

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:	Tao Peng			
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:	Institute of Education and Humanities			
4	Campus:	Swansea			
5	E-mail address:	2411134@student.uwtsd.ac.uk			
6	Contact Telephone Number:				
For students:					

7	Student Number:	2411134
8	Programme of Study:	EdD
9	Director of Studies/Supervisor:	Dr.Catherine MORGAN/ Dr.Julia HOLLOWAY

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	☐		
		Other (write in)	☒	27/05/2025	

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	Ethical Guidelines for Educational Research, Fifth Edition (BERA,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	If YES then the permission question below does not need	YES	☐	NO

	(APLP)?	to be answered.				
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:	Language Proficiency and Academic Performance: A Case Study on the Effectiveness of Pre-sessional Programmes at a University in the UK		
2	Proposed start date:	1 st of July,2025	Proposed end date:	30 th of September,2025
	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 A Pre-sessional Programme (PSP) is an academic preparatory course aimed at equipping international students, particularly non-native English speakers, with the necessary linguistic, academic, and cultural competencies for successful participation in UK higher education. These programs typically focus on developing English language proficiency, academic writing, critical thinking, and independent learning skills while familiarizing students with university expectations and academic conventions. The structure and duration of PSPs vary depending on students’ initial language proficiency and institutional entry requirements (Hyland, 2006; Pearson 2020). PSP is designed to bridge linguistic gaps for international students – and the research will focus on the variable outcomes. While studies confirm short-term language gains (Dooey, 2010), their long-term academic efficacy remains contested. Research identifies a "proficiency paradox": students meeting minimum entry requirements often struggle with discipline-specific literacy demands (Evans & Morrison, 2011). Furthermore, cultural dimensions of PSP participation remain underexplored, with limited in-depth analysis of East Asian cohorts’ learning experiences (Heng, 2018). This research activity critically examines the efficacy of PSPs in UK higher education through a			

multidimensional lens, addressing gaps in current pedagogical practices. The primary purpose is to evaluate how PSPs mediate international students' transition from language preparation to sustained academic success, integrating 'macro-level' - considerations of language education policy, 'meso-level' - programme dynamics, and 'micro-level' - learner experiences. The study seeks to redefine PSP effectiveness beyond immediate pass rates, prioritising skill retention, and disciplinary adaptability. By synthesising insights from the Challenge-Support-Readiness Model (Sanford, 1966), etc., it proposes evidence-based reforms to align PSPs with evolving academic demands, advocating for transparent outcome reporting and equity-driven curriculum redesign. Ultimately, this research aims to bridge the disconnect between preparatory training and degree-level rigour, fostering inclusive pathways for global learners in an increasingly competitive and technologically mediated educational landscape, based on a case study on the effectiveness of PSPs at a University in the UK.

References:

Dooley, P. (2010) Students' perspectives of an EAP pathway program, *Journal of English for Academic Purposes*, 9(3). <https://doi.org/10.1016/j.jeap.2010.02.013>.

Evans, S. & Morrison, B. (2011) 'The first term at university: implications for EAP', *ELT Journal*, 65(4). <https://doi.org/10.1093/elt/ccq072>.

Heng, T.T. (2018) Different is not deficient: contradicting stereotypes of Chinese international students in US higher education, *Studies in Higher Education*, 43(1). <https://doi.org/10.1080/03075079.2016.1152466>.

Hyland, K. (2006) *English for Academic Purposes: An advanced resource book*. London: Routledge.

Pearson, W.S. (2020) 'The Effectiveness of Pre-sessional EAP Programmes in UK Higher Education: a Review of the Evidence', *Review of Education*, 8(2). <https://doi.org/10.1002/rev3.3191>.

Sanford, N. (1966) *Self and society: Social change and individual development*. New York: Atherton.

Research Question

Main Question:

How effective is a UK university pre-sessional programme (PSP) in supporting Chinese international students' academic success?

Sub-Questions:

1. How do students perceive the effectiveness of PSP activities (e.g., group discussions, presentations, academic writing, critical thinking tasks) in supporting their learning?
2. How do teachers perceive the impact of students' language development in PSP on their academic performance?

Aims of Research Activity

Dimension	Aim	Focus Areas
Multidimensional Effectiveness	To assess short- and long-term outcomes of PSPs	To quantify language proficiency gains (Seviour, 2015). To analyse correlations of academic performance in Pre-PSP, Midway-PSP and Post-PSP (Thorpe et al., 2017).
Learning Environment	To explore the PSP learning environment's impact on linguistic and academic outcomes	To evaluate resource accessibility (e.g., academic mentoring, feedback mechanisms). Assess socio-cultural adaptation support.
Course Design & Stakeholder Balance	To examine how PSP design balances competing priorities	To map stakeholder expectations (e.g., students, teachers.) (Hyatt, 2013). To align quantifiable skill metrics with disciplinary demands (Hyland, 2016).
Potential gaps	To identify other factors influencing PSP efficacy	E.g., To evaluate AI-integrated tools (e.g., ChatGPT) in PSP (Harker & Koutsantoni, 2005).

