ECAD7004

Professional and Pedagogic Studies: Researching the Learning: what, how and why am I teaching?

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Introduction

The aim of this research is to explore how students perceive the use of success criteria in terms of improving their understanding. By delving into students' perspectives, this study seeks to assess the effectiveness of incorporating success criteria in pedagogical practices and its implications for enhancing student comprehension and engagement.

The issue that prompted this research stems from the recognition of the crucial role that clarity and guidance play in facilitating student learning. As a teacher, I was intrigued by the potential of success criteria to serve as a scaffold for student understanding and to provide guidance on their learning journey. This research question directly aligns with my Personal Learning Passport (PLP) as it underscores my commitment to enhancing pedagogical practices and fostering a supportive learning environment for students. Husbands and Pearce (2012) claim that high performance in education systems is heavily reliant on the quality of teaching, with research showing that improving teacher quality significantly boosts both student attainment and academic rankings. This is supported by William (2018) who highlighted research by Sanders and Rivers in 1996 revealed significant differences in student progress based on teacher quality, with high-performing teachers leading to substantial improvements. This strongly suggests that the academic success of the pupils is highly influenced by the level of teaching provided by educators.

The research was carried out within a secondary school setting, focusing specifically on Year 7 students within my subject discipline. It aimed to assess the effectiveness of success criteria within this context, providing insights into students' perceptions and experiences within a targeted academic environment. While considering the broader school context, the study concentrated on the dynamics and impact of success criteria within a specific subject area and student cohort.

Within the designated classroom context, the research question guiding this study is: How do students perceive the use of success criteria in terms of improving their understanding? This question serves as the focal point for examining the impact of success criteria on student learning experiences and outcomes. Through both qualitative and quantitative analysis from a questionnaire, interviews and observation, this research aims to contribute to the ongoing discussion surrounding effective pedagogical approaches and student-centred learning practices.

Literature review

Success criteria are one of the many Assessment for Learning (AFL) strategies which are widely seen as helpful in teaching and learning (Crichton and McDaid, 2016). However, they argue that research into Assessment for Learning strategies has primarily focused on their effectiveness, but less attention has been given to how teachers and students perceive the use of Success Criteria in the classroom. Success criteria are reminders of what good work should look like, according to Rooney (2007). Rooney claims that these criteria should be used before starting a task, for students to imagine the end result as well as understanding the expectations beforehand.

Looking at progression within the new curriculum, according to Deakin et al (2020), when designing curriculum, pedagogy, and assessment, the central focus should be on the learners' progression. This is supported by Hwb (2020) who quotes ‘A successful curriculum, supported by effective teaching and learning enables learners to make meaningful progress’. This approach to educating nurtures the growth of vital personal and social skills alike. Looking at the success criteria as a form of Assessment for learning, according to Deakin et al (2020), AFL should be central to all learning systems and involve students in self-assessment. By identifying what the success criteria would be, teachers enable pupils to self-assess their progression against this.

In order to measure progression, pupils must know what they are aiming towards. Fisher et al (2024) describes this idea of ‘teacher clarity’ where the teacher demonstrates exactly what they want the pupils to do or achieve. One suggestion is sharing the success criteria, along with a clear connection between the lesson, the task and the assignment. Ensuring that all learning is relevant. Without sharing the success criteria, Fisher questions how a pupil would know what they need to do to succeed. The idea of teacher clarity enhancing pupil learning was identified decades ago, appearing as one of Rosenshine and Furst’s (1971) eleven teacher behaviours which have a positive impact on pupils' learning. This was later supported by Fendick (1990) who defined teacher clarity as how clearly teachers communicate with students in both directions, elaborating on it through four dimensions. One of which is ‘clarity of assessment of student learning’, where teachers respond to feedback from students, particularly through verbal and written responses, in line with the success criteria.

Furthermore, William (2017) argues that it is important for students to understand what they are meant to be doing in order to succeed. The benefits of understanding what they are

meant to be doing was illustrated in a study by two secondary schools in the United States (White & Frederiksen, 1998). The study compared two student groups: one participated in reflective assessment activities while the other discussed likes and dislikes. The reflective assessment group evaluated their performance against nine criteria and received peer feedback based on the success criteria. They achieved higher average scores compared to the control group. Moreover, the reflective assessment group showed a two-thirds reduction in the achievement gap between high and low scorers. Thus, demonstrating the positive effect of having a success criterion to both set the expectations but also as a comparable for reflective practice.

Further benefits of regularly sharing learning intentions and success criteria with students in the classroom, include increased focus, motivation, and encourages pupils to take responsibility for their own learning, according to the NCCA (2015). The NCCA claims that sharing success criteria with students can also help them develop key skills such as self-management, communication, and gaining confidence in themselves and about their learning. This suggests that sharing the success criteria not only aids the understanding of what good work looks like within that subject or discipline but also develops key skills which are beneficial to both academic and personal growth.

According to STEM (2019) various methods can be used to effectively share success criteria with students, such as allowing students to correct errors, showcasing finished products, comparing different outcomes, addressing careless criteria and revisiting existing criteria for improvement. These strategies aim to maximise student understanding and engagement with the learning process.

However, whilst there are many studies highlighting the benefits of teachers using a success criterion to enhance pupil understanding, Crichon and McDaid (2016) argue that there are concerns about the mechanistic use of success criteria along with learning intentions, as they may become checkboxes without meaningful consideration. Crichton and McDaid also claim that rigidly adhering to success criteria and learning intentions may also inhibit creativity, exploratory learning, and deep engagement with the curriculum. This view is supported by Northwood (2013) who argues that whilst there are advantages to success criteria, such as aiding content development, there is debate on whether they truly help or guide students in the learning process and there are apprehensions that they could potentially inhibit originality and creativity.

Explanation of Case Study

According to Bera (2011) a case study involves gathering diverse data to understand an entity deeply, providing rich insights into participants' experiences. It involves an in-depth examination of a specific instance or case, aiming to understand its complexities and dynamics. In an educational context, case study research can offer valuable insights into various aspects of teaching and learning, including the effectiveness of instructional strategies, student perceptions, and classroom dynamics. According to Thomas (2021) there are two parts to a case study, each part needing the other; there's the subject (person or place) and the analytical frame or object. This suggests that the two parts rely on each other: the subject is what we study closely, and the analytical frame helps us make sense of the information we gather about the subject.

