

Appendix**Content page**

Contents

Online questionnaire- link to Microsoft forms. Teachers' perceptions of AFL (Self-Assessment)	2
Interview transcript	7
Ethics form	9
Consent letter/form.....	21

Online questionnaire- link to Microsoft forms. Teachers' perceptions of AFL (Self-Assessment)

https://forms.office.com/Pages/DesignPageV2.aspx?subpage=design&FormId=-REPTm4EBUWcuNshUjEelcw7Q_Y7emJCtfPck8tiy5JUQjdOTUZHSDVYUjZOS0Y5MEIFVzNVMlhMSi4u&Token=71379b87435942d991f6776e86e874c0

Researching teachers' perception of AFL (self-assessment).

Hello everyone!

I am carrying out a research project. Therefore, I will be conducting research on AFL and I will be looking at the element of self-assessment.

Through completing the questionnaire you are consenting to the information you provide; this will be included and analysed in my assignment. If you do not wish to continue, you have the right to withdraw.

I appreciate the time you will take and I look forward to reading your responses!

Many thanks,
Megan (student teacher)

Questions:

1. What year group are you currently teaching? *

- ☐ Year 1
- ☐ Year 2
- ☐ Year 3
- ☐ Year 4
- ☐ Year 5
- ☐ Year 6
- ☐ Other

2. What is your understanding of the difference between formative and summative assessment?

*

Enter your answer

3. What element of AFL do you use more in your classroom? *

- ☐ Self-assessment
- ☐ Peer-assessment

4. Can you explain your preference?

Enter your answer

5. How often do you enable self-assessment in your lessons? *

Enter your answer

6. What self-assessment strategies do you use in your classroom? *

Enter your answer

7. Do you believe self-assessment has a positive or negative effect on the learners? *

- ☐ Positive
- ☐ Negative
- ☐ Unsure
- ☐ Both

8. If you answered positive (or both), why do you believe this?

Enter your answer

9. If you answered negative (or both), why do you believe this?

Enter your answer

10. How do you perceive learners' perception of self-assessing their work? *

Enter your answer

11. Is there anything else you would like to add about self-assessment or AFL in general?

Enter your answer

3. What element of AFL do you use more in your classroom?

[More Details](#)

● Self-assessment 2
● Peer-assessment 0



7. Do you believe self-assessment has a positive or negative effect on the learners?

[More Details](#)

● Positive 1
● Negative 0
● Unsure 0
● Both 0



2. What is your understanding of the difference between formative and summative assessment? *

Formative focuses on how a child learns and improves throughout the process of learning verses summative which assesses what a child has learnt.

3. What element of AFL do you use more in your classroom? *

☒ Self-assessment

☐ Peer-assessment

4. Can you explain your preference?

Pupils becoming reflective of their own learning and finding their own / correcting their own magical mistakes well first is important before they can peer assess. When pupils become more confident at self assessing i then use more peer assessment.

5. How often do you enable self-assessment in your lessons? *

2/3 times

6. What self-assessment strategies do you use in your classroom? *

Checklist/markings ladder
3 before me
tickled pink/ green for growth marking
magical mistakes
lollipop sticks
prompt questioning
WAGOLL
LO/Success Criteria

7. Do you believe self-assessment has a positive or negative effect on the learners? *

- ☒ Positive
- ☐ Negative
- ☐ Unsure
- ☐ Both

8. If you answered positive (or both), why do you believe this?

Pupils become use to self checking and improving their work/learning. They develop a positive mindset that things might not be perfect the first time and thats ok. They learn tools to help themselves and others.

9. If you answered negative (or both), why do you believe this?

10. How do you perceive learners' perception of self-assessing their work? *

Most pupils develop a positive mindset in improving their work and using tools to help themselves and others. Some can sometimes see some strategies as 'extra' work.

11. Is there anything else you would like to add about self-assessment or AFL in general?

AFL when embedded into a class and its learners set expectations and allows children pupils to know what 'good' looks like and how they can develop their work to reach that level.

