a week)

0

Weekly (once a week)

0

Never

0

6. In your opinion what are the benefits of using questioning/talk as an AfL strategy?

Please write your answers below.

More Details

3

Responses

Latest Responses

"It encourages students to think critically "

"Questioning helps a teacher to understand how much a learner knows, it sh...

"It is an opportunity for individual assessment"

7. Which of the following methods of AfL are you familiar with?

Please select all that apply to you.

More Details

Think, pair, share

2

Group discussion

1

The hot seat

0

Lollipop sticks

0

None of the above

0

8. Following on from the previous question, which questioning methods do you use regularly in the classroom?

Please write your answers below.

More Details

2

Responses

Latest Responses

"I use all of the above. As we are a Voice 21 school discussion along with spe...

"All four of them."

9. In your opinion, which methods do children engage with best?

Why do you think this?

Please write your answers below.

More Details

2

Responses

Latest Responses

"Children engage with authentic questions best"

"Lollipop sticks, group discussion, success criteria. ALN pupils can struggle wi...

3. Which of the following strands of AfL are you familiar with?

Please select all answers that apply to you.

More Details

Peer/self assessment

1

Questioning/talk

2

Sharing Success criteria

0

Feedback

0

4. Have you used questioning/talk as a form of AfL in your classroom?

More Details

Yes

3

No

0

5. If you answered yes to the previous question, please rate how effective you found quality questioning/talk as a form of AfL.

1 being the lowest- not effective.

5 being the highest- highly effective

More Details

4.33

Average Rating