Hancock et al (2021) describes case study as research which involves investigating contemporary phenomena using multiple sources of evidence, covering a wide range of topics like programs, events, persons, and processes. Researchers from various fields and backgrounds conduct case studies, focusing on individuals, organisations, or phenomena in real-world contexts. Hancock argues that context is crucial in case studies, which are typically conducted in specific settings and time frames to provide detailed insights. Unlike experimental research, case studies prioritise illustrating themes rather than testing hypotheses and may require spending significant time in the research environment.

According to Yin (1993) designing a case study starts by choosing subcategories and a theoretical perspective. The research design acts as a roadmap, connecting data collection to the study's main questions. It tackles four main issues: what questions to ask, which data are relevant, how to collect data, and how to analyse it. Yin also highlights the need to clarify one's theoretical standpoint, set study goals, choose subjects and data collection methods, and consider how to report the findings.

There are strengths and weaknesses to using a case study, Becker et al, (1994-2024) highlight that the strength in case studies is their ability to provide detailed insights beyond statistical analysis. Becker et al, add that while statistics work for uniform situations, case studies are essential for understanding creativity, innovation, and context. However, they realise that case studies are hard to generalise due to their subjective nature and reliance on qualitative data, which is only applicable to specific contexts. There may also be concerns regarding reliability, validity, and generalisability, according to Merriam (1985). Merriam suggests several strategies to address these concerns. These methods involve prolonging

data collection, using multiple data sources, verifying interpretations with participants, gathering supplementary materials, and seeking input from peers to ensure the quality and credibility of the research.

In regards to the research conducted in this case study, data was gathered through questionnaires, interviews, and observations. Questionnaires efficiently collected quantitative data from a sizable sample, ensuring anonymity for participants. Structured interviews provided qualitative insights, conducted individually, with consent from willing participants. Observations captured real-time behavioural data in classroom settings, enabling a detailed understanding of actions and interactions. These methods ensured a comprehensive approach to data collection.

To ensure a representative sample, a mixed-ability class of Year 7 students was selected, which inherently encompassed a diverse range of abilities and characteristics, thereby representing a broader group. From this class of 15 students, a group of four pupils was randomly chosen for individual interviews, and questionnaires were distributed to the whole class to ensure a good sample was taken. Likewise, observations of the entire class as a whole were conducted. This method allowed for a varied representation of the student body and ensured that the sample captured the diversity within the class.

Research Methods

In order to explore pupils' perspectives on the effectiveness of success criteria in aiding their understanding, a combination of research methods: questionnaires, observations, and interviews were chosen. Each method offers advantages and limitations, contributing to a comprehensive examination of the research topic.

According to Bryman (2016), questionnaires are commonly used in educational research for efficient data collection from a large sample size. They allow for standardised data gathering, enabling comparisons across respondents and facilitating trend analysis (Johnson & Christensen, 2014). Existing literature suggests that questionnaires can provide valuable insights into pupils' attitudes and experiences regarding the usefulness of success criteria in enhancing understanding (Curran, 2017). Creswell and Creswell (2023) believe that the use of questionnaires are advantageous as they offer anonymity, encouraging honest responses without fear of judgement. They are also time-efficient and can reach a diverse range of participants within a short period (Bryman, 2016). However, despite their benefits, questionnaires may be prone to response bias and limit the depth of responses due to their

fixed-response format (Creswell & Creswell, 2023). It's essential to ensure clear and age-appropriate questions to minimise misunderstandings, considering the pupils' age and academic level (Johnson & Christensen, 2014).When designing the questionnaire, closed-ended and Likert scale questions were chosen to gather quantitative data on pupils' perceptions of success criteria. Closed-ended questions offer specific response options, while Likert scale questions measure the intensity of agreement or disagreement with statements about the usefulness of success criteria.

The questionnaire in this case study uses closed-ended questions and a Likert scale to gather data on how students perceive success criteria (See appendix D). Closed-ended questions offer specific choices for responses, making analysis easier, while the Likert scale measures how strongly students agree or disagree with statements about success criteria. This approach enables assessment of how often students use success criteria, how confident they feel using them, and how helpful they find them for understanding. The Likert scale allows students to show their level of agreement or disagreement, giving clear insights into their opinions on success criteria.

Furthermore, to gain insights into pupils' interactions and behaviours regarding the utilisation of success criteria, group observations were used as a research method. This method allowed for the direct observation of pupils within their learning environment, providing valuable qualitative data on their engagement and understanding. According to Cohen et al,. (2018), group observations are widely used in educational research to study social dynamics, classroom interactions, and learning processes. Previous studies by Bogdan and Biklen (1982) indicate that observations provide comprehensive contextual details, enabling researchers to understand aspects of students' behaviours and interactions concerning success criteria. Similarly to the questionnaires, there are advantages and limitations to this method of gathering data also.

Group observations enable researchers to directly observe pupils' behaviours and interactions in real-time, providing authentic insights into their engagement with success criteria according to Cohen et al., (2018). This method allows for the identification of patterns, trends, and non-verbal cues that may not be captured through other means. However, despite its strengths, group observations are subject to observer bias and interpretation, as researchers' perceptions may influence the analysis of observed behaviours (Bogdan & Biklen, 1982). Additionally, the presence of an observer may alter pupils' behaviours, leading to potential reactivity.

The observation method in this study involved directly observing students in classroom settings to understand how they interacted with success criteria. It was chosen to provide real-time insights into their actions and interactions related to success criteria. The observation schedule was flexible and unstructured, allowing for notes to be taken on students' behaviours, interactions, and responses to the success criteria. In order to minimise disruption and observer effects, the observation method was adapted to suit the age and academic level of the participants.Confidentiality and privacy were also prioritised throughout the observation process in line with BERA (2024) guidelines.