Interview transcript

Learner Response	Question: What is self-assessment?
A	When you mark your own work.
B	When you look through your work and compare it with a checklist.
C	When you mark your own with in green pen...with what went well and an even better if.
D	When you use a green pen to mark your work and make improvements.
E	When you proofread your own work to see how to improve it.
F	When you scan over your work and read through it to see if you have made any mistakes and what you could add to your work to make it better.

Learner response	Question: Do you find self-assessment helpful? If so, why?
A	Yes definitely... we use it at the end of every lesson or when we write a big piece of work. I like giving myself feedback as I can understand my own writing to see the mistakes.
B	Yes, sometimes it is helpful because self-assessing my work makes sure that I read over it carefully and I get to notice the mistakes I am making.
C	Yes, I think it is helpful because it makes me more confident and comfortable when I see my mistakes and then I can correct them.
D	Yes, it is helpful because it means that I proofread my work and then I can improve.
E	I think it's helpful and makes a difference to my learning because I improve from recognising my mistakes and what I could do better next time.
F	Well, I think it's helpful because I read my work and write down what went well and even better if. Also, we do pitstops throughout the lesson and self-assess what we have done to make sure we are on the right track.

Learner response	Question: So, what do you think are the negatives of Self-assessment? What do you dislike about it?
A	Well, I think it can be difficult to notice mistakes and figure out how I should improve.
B	It is hard to recognise how to improve my work and sometimes there isn't enough time to proofread if we self-assess at the end of the lesson.
C	I think the negatives include missing mistakes as they could go unnoticed. Also, I think its difficult to say how I could improve, and I find it easier when my teacher gives me feedback.
D	I can't think of many negatives, but I think its difficult to notice mistakes if the correct answers are not on the board.
E	I think it is hard to see where I have gone wrong.
F	I struggle to correct my work and recognise how I could improve.

Learner response	Question: Do you prefer self-assessment or peer assessment? Why?
A	I prefer self-assessment because I am more comfortable marking my own work as I can understand my own handwriting and I like giving myself feedback.
B	I like a change I don't like doing the same method all the time. I think both help me.
C	Self-assessment because it has developed my confidence and I like seeing where I can improve and making sure I do it in the next piece of work.
D	Peer assessment because I like working with my friends to see what we are doing well and sharing ideas with each other.
E	Self-assessment because it is easier to mark my own work than mark my friends.
F	Self-assessment because nobody can read my handwriting and I prefer proofreading my work to make sure I have done it correctly. I feel more comfortable marking my own work.

Learner response	Question: How do you self-assess your own work? What strategies do you use?
A	We self-assess our own work using a green pen and a green highlighter. It depends on the lesson with what we do. Sometimes we use WWW and EBI or sometimes we use traffic lights or what have we learnt this lesson and what we would still like to find out.
B	We always use a green pen and a green highlighter to self-assess our work but we do something different every lesson. We use traffic lights, pitstops, WWW, EBI, or answer a question or a sum to show our understanding.
C	Well, we use a green pen and a green highlighter and miss choses what we do in the middle of the end of the lesson.
D	Either in the middle or at the end of the lesson and we use a green pen and a highlighter and answer a question.
E	We use different strategies that the other learners have mentioned and a green pen and a green highlighter.
F	We do something different every lesson...look in our books to see. Sometimes we run out of time.

Ethics form



PG2 / E1 FORM

APPLICATION FOR ETHICAL APPROVAL

RESEARCH STUDENTS

This form is to be completed by the student within **SIX** months for full-time students and **TWELVE** months for part time students, after the commencement of the research degree or 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:	Megan Riann Griffiths			
2	Tick all boxes that apply:	Member of staff:	☐	Honorary research fellow:	☐
	Undergraduate Student	☒	Taught Postgraduate Student	☐	Postgraduate Research Student
3	Institute/Academic Discipline/Centre:	Initial Teacher Education, Yr Athrofa			
4	Campus:	Carmarthen			
5	E-mail address:	2100933@student.uwtsd.ac.uk			
6	Contact Telephone Number:	07572285334			
For students:					

April 2022

1

PG2 Ethical Approval Form



PG2 / E1 FORM

7	Student Number:	2100933
8	Programme of Study:	BA Primary Education with QTS
9	Director of Studies/Supervisor:	Dr Sioned V Hughes