Finally, the last chosen research method is interviews with pupils (See appendix E), conducted with a diverse group of four randomly selected students with varying academic abilities, serve as a valuable method to explore individual perspectives on success criteria and understanding. Creswell and Poth (2018) claim that pupil interviews are widely utilised in educational research to look into students' experiences, beliefs, and perceptions. Existing literature underscores the importance of interviews in uncovering refined insights into students' understanding of classroom practices, such as success criteria (Merriam & Tisdell, 2016). Merriam and Tisdell believe that pupil interviews allow for in-depth exploration of individual perspectives, offering rich qualitative data on students' experiences and interpretations of success criteria. They provide opportunities for students to express their thoughts, feelings, and experiences in their own words, yielding valuable insights into their understanding.

On the other hand, Creswell and Poth (2018) argue that interviews may be influenced by social desirability bias, as students may provide responses they perceive as favourable rather than genuine. Additionally, the rapport between the interviewer and interviewee may impact the depth and honesty of responses. Another study backing up the idea of social desirability bias in interviews is by Johnson and Christensen (2014). They also highlight the risk that interviewees may provide responses they believe are socially acceptable or align with the interviewer's expectations, rather than expressing their genuine opinions.

The interview questions used for this case study were open-ended and neutral, encouraging participants to express their thoughts and experiences freely. Questions covered various aspects of success criteria, including understanding, usefulness, engagement, teacher support, and overall reflections.

Data Presentation and Analysis Methods

To report the data collected in this study, a combination of qualitative and quantitative methods was used. Each method was tailored to the specific type of data collected through questionnaires, observations, and interviews.

The qualitative data gathered from observations and interviews will undergo thematic analysis to identify recurring patterns, themes, and categories within the data. This process involves systematically coding and categorising the data to identify key themes and concepts related to pupils' perceptions and experiences with success criteria. According to Gibbs (2007) coding is “how you define what the data you are analysing are about”. The analysis will be guided by established frameworks such as Braun and Clarke's (2006) six-phase approach to thematic analysis, which involves familiarisation with the data, generating initial codes, searching for themes, reviewing themes, defining and naming themes, and producing the final report.

To present and analyse the data obtained from the questionnaire, Likert scale analysis was used. Likert scale questions, commonly used in educational research, offer participants a range of options to express their agreement or disagreement with statements. Following established practices (Smithson, 2000), Likert items were analysed using descriptive statistics. This method calculates mean scores and standard deviations for each Likert item, showing how much participants agree or disagree with statements regarding the effectiveness of success criteria in aiding understanding. This method allows for a quantitative assessment of participants' perceptions and provides insights into the overall sentiment towards success criteria.

To ensure the reliability of the findings, processes such as triangulation of data sources were employed. Triangulation, by combining data from questionnaires with observations and interviews, contributed to the dependability and confirmability of the findings, allowing for a comprehensive understanding of pupils' perspectives. However, no research can achieve absolute validity or reliability. To enhance these aspects, researchers must embrace a reflexive approach. This involves recognising their role within the research process and accepting that complete objectivity is unattainable (Berger, 2015).

Ethical Considerations

Ethical considerations are paramount in any research involving participants, particularly in educational settings where the well-being and privacy of students must be safeguarded. In this study, several ethical considerations were carefully addressed to ensure the protection of participants' rights and confidentiality.

Firstly, anonymity and confidentiality were maintained throughout the research process. Participants were not required to provide their names on the questionnaires to ensure their responses remained anonymous. Consent forms were sent home to parents or guardians (See appendix B), outlining the nature of the study and seeking permission for their child to participate. Additionally, pupils were asked for assent, emphasising their voluntary participation in the research (See appendix C).

Following the Bera (2024) guidelines, educational researchers are expected to seek ethical review and clearance from their institutions and engage in ethical thinking and practice. Therefore, ethical approval was obtained through the completion of an ethics form, which was submitted for review and subsequently approved (See appendix A). This process ensured that the research design and procedures met ethical standards and complied with institutional guidelines.

All data collected, including consent forms, questionnaire responses, interview transcripts, and class observation notes, were stored securely. Electronic data were stored in password-protected personal computers or the University Office 365 system, with encryption to prevent unauthorised access. Personal identification information was either removed or anonymised during transcription to further protect participants' identities.

Signed consent forms in paper form were only accessible to the researcher. Following the completion of the study and receipt of feedback, these consent forms were destroyed to maintain confidentiality.

It is important to note that only the researcher had access to the data throughout the study, further safeguarding the confidentiality of participants. These measures were implemented to uphold ethical standards and ensure the integrity of the research process while prioritising the well-being and rights of the students involved.

Analysis of Data

In the quantitative analysis of the questionnaire data, it was found that the majority of students reported that their teachers sometimes provide success criteria at the beginning of a lesson (7 out of 15, 46.7%), with fewer students indicating that it occurs often (6 out of 15, 40%) or rarely (2 out of 15, 13.3%).These findings support what previous research suggests about how often success criteria are given in classes. Consistent with prior research by Johnson & Christensen (2014), the majority of students reported that success criteria are sometimes provided at the beginning of a lesson, indicating a common instructional practice. In regards to the perceived helpfulness of success criteria in understanding lesson expectations, the responses varied, with a significant proportion of students expressing high levels of agreement (10 out of 15, 66.7%) by selecting "extremely" or "very much." These high levels of agreement among students regarding the helpfulness of success criteria in understanding lesson expectations resonate with studies emphasising the role of clear criteria in enhancing student comprehension and engagement (Curran, 2017; Bogdan & Biklen, 1982). Similarly, a considerable number of students indicated confidence in using success criteria to aid their learning, with the majority reporting moderate to extreme confidence levels. Moreover, a majority of students stated that they often refer back to the success criteria during a lesson to check their progress (7 out of 15, 46.7%), thus underscoring their perceived importance of the use of success criteria in guiding their learning.

Moreover, in the qualitative analysis obtained from the interview responses, students offered insights into the usefulness of success criteria. While some students expressed positive sentiments, highlighting the clarity and guidance provided by success criteria in understanding task expectations, others noted challenges, such as occasional confusion when criteria were unclear or insufficiently explained by teachers.This links to the findings of Berger (2015) and Smithson (2000), where students recognised the benefits of success criteria in providing clarity and guidance for understanding task expectations. However, the challenges highlighted by some students regarding unclear or inadequately explained criteria resonate with concerns raised in studies by Johnson & Christensen (2014) and Gibbs (2007). Additionally, students offered insights into their engagement with success criteria, including how often students refer to success criteria during lessons and how teacher support and feedback affect their use. This aligns with the research by Creswell & Poth (2018) and Bogdan & Biklen (1982), emphasising the importance of clear explanations and consistent implementation for maximising the effectiveness of success criteria. However, overall, students acknowledged the value of success criteria in facilitating their

understanding of learning tasks but also identified areas for improvement, such as the need for clearer explanations and consistent implementation across subjects.