SECTION B: Approval for Research Activity

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

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	BERA 2018 guidelines https://www.bera.ac.uk/publication/ethical-guidelines-for-educational-research-2018 EWC Code of conduct https://www.ewc.wales/site/index.php/en/fitness-to-practise/code-of-professional-conduct-and-practice-pdf.html				☒

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	N/A
2	Contact person name	N/A
3	Contact person e-mail address	N/A
4	Is your research externally funded?	YES ☐ NO ☒
5	Are you in receipt of a KESS scholarship?	YES ☐ NO ☒
6	Voluntary	YES ☒ NO ☐

7	Are you specifically employed to undertake this research in either a paid or voluntary capacity?	Employed	YES	☐	NO	☒
8	Is the research being undertaken within an existing UWTSD Athrofa Professional Learning Partnership (APLP)?	If <u>YES</u> 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 <u>Yes</u> , please attach a copy of any final approval (or interim approval) from the organisation (this may be a copy of an email if appropriate).				

SECTION E: Details of Research Activity

1	Indicative title:	What are staff and learner's (in Year 6) perception of self- assessment?		
2	Proposed start date:	02.05.23	Proposed end date:	15.05.23
	Introduction to the Research (maximum 300 words per section) Ensure that you write for a <u>Non-Specialist Audience</u> when outlining your response to the points below: <i>Purpose of Research Activity</i> <i>Proposed Research Question</i> <i>Aims of Research Activity</i> <i>Objectives of Research Activity</i> Demonstrate, briefly, how <u>Existing Research</u> has informed the proposed activity and explain <i>What the research activity will add to the body of knowledge</i> <i>How it addresses an area of importance.</i>			
3	Purpose of Research Activity I will be exploring and gaining knowledge and understanding on Assessment for Learning as well as trialing different research tools.			
4	Research Question What are staff and learner's (in Year 6) perception of self-assessment?			
5	Aims of Research Activity To explore staff and learners' perceptions of Assessment for learning, in particular self-assessment.			

	- To critically evaluate the different research tools, analysing the benefits and limitations to the approaches. - To further develop personal knowledge and understanding of AFL, in particular self-assessment. This underlines that I will improve my professional practice (becoming a lifelong learner).
6	Objectives of Research Activity - To explore staff's perception of self-assessment strategies and approaches they use through conducting a questionnaire. - To explore learner's (in Year 6) perception of self-assessment through carrying out an interview that captures their views. - To critically reflect on the process of using different research tools to collect data, analysing, and interpreting the limitations and what solutions could be implemented.
7	I will be using the Mosaic Approach to gather research; this will entail interviewing the learners and conducting a questionnaire for members of staff. This underlines that different perceptions of self-assessment are analysed. Pertaining to the interviews, they will be semi-structured and approximately eight children will be randomly chosen from a generator. They will be invited to respond to key questions. These interviews will be conducted in an informal setting, and I will make notes of their responses. I will ensure ongoing assent is given from the learners by providing visual aids such as smiley face and sad face to provide them with the right to withdraw. The learners will be made aware that they are not forced to participate and if they do not wish to answer any questions they can stop at any time. I will be verbally checking on their feelings regularly to ensure student comfort. The BERA (2018) guidelines will be followed to ensure anonymity, meaning that no names will be included. Additionally, the questionnaire will be an online form that I will email out to all members of staff. Then, they will have the opportunity to fill out and respond to the questions, these will be regarding their perception of self-assessment and how they use this AFL approach in the classroom. They will be implying what they feel are the limitations and barriers to using this strategy. Yet again, the BERA (2018) guidelines will be followed ensuring confidentiality and anonymity. Using an online form enables effective data management and evaluation of the results. The results can be shown through graphs.
	Location of research activity Identify all locations where research activity will take place.
8	My research school is within a rural area in South Wales, Rhondda Cynon Taf and it holds 226 pupils (from nursery to Year 6). There are seven full-time teachers and two part time teachers.
	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 <u>research</u> then please state this.
9	N/A <i>(this box should expand as you type)</i>