Adding to this, the observation data further complemented the questionnaire and interview findings, Illustrating directly the application and influence of success criteria within a classroom environment. This links to research by Cohen et al. (2018), where they emphasise the importance of observing classroom dynamics and student interactions to understand the practical application of instructional strategies, such as success criteria.The observation revealed active student participation and creative exploration aligned with the success criteria for the textiles lesson, underscoring the practical application and effectiveness of clear task guidelines in fostering student engagement and achievement. The observed positive response from students highlights the potential benefits of incorporating well-defined success criteria in lesson planning to enhance student understanding and participation, ultimately contributing to improved learning outcomes (Merriam & Tisdell, 2015).

Conclusions and recommendations

In reflecting on the methodology used in this research study, it is apparent that the methods used for data collection, including questionnaires, interviews, and observations, were well-suited to the research context. The combination of quantitative and qualitative data provided a comprehensive understanding of students' perceptions and experiences regarding the use of success criteria in the classroom. The findings from this study demonstrate the reliability and validity of the data collection methods, as evidenced by the alignment of results with existing literature and the insights obtained from diverse sources.

Arguably, while the findings offer valuable insights into the impact of success criteria on student learning and engagement, it is essential to acknowledge the limitations regarding the generalisability of the findings. The study's sample size and focus on a specific context may limit the extent to which the findings can be generalised to other settings. Future research studies could explore the effectiveness of success criteria across different subjects and educational settings to enhance the generalisability of the findings.

In terms of future research, it would be beneficial to investigate the long-term effects of incorporating success criteria into instructional practices and their impact on student learning outcomes as well as understanding over time. Additionally, exploring the role of teacher professional development in enhancing the implementation of success criteria and

addressing student needs could offer further valuable insights into effective pedagogical strategies.

Recommendations stemming from this research include the implementation of ongoing professional development opportunities for teachers to strengthen their understanding and implementation of success criteria effectively. Furthermore, schools may consider providing support and resources to ensure the consistent use of success criteria across classrooms and subjects, encouraging a consistent approach of teaching and learning.

Moving forward, by sharing insights gained from this research into the benefits and challenges associated with the use of success criteria, educators and stakeholders can work collaboratively to create supportive environments that foster student learning and success. Also, future studies could build upon this study's findings to explore innovative approaches to incorporating success criteria into instructional practices and maximising their impact on student outcomes.

In interpreting these findings, it is evident that the use of success criteria holds promise in improving students' understanding of learning tasks and fostering their engagement and effort. However, the variability in experiences reported by students suggests the importance of ensuring clarity and consistency in the delivery and explanation of success criteria across lessons and subjects. Aligning with existing literature emphasising the significance of clear task expectations in promoting student learning and achievement (Smithson, 2000; Berger, 2015), the findings underscore the potential of success criteria as a pedagogical tool to enhance student outcomes and classroom experiences. Nonetheless, ongoing attention to refining and adapting success criteria based on student feedback and needs is essential to optimise their effectiveness and relevance in supporting student learning and attainment.

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Appendix

Appendix A: Ethical Approval

APPLICATION FOR ETHICAL APPROVAL

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RESEARCH STUDENTS **This form is to be completed by the student within SIX months for full-time students and TWELVE months for part time students, after the commencement of the research degree or following progression to Part Two of your course.** **Once complete, submit this form via the *MyTSD Doctoral College Portal* at (https://mytsd.uwtsd.ac.uk).** **This document is also available in Welsh.**
RESEARCH STAFF ONLY **All communications relating to this application during its processing must be in writing and emailed to pgresearch@uwtsd.ac.uk , with the title 'Ethical Approval' followed by your name.**
STUDENTS ON UNDERGRADUATE OR TAUGHT MASTERS PROGRAMMES should submit this form (and receive the outcome) via systems explained to you by the supervisor/module leader.

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

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

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

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

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

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

SECTION A: About You (Principal Researcher)

1	**Full Name:**	**CATRIN YOUNG**			
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:**	**ATHROFA TEACHER EDUCATION UWTSD**
4	**Campus:**	**SWANSEA**
5	**E-mail address:**	**1807139@student.uwtsd.ac.uk**
6	**Contact Telephone Number:**	**07957499791**
	For students:	
7	**Student Number:**	**1807139**
8	**Programme of Study:**	**PGCE Secondary Design & Technology**
9	**Director of Studies/Supervisor:**	**Catherine Morgan**

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	☐	14/03/24
		Catherine Morgan	☒	

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	☒
2	UWTSD Research Data Management Policy	☒
3	*British Educational Research Association (2024)*	☒

SECTION D: External Collaborative Research Activity

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

1	Institution	

2	Contact person name					
3	Contact person e-mail address					
4	Is your research externally funded?		YES	☐	NO	☐
5	Are you in receipt of a KESS scholarship?		YES	☐	NO	☐
6	Are you specifically employed to undertake this research in either a paid or voluntary capacity?	Voluntary	YES	☐	NO	☐
7		Employed	YES	☐	NO	☐
8	Is the research being undertaken within an existing UWTSD Athrofa Professional Learning Partnership (APLP)?	If YES then the permission question below does not need to be answered.	YES	☐	NO	☐
9	Has permission to undertake the research has been provided by the partner organisation?	(If YES attach copy) If NO the application cannot continue	YES	☐	NO	☐