10	Use of documentation not in the public domain: Are any documents NOT publicly available?	NO YES	☒ ☐
11	If <u>Yes</u> , 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. <i>(this box should expand as you type)</i>		

	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: <i>(this box should expand as you type)</i>		

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

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

9	Access to personal or confidential information without the participants' specific consent?	☐	☒
10	Administration of any questions, test stimuli, presentation that may be experienced as physically, mentally or emotionally harmful / offensive?	☐	☒
11	Performance of any acts which may cause embarrassment or affect self-esteem?	☐	☒
12	Investigation of participants involved in illegal activities?	☐	☒
13	Use of procedures that involve deception?	☐	☒
14	Administration of any substance, agent or placebo?	☐	☒
15	Working with live vertebrate animals?	☐	☒
16	Procedures that may have a negative impact on the environment?	☐	☒
17	Other primary data collection methods. Please indicate the type of data collection method(s) below.		
	Details of any other primary data collection method: (this box should expand as you type)	☐	☒

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

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

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

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

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

Participant numbers and source

	Provide an estimate of the expected number of participants . How will you identify participants and how will they be recruited?	
10	How many participants are expected?	Approximately 6 learners in Year 6 and approximately 10 members of staff.
11	Who will the participants be?	All teachers within the school to fill out questionnaire, approximately 10. Approximately 6 students to participate in the interview.
12	How will you identify the participants?	Random generator to identify the participants.

	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			
	<i>(this box should expand as you type)</i>			

	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			
	<i>(this box should expand as you type)</i>			

SECTION H: Anticipated Risks

Outline any anticipated risks that may adversely affect any of the participants, the researchers and/or the University, and the steps that will be taken to address them. If you have completed a full risk assessment (for example as required by a laboratory, or external research collaborator) you may append that to this form.					
1	Full risk assessment completed and appended? <table border="1"> <tr> <td>Yes</td> <td>☐</td> </tr> <tr> <td>No</td> <td>☒</td> </tr> </table>	Yes	☐	No	☒
Yes	☐				
No	☒				
2	Risks to participants For example: sector-specific health & safety, emotional distress, financial disclosure, physical harm, transfer of personal data, sensitive organisational information				
	<table border="1"> <tr> <td> Risk to participants: Participants may feel under pressure to give the correct answer to the questions. This could result in anxiety. </td> <td> How you will mitigate the risk to participants: Participant will be told that there is no consequence for anything they say. I will make it clear that I want open and honest answers. I will make it clear that the answers they give will have no impact on their education. I will highlight that the learners have a right to withdraw at any point and they will be provided with visual aids to do so. I will regularly check on their feelings. </td> </tr> </table>	Risk to participants: Participants may feel under pressure to give the correct answer to the questions. This could result in anxiety.	How you will mitigate the risk to participants: Participant will be told that there is no consequence for anything they say. I will make it clear that I want open and honest answers. I will make it clear that the answers they give will have no impact on their education. I will highlight that the learners have a right to withdraw at any point and they will be provided with visual aids to do so. I will regularly check on their feelings.		
Risk to participants: Participants may feel under pressure to give the correct answer to the questions. This could result in anxiety.	How you will mitigate the risk to participants: Participant will be told that there is no consequence for anything they say. I will make it clear that I want open and honest answers. I will make it clear that the answers they give will have no impact on their education. I will highlight that the learners have a right to withdraw at any point and they will be provided with visual aids to do so. I will regularly check on their feelings.				
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 <u>actually illegal</u> is discovered in the course of a project, it may need to be disclosed to the proper authorities				
	N/A <i>(this box should expand as you type)</i>				
4	Risks to the investigator For example: personal health & safety, physical harm, emotional distress, risk of accusation of harm/impropriety, conflict of interest				
	<table border="1"> <tr> <td> Risk to the investigator: Risk of accusation of fabrication or falsification of data. </td> <td> How you will mitigate the risk to the investigator: I will follow the UWTSD code of conduct and BERA ethical guidelines when conducting primary research in a school. </td> </tr> </table>	Risk to the investigator: Risk of accusation of fabrication or falsification of data.	How you will mitigate the risk to the investigator: I will follow the UWTSD code of conduct and BERA ethical guidelines when conducting primary research in a school.		
Risk to the investigator: Risk of accusation of fabrication or falsification of data.	How you will mitigate the risk to the investigator: I will follow the UWTSD code of conduct and BERA ethical guidelines when conducting primary research in a school.				
5	University/institutional risks For example: adverse publicity, financial loss, data protection				
	<table border="1"> <tr> <td> Risk to the University: Not behaving in a way that could impact the relationship between school and university </td> <td> How you will mitigate the risk to the University: I will behave in a professional manner, always. I will also collect my data on a password protected file and all data will be confidential and anonymous. Meaning that BERA Guidelines and the EWC code of conduct will be followed. </td> </tr> </table>	Risk to the University: Not behaving in a way that could impact the relationship between school and university	How you will mitigate the risk to the University: I will behave in a professional manner, always. I will also collect my data on a password protected file and all data will be confidential and anonymous. Meaning that BERA Guidelines and the EWC code of conduct will be followed.		
Risk to the University: Not behaving in a way that could impact the relationship between school and university	How you will mitigate the risk to the University: I will behave in a professional manner, always. I will also collect my data on a password protected file and all data will be confidential and anonymous. Meaning that BERA Guidelines and the EWC code of conduct will be followed.				
6	Environmental risks For example: accidental spillage of pollutants, damage to local ecosystems				
	<table border="1"> <tr> <td> Risk to the environment: N/A </td> <td> How you will mitigate the risk to environment: N/A </td> </tr> </table>	Risk to the environment: N/A	How you will mitigate the risk to environment: N/A		
Risk to the environment: N/A	How you will mitigate the risk to environment: N/A				