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

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

SECTION E: Details of Research Activity

1	**Indicative title:**	**How do students perceive the use of success criteria in terms of improving their understanding?**		
2	**Proposed start date:**	**14/03/2024**	**Proposed end date:**	**31/07/2024**
	Introduction to the Research (maximum 300 words per section) **Ensure that you write for a <u>Non-Specialist Audience</u> when outlining your response to the points below:** · ***Purpose of Research Activity*** · ***Proposed Research Question*** · ***Aims of Research Activity*** · ***Objectives of Research Activity*** **Demonstrate, briefly, how <u>Existing Research</u> has informed the proposed activity and explain** · ***What the research activity will add to the body of knowledge*** · ***How it addresses an area of importance.***			
3	**The purpose** **The purpose of my study is to research whether the use of a success criteria at the beginning of a lesson is beneficial from the perspective of the pupils and whether it improves their understanding of the task they have been set to complete during the lesson.**			

	(this box should expand as you type)
4	**Research Question** **How do students perceive the use of success criteria in terms of improving their understanding?**
5	**Aims of Research Activity** **The aim of the research is to determine whether the implementation of success criteria at the beginning of a lesson positively impacts students' perspectives and aids in improving their understanding of the tasks assigned throughout the lesson.**
6	**Objectives of Research Activity** · **Find out what students think about using success criteria at the start of a lesson.** · **See if using success criteria helps students understand their tasks better.** · **Understand how using success criteria affects students' interest and effort.** · **Look for connections between clear success criteria and students' learning** (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. 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	**To conduct my research, I aim to collect data in the form of:** **Questionnaires: These will be used to collect quantitative data from a large sample size efficiently. Participants will be asked to complete structured questionnaires in person. Questionnaires will always remain anonymous.** **Interviews: Structured interviews will be conducted to gather in-depth qualitative insights from participants. This method allows follow-up questions to explore responses in detail. Interviews will be conducted face to face, both as a group and also individually provided the pupils consent and happy to do so.** **Observations: Direct unstructured observation of participants in classroom settings will be employed to gather behavioural data. This method allows for the collection of rich, real-time data on actions, interactions, and contexts. Observations may be conducted discreetly to minimise observer effects but pupils will be told prior to the research period that I will be doing so. Notes will be taken during the unstructured observation.** **(this box should expand as you type)**
	Location of research activity **Identify all locations where research activity will take place.**
8	**Secondary School in the South Wales area** **(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.**
9	*(this box should expand as you type)*

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

	Does your research relate to one or more of the seven aims of the Well-being of Future Generations (Wales) Act 2015?	**YES**	**NO**

12	A prosperous Wales	☐	☒
13	A resilient Wales	☒	☐
14	A healthier Wales	☐	☒
15	A more equal Wales	☐	☒
16	A Wales of cohesive communities	☐	☒
17	A Wales of vibrant culture and thriving Welsh language	☐	☒
18	A globally responsible Wales	☐	☒
19	If YES to any of the above, please give details:		
	Pupils taking responsibility for their own work and progress in line with the success criteria will create a more resilient generation of learners. (this box should expand as you type)		

SECTION F: Scope of Research Activity

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

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

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

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

SECTION G: Intended Participants

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

	Who are the intended participants:		

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

	Participant numbers and source Provide an estimate of the expected number of participants. How will you identify participants and how will they be recruited?	
10	How many participants are expected?	There will be a maximum of 20-25 participants which form one class. I will select 4 pupils at random if individual interviews are conducted.
11	Who will the participants be?	Year 7 learners

12	How will you identify the participants?	Selected year 7 class, individuals will be selected at random but will be asked if they are willing to do so and consent will be given

	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?**	**Yes**	☐
		No	☒
2	**Risks to participants** **For example: sector-specific health & safety, emotional distress, financial disclosure, physical harm, transfer of personal data, sensitive organisational information**		
	Risk to participants: **Risk that participants may feel coerced into giving positive or biased responses to questions due to relationships and position in the organisation.**	***How you will mitigate the risk to participants:*** **Prior to the group interview, participants will be provided with a participant information sheet with which informed consent will be sought. To avoid the risk of participants feeling coerced, a debrief and synopsised transcript of the discussion will be available to participants following the discussion.**	
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**	
	Risk to the investigator: **Participants may wish to withdraw** **Accusations of fabrication or falsification of data**	***How you will mitigate the risk to the investigator:*** **In the case of withdrawal from the student group, discussions would be conducted with the remaining participants and new participants will be recruited, if necessary, who will be fully briefed, and whose informed consent will be sought. For the case of a withdrawal from the staff group, a nominee will be sought in the relevant department/specialism.** **Clarify with participants regarding access to transcripts of interviews or field notes. Ensure debriefing with participants to include recapping on and clarifying where necessary the contributions that they have made. Work with gatekeepers to promote a comprehensive understand of the nature of the research project.**

5	**University/institutional risks** **For example: adverse publicity, financial loss, data protection**	
	Risk to the University: **Reputational damage (Potential complaint against the researcher for causing emotional distress or embarrassment that could cause reputational damage)**	***How you will mitigate the risk to the University:*** **Ensure adherence to the UWTSD code of ethics and research standards and commonly agreed standards of good practice. Ensure compliance with data storage regulations and university guidelines and security procedures. Ensure that research methodology is robust and that methods are appropriate. Adhere to the UWTSD code of conduct (and also the EWC code of conduct if you are a teacher). Establish clarity regarding procedures on reporting of disclosures in field work settings. Work with partners to promote a comprehensive understanding regard the nature of the research in order to avoid misunderstandings and manage expectations.** ***(this box should expand as you type)***
6	**Environmental risks** **For example: accidental spillage of pollutants, damage to local ecosystems**	
	Risk to the environment: **Use of paper** **Travel -carbon footprint**	***How you will mitigate the risk to environment:*** **This research activity will mostly use electronic systems reducing the**

	(this box should expand as you type)	**need for bleached paper and need for travel.** *(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?**
	I will provide them with my UWTSD email and ask them to contact me if required. Feedback will be available upon request following the research via email. *(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.**
	Paper questionnaire = participants and parents sign a consent form. Forms will be given to pupils in school to take home and will be asked to return to myself by their next lesson. Pupils will also be asked to give assent both verbally and via the form. *(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.**
	Participants will always be kept anonymous throughout the research, their names will not be used. No names will be recorded during observations and questionnaires will also be anonymous. *(this box should expand as you type)*

SECTION J: Data Protection and Storage

	Does the research activity involve personal data (as defined by the General Data Protection Regulation 2016 "GDPR" and the Data Protection Act 2018 "DPA")?	**YES**	**NO**

1	***"Personal data"** means any information relating to an identified or identifiable natural person ('data subject'). An identifiable natural person is one who can be identified, directly or indirectly, in particular by reference to an identifier such as a name, an identification number, location data, an online identifier or to one or more factors specific to the physical, physiological, genetic, mental, economic, cultural or social identity of that natural person. Any video or audio recordings of participants is considered to be personal data.*	☐	x☐
	If YES, provide a description of the data and explain why this data needs to be collected:		
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),***	☐	x☐

	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)*

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

	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. 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 *(this box should expand as you type)*
22	**List all who will have access to the data generated by the research activity:**
	The researcher (Catrin Young) only *(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:**
	The researcher (Catrin Young) only *(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.**

	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. 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 *(this box should expand as you type)*		
25	**Please indicate if your data will be stored in the UWTSD Research Data Repository (see https://researchdata.uwtsd.ac.uk/). If so please explain. (*Most relevant to academic staff)***		
	N/a *(this box should expand as you type)*		
26	**Confirm that you have read the UWTSD guidance on data management (see https://www.uwtsd.ac.uk/library/research-data-management/)**	**YES**	☒
27	**Confirm that you are aware that you need to keep all data until after your research has completed or the end of your funding**	**YES**	☒

SECTION K: Declaration

	The information which I have provided is correct and complete to the best of my knowledge. I have attempted to identify any risks and issues related to the research activity and acknowledge my obligations and the rights of the participants. **In submitting this application I hereby confirm that I undertake to ensure that the above named research activity will meet the University's Research Ethics and Integrity Code of Practice which is published on the website: https://www.uwtsd.ac.uk/research/research-ethics/**		
1	**Signature of applicant:**	**C Young**	**Date: 14/03/2024**

For STUDENT Submissions:

2	**Director of Studies/Supervisor:**	**Catherine Morgan**	**Date: 14/03/24**
3	**Signature:**		

For STAFF Submissions:

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

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

☐	**I have read the guidance notes supplied before completing the form.**

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

RESEARCH STUDENTS ONLY **Once complete, submit this form via the MyTSD Doctoral College Portal at (https://mytsd.uwtsd.ac.uk).**
RESEARCH STAFF ONLY **All communications relating to this application during its processing must be in writing and emailed to pgresearch@uwtsd.ac.uk , with the title 'Ethical Approval' followed by your name.**
STUDENTS ON UNDERGRADUATE OR TAUGHT MASTERS PROGRAMMES should submit this form (and receive the outcome) via systems explained to you by the supervisor/module leader.

RESEARCH STUDENTS **This form is to be completed by the student within SIX months for full-time students and TWELVE months for part time students, after the commencement of the research degree or following progression to Part Two of your course.** **Once complete, submit this form via the *MyTSD Doctoral College Portal* at (https://mytsd.uwtsd.ac.uk).** **This document is also available in Welsh.**
RESEARCH STAFF ONLY **All communications relating to this application during its processing must be in writing and emailed to pgresearch@uwtsd.ac.uk , with the title 'Ethical Approval' followed by your name.**
STUDENTS ON UNDERGRADUATE OR TAUGHT MASTERS PROGRAMMES should submit this form (and receive the outcome) via systems explained to you by the supervisor/module leader.

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

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

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

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

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

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

SECTION A: About You (Principal Researcher)

1	**Full Name:**		**CATRIN YOUNG**			
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:**	**ATHROFA TEACHER EDUCATION UWTSD**
4	**Campus:**	**SWANSEA**
5	**E-mail address:**	**1807139@student.uwtsd.ac.uk**
6	**Contact Telephone Number:**	**07957499791**

	For students:	
7	**Student Number:**	**1807139**
8	**Programme of Study:**	**PGCE Secondary Design & Technology**
9	**Director of Studies/Supervisor:**	**Catherine Morgan**

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	☐	**14/03/24**	
		Catherine Morgan	☒		

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**	☒
2	**UWTSD Research Data Management Policy**	☒
3	***British Educational Research Association (2024)***	☒

SECTION D: External Collaborative Research Activity

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

1	**Institution**					
2	**Contact person name**					
3	**Contact person e-mail address**					
4	**Is your research externally funded?**		**YES**	☐	**NO**	☐
5	**Are you in receipt of a KESS scholarship?**		**YES**	☐	**NO**	☐
6	**Are you specifically employed to undertake this research in either a paid or voluntary capacity?**	**Voluntary**	**YES**	☐	**NO**	☐
7		**Employed**	**YES**	☐	**NO**	☐

8	**Is the research being undertaken within an existing UWTSD Athrofa Professional Learning Partnership (APLP)?**	**If YES then the permission question below does not need to be answered.**	**YES**	☐	**NO**	☐
9	**Has permission to undertake the research has been provided by the partner organisation?**	**(If YES attach copy)** **If NO the application cannot continue**	**YES**	☐	**NO**	☐

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

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

SECTION E: Details of Research Activity

1	**Indicative title:**	**How do students perceive the use of success criteria in terms of improving their understanding?**		
2	**Proposed start date:**	**14/03/2024**	**Proposed end date:**	**31/07/2024**

	Introduction to the Research (maximum 300 words per section) **Ensure that you write for a <u>Non-Specialist Audience</u> when outlining your response to the points below:** · ***Purpose of Research Activity*** · ***Proposed Research Question*** · ***Aims of Research Activity*** · ***Objectives of Research Activity*** **Demonstrate, briefly, how <u>Existing Research</u> has informed the proposed activity and explain** · ***What the research activity will add to the body of knowledge*** · ***How it addresses an area of importance.***
3	**The purpose** **The purpose of my study is to research whether the use of a success criteria at the beginning of a lesson is beneficial from the perspective of the pupils and whether it improves their understanding of the task they have been set to complete during the lesson.** **(this box should expand as you type)**
4	**Research Question** **How do students perceive the use of success criteria in terms of improving their understanding?**