	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.	C5501304277 C7703998639		

SECTION I: Feedback, Consent and Confidentiality

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

SECTION J: Data Protection and Storage. ~~NO NEED TO COMPLETE SECTION J~~

	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.	☐	☐
	If YES, provide a description of the data and explain why this data needs to be collected:		
2			

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

	Will data from the research activity (collected data, drafts of the thesis, or materials for publication) be stored in any of the following ways?	YES NO
5	Manual files (i.e. in paper form)?	☐ ☒
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:	
<i>(this box should expand as you type)</i>		

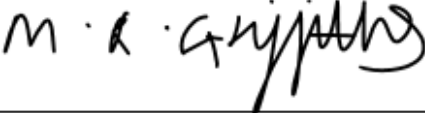
Data Protection		
	Will the research activity involve any of the following activities:	YES NO
13	Electronic transfer of data in any form?	☐ ☒
14	Sharing of data with others at the University outside of the immediate research team?	☐ ☒
15	Sharing of data with other organisations?	☐ ☒
16	Export of data 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):		
	N/A <i>(this box should expand as you type)</i>		
22	List all who will have access to the data generated by the research activity:		
	<i>(this box should expand as you type)</i>		
23	List who will have control of, and act as custodian(s) for, data generated by the research activity:		
	<i>(this box should expand as you type)</i>		
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 <u>why not</u> .		
	<i>(this box should expand as you type)</i>		
25	Please indicate if your data will be stored in the UWTSD Research Data Repository (see https://researchdata.uwtsd.ac.uk/). If <u>so</u> please explain. <i>(Most relevant to academic staff)</i>		
	N/A <i>(this box should expand as you type)</i>		
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	☐



PG2 / E1 FORM

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:	 Date: 25/04/2023

For STUDENT Submissions:

2	Director of Studies/Supervisor:	Dr Sioned V Hughes	Date:
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 **MvTSD 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.

Consent letter/form

**Research School Day**

BA2

02/05/23

Rationale

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

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

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

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

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

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

EWC Code of Conduct:

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

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

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



ECAD5010 Consent Form

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

To be completed by the school:

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

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

Name of Head teacher _____ Signed _____

Name of school _____

To be completed by the student teacher:

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

Name of student teacher: _____ Signed: _____

Student teacher UWTSD e-mail address: _____

Programme (BA Education QTS/ Primary): _____

Date: _____

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

Ethical Research

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

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

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

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

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

Thank you for taking time to read this information.