5	**Aims of Research Activity** **The aim of the research is to determine whether the implementation of success criteria at the beginning of a lesson positively impacts students' perspectives and aids in improving their understanding of the tasks assigned throughout the lesson.**
6	**Objectives of Research Activity** · **Find out what students think about using success criteria at the start of a lesson.** · **See if using success criteria helps students understand their tasks better.** · **Understand how using success criteria affects students' interest and effort.** · **Look for connections between clear success criteria and students' learning** **(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. 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	**To conduct my research, I aim to collect data in the form of:** **Questionnaires: These will be used to collect quantitative data from a large sample size efficiently. Participants will be asked to complete structured questionnaires in person. Questionnaires will always remain anonymous.** **Interviews: Structured interviews will be conducted to gather in-depth qualitative insights from participants. This method allows follow-up questions to explore responses in detail. Interviews will be conducted face to face, both as a group and also individually provided the pupils consent and happy to do so.** **Observations: Direct unstructured observation of participants in classroom settings will be employed to gather behavioural data. This method allows for the collection of rich, real-time data on actions, interactions, and contexts. Observations may be conducted discreetly to minimise observer effects but pupils will be told prior to the research period that I will be doing so. Notes will be taken during the unstructured observation.** **(this box should expand as you type)**
	Location of research activity **Identify all locations where research activity will take place.**
8	**Secondary School in the South Wales area** **(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.**
9	*(this box should expand as you type)*

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

	Does your research relate to one or more of the seven aims of the Well-being of Future Generations (Wales) Act 2015?	**YES**	**NO**

12	A prosperous Wales	☐	☒
13	A resilient Wales	☒	☐
14	A healthier Wales	☐	☒
15	A more equal Wales	☐	☒
16	A Wales of cohesive communities	☐	☒
17	A Wales of vibrant culture and thriving Welsh language	☐	☒
18	A globally responsible Wales	☐	☒
19	If YES to any of the above, please give details:		
	Pupils taking responsibility for their own work and progress in line with the success criteria will create a more resilient generation of learners. (this box should expand as you type)		

SECTION F: Scope of Research Activity

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

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

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

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

SECTION G: Intended Participants

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

	Who are the intended participants:		

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

	Participant numbers and source Provide an estimate of the expected number of participants. How will you identify participants and how will they be recruited?	
10	How many participants are expected?	There will be a maximum of 20-25 participants which form one class. I will select 4 pupils at random if individual interviews are conducted.
11	Who will the participants be?	Year 7 learners

12	How will you identify the participants?	Selected year 7 class, individuals will be selected at random but will be asked if they are willing to do so and consent will be given

	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?**	**Yes**	☐
		No	☒
2	**Risks to participants** **For example: sector-specific health & safety, emotional distress, financial disclosure, physical harm, transfer of personal data, sensitive organisational information**		
	Risk to participants: **Risk that participants may feel coerced into giving positive or biased responses to questions due to relationships and position in the organisation.**	***How you will mitigate the risk to participants:*** **Prior to the group interview, participants will be provided with a participant information sheet with which informed consent will be sought. To avoid the risk of participants feeling coerced, a debrief and synopsised transcript of the discussion will be available to participants following the discussion.**	
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**	
	Risk to the investigator: **Participants may wish to withdraw** **Accusations of fabrication or falsification of data**	***How you will mitigate the risk to the investigator:*** **In the case of withdrawal from the student group, discussions would be conducted with the remaining participants and new participants will be recruited, if necessary, who will be fully briefed, and whose informed consent will be sought. For the case of a withdrawal from the staff group, a nominee will be sought in the relevant department/specialism.** **Clarify with participants regarding access to transcripts of interviews or field notes. Ensure debriefing with participants to include recapping on and clarifying where necessary the contributions that they have made. Work with gatekeepers to promote a comprehensive understand of the nature of the research project.**

5	**University/institutional risks** **For example: adverse publicity, financial loss, data protection**	
	Risk to the University: **Reputational damage (Potential complaint against the researcher for causing emotional distress or embarrassment that could cause reputational damage)**	***How you will mitigate the risk to the University:*** **Ensure adherence to the UWTSD code of ethics and research standards and commonly agreed standards of good practice. Ensure compliance with data storage regulations and university guidelines and security procedures. Ensure that research methodology is robust and that methods are appropriate. Adhere to the UWTSD code of conduct (and also the EWC code of conduct if you are a teacher). Establish clarity regarding procedures on reporting of disclosures in field work settings. Work with partners to promote a comprehensive understanding regard the nature of the research in order to avoid misunderstandings and manage expectations.** ***(this box should expand as you type)***
6	**Environmental risks** **For example: accidental spillage of pollutants, damage to local ecosystems**	
	Risk to the environment: **Use of paper** **Travel -carbon footprint**	***How you will mitigate the risk to environment:*** **This research activity will mostly use electronic systems reducing the**

	(this box should expand as you type)	**need for bleached paper and need for travel.** *(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?**
	I will provide them with my UWTSD email and ask them to contact me if required. Feedback will be available upon request following the research via email.

	(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.**
	Paper questionnaire = participants and parents sign a consent form. Forms will be given to pupils in school to take home and will be asked to return to myself by their next lesson. Pupils will also be asked to give assent both verbally and via the form. *(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.**
	Participants will always be kept anonymous throughout the research, their names will not be used. No names will be recorded during observations and questionnaires will also be anonymous. *(this box should expand as you type)*

SECTION J: Data Protection and Storage

	Does the research activity involve personal data (as defined by the General Data Protection Regulation 2016 "GDPR" and the Data Protection Act 2018 "DPA")?	**YES**	**NO**

1	***"Personal data"** means any information relating to an identified or identifiable natural person ('data subject'). An identifiable natural person is one who can be identified, directly or indirectly, in particular by reference to an identifier such as a name, an identification number, location data, an online identifier or to one or more factors specific to the physical, physiological, genetic, mental, economic, cultural or social identity of that natural person. Any video or audio recordings of participants is considered to be personal data.*	☐	x☐
	If YES, provide a description of the data and explain why this data needs to be collected:		
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),***	☐	x☐

	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)*

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

	All data will be kept in password protected 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. ***(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?**	☐	☒
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):**
	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. 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 *(this box should expand as you type)*
22	**List all who will have access to the data generated by the research activity:**
	The researcher (Catrin Young) only *(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:**
	The researcher (Catrin Young) only *(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.**

	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. 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 *(this box should expand as you type)*		
25	**Please indicate if your data will be stored in the UWTSD Research Data Repository (see https://researchdata.uwtsd.ac.uk/). If so please explain. (*Most relevant to academic staff)***		
	N/a *(this box should expand as you type)*		
26	**Confirm that you have read the UWTSD guidance on data management (see https://www.uwtsd.ac.uk/library/research-data-management/)**	**YES**	☒
27	**Confirm that you are aware that you need to keep all data until after your research has completed or the end of your funding**	**YES**	☒

SECTION K: Declaration

	The information which I have provided is correct and complete to the best of my knowledge. I have attempted to identify any risks and issues related to the research activity and acknowledge my obligations and the rights of the participants. **In submitting this application I hereby confirm that I undertake to ensure that the above named research activity will meet the University's Research Ethics and Integrity Code of Practice which is published on the website: https://www.uwtsd.ac.uk/research/research-ethics/**		
1	**Signature of applicant:**	**C Young**	**Date: 14/03/2024**

For STUDENT Submissions:

2	**Director of Studies/Supervisor:**	**Catherine Morgan**	**Date: 14/03/24**
3	**Signature:**		

For STAFF Submissions:

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

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

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

RESEARCH STUDENTS ONLY **Once complete, submit this form via the MyTSD Doctoral College Portal at (https://mytsd.uwtsd.ac.uk).**
RESEARCH STAFF ONLY **All communications relating to this application during its processing must be in writing and emailed to pgresearch@uwtsd.ac.uk , with the title 'Ethical Approval' followed by your name.**
STUDENTS ON UNDERGRADUATE OR TAUGHT MASTERS PROGRAMMES should submit this form (and receive the outcome) via systems explained to you by the supervisor/module leader.

Appendix B: Consent form (Parents)

CONSENT FORM

PROJECT TITLE: How do students perceive the use of success criteria in terms of improving their understanding?

Name of Researcher: Miss Catrin Young

Please initial box

1.I confirm that I have read and understand the information sheet dated 15/04/2024 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 to ……. by the ……..... of ……..... (date)

Thank you.

Appendix C: Assent form

You are invited to participate in a research study about success criteria and how they impact learning and understanding. Success criteria are guidelines that teachers use to help students understand what they need to do to succeed in their schoolwork. We are interviewing Year 7 students to learn about their experiences with success criteria in their classes.

Voluntary Participation: Your participation in this study is completely voluntary. You do not have to take part if you don't want to, and if you agree to participate, you can choose to stop at any time without any consequences.

Confidentiality: Your responses will be kept confidential. This means that no one will know what you said in the interview except for the researchers. Your name will not be connected to your answers, and your information will be stored securely.

Contact Information: If you have any questions about the study or if you want to know more about your rights as a participant, you can contact us at 1807139@student.uwtsd.ac.uk.

Consent: I have read and understood the information provided above, and I agree to participate in the study.

[ ] Yes, I agree to participate.

[ ] No, I do not want to participate.

By ticking the box above, you are giving your consent to participate in the research study. Thank you for your cooperation!

Appendix D: Questionnaire

Student Assent Form & Questionnaire

Title of the Study: How do Students perceive the use of success criteria in terms of improving their understanding?

Investigator: Miss Catrin Young

Date: 15/04/2024

Assent Statement:

I have read the information provided about the study described above. I understand that my participation is voluntary, and I have the right to withdraw at any time without penalty. I understand that my responses will be kept confidential and used for research purposes only. I agree to participate in this study.

Signature: Date:

Questionnaire: Use of Success Criteria in Lessons

Dear Student,

Thank you for participating in this study. Your responses will help us understand how success criteria impact your learning experience. Please answer the following questions honestly and to the best of your ability.

1. How often do your teachers provide success criteria at the beginning of a lesson?
    - Often
    - Sometimes
    - Rarely
    - Never
    - Always
2. To what extent do you believe success criteria help you understand what is expected of you in a lesson?
    - Extremely
    - Very much
    - Moderately
    - Slightly
    - Not at all

3. How confident are you in using success criteria to guide your learning during a lesson?
    - Extremely confident
    - Very confident
    - Moderately confident
    - Slightly confident
    - Not at all confident
4. How often do you refer back to the success criteria during a lesson to check your progress?
    - Often
    - Sometimes
    - Rarely
    - Never
    - Always
5. Do you find that having clear success criteria helps you stay focused on your learning tasks?
    - Strongly agree
    - Agree
    - Neither agree nor disagree
    - Disagree
    - Strongly disagree
6. How helpful do you find it when teachers discuss the success criteria with you before starting a task?
    - Extremely helpful
    - Very helpful
    - Moderately helpful
    - Slightly helpful
    - Not at all helpful
7. In your opinion, do success criteria make it easier for you to understand what you need to do to achieve success in your learning tasks?
    - Strongly agree
    - Agree
    - Neither agree nor disagree
    - Disagree
    - Strongly disagree
8. How likely are you to ask your teacher for clarification if you don't understand the success criteria provided?
    - Very likely
    - Likely
    - Neutral
    - Unlikely
    - Very unlikely

Thank you for your participation! If you have any questions, please feel free to ask.

Sincerely,

Miss Young

Appendix E: Interview Questions

Interview Questions: Understanding the Use of Success Criteria in Lessons

Introduction:

1. Can you tell me what success criteria are, based on your understanding?

Understanding and Clarity: 2. Do you find success criteria helpful in understanding what you need to do for a task?

3. Can you describe a time when success criteria were particularly helpful (or unhelpful) for you in a lesson?

Usefulness in Learning: 4. In your opinion, do success criteria make it easier for you to know what is expected of you in a lesson?

5. How do success criteria affect your engagement and effort in completing learning tasks?

Engagement and Application: 6. How often do you refer back to the success criteria during a lesson?

7. How does your teacher support you in understanding and using success criteria?
8. How does receiving feedback on your work based on success criteria impact your learning experience?

Overall Reflection:

9. Thinking about your experiences with success criteria so far, what are your overall thoughts or feelings about them

10. Is there anything else you'd like to add or any questions you have for me?