References:

Harker, M. & Koutsantoni, D. (2005) Can it be as effective? Distance versus blended learning in a web-based

	EAP programme, <i>ReCALL</i>, 17(2), 197–216. https://doi.org/10.1017/S095834400500042X. Hyatt, D. (2013) 'Stakeholders' perceptions of IELTS as an entry requirement for higher education in the UK, <i>Journal of Further and Higher Education</i>, vol. 37, no. 6. Hyland, K. (2016) <i>Teaching and researching writing</i>. 3rd edn. New York: Routledge. Seviour, M. (2015) Assessing academic writing on a pre-sessional EAP course, <i>Journal of English for Academic Purposes</i>, 18, pp. 84–89. https://doi.org/10.1016/j.jeap.2015.03.004. Thorpe, A., Snell, M., Davey-Evans, S. & Talman, R. (2017) Improving the academic performance of non-native English-speaking students: The contribution of pre-sessional English language programmes, <i>Higher Education Quarterly</i>, 71(1), 5–32. https://doi.org/10.1111/hequ.12109.
6	Objectives of Research Activity 6.1 Primary Objective To assess the effectiveness of PSPs in bridging linguistic, academic, and socio-cultural preparedness gaps among Chinese international students, focusing on: Short-term outcomes: Language proficiency gains (e.g., IELTS/CEFR alignment) and academic skill acquisition (e.g., critical writing) (Seviour, 2015; Pearson, 2020). Long-term impact: Correlation between PSP completion and sustained academic performance (e.g., confidence in degree programme)(Thorpe et al., 2017). 6.2 Sub-Objectives 6.2.1 To evaluate the role of language proficiency as a mediator of academic success. To quantify discipline-specific linguistic thresholds required for degree-level engagement (Hyatt, 2013). 6.2.2 To identify systemic and pedagogical moderators of PSP effectiveness. To investigate institutional support mechanisms (e.g., Midway-PSP academic mentoring) and to assess the impact of programme design variables (e.g., duration, blended learning models). References: Hyatt, D. (2013) 'Stakeholders' perceptions of IELTS as an entry requirement for higher education in the UK, <i>Journal of Further and Higher Education</i>, vol. 37, no. 6. Seviour, M. (2015) Assessing academic writing on a pre-sessional EAP course, <i>Journal of English for Academic Purposes</i>, 18, pp. 84–89. https://doi.org/10.1016/j.jeap.2015.03.004. Pearson, W.S. (2020) 'The Effectiveness of Pre-sessional EAP Programmes in UK Higher Education: a Review of the Evidence', <i>Review of Education</i>, 8(2). https://doi.org/10.1002/rev3.3191. Thorpe, A., Snell, M., Davey-Evans, S. & Talman, R. (2017) Improving the academic performance of non-native English-speaking students: The contribution of pre-sessional English language programmes, <i>Higher Education Quarterly</i>, 71(1), 5–32. https://doi.org/10.1111/hequ.12109.
	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	Based on pragmatic epistemology, I will employ mixed-methods (MMR) data collection through classroom observations (non-participant role to mitigate observer bias), questionnaires, and semi-structured interviews. This multi-perspective approach ensures a comprehensive evaluation of PSPs while maintaining the generalisability of findings across Chinese international student cohorts. Translation-back-translation protocols

will be used as culturally mediated instruments, while strict political neutrality ensures focus on pedagogical practices (Angrosino, 2007; BERA, 2024).

According to the enrolment so far, in total 30 Chinese international students within an entire class will participate in 4-week PSP programmes in one university of the UK in 2025, then a sampling for both qualitative and quantitative research targets these 30 PSP students, 1 director and 1 teaching staff from PSP. The thematic analysis methodology will be based on 2 OR 3 methods as below, for technical implementation and data processing methodology.

7.1 Semi-structured Interviews

Compared to other interviews, semi-structured one's balance flexibility and comparability, enabling deep exploration of common themes through open-ended queries while standardising core prompts across participants (Bryman, 2016; Cohen et al., 2018).

To address sub-questions, up to 6 participant interviews (representing 20% of the samples) will be conducted with voluntary students or teaching staff. Each 60-minute audio-recorded session (pre- PSP, midway-PSP and post-PSP) will follow an interview protocol allowing flexibility for emergent themes (Bryman, 2016). This approach enables different explorations of participants' lived experiences while maintaining comparability through standardized prompts (Cohen et al., 2018). Staff interviews will focus on pedagogical decision-making, complementing student perspectives on learning outcomes.

7.2 Systematic Classroom Observation with the Participants' Knowledge

Unlike self-report tools, observation enables direct documentation of teacher-student scaffolding processes, such as how teaching staff adapt questioning techniques among Chinese international cohorts, offering unparalleled capacity to capture real-time pedagogical dynamics and hidden curricula that shape international students' academic socialisation (Ellis, 2015).

In my research, non-participant observations will be conducted weekly over a 4-week PSP cycle, employing a hybrid recording protocol. A structured checklist, adapted from Angrosino's (2007) ethnographic principles, will log quantifiable metrics (e.g., teacher-initiated vs. student-initiated exchanges), while time-coded audio memos contextualise observed behaviours. To mitigate observer bias, 20% of sessions will undergo inter-rater reliability checks with a trained counterpart, aligning with Cohen et al.'s (2018) recommendations for ensuring coding consistency. Crucially, the methodology prioritises ecological validity by preserving authentic classroom interactions, avoiding the artificiality of lab-based assessments.

7.3 Standardised Questionnaires

Adapted from Dooley's (2010) Academic Literacy Development Inventory, this study employs a 20-item 5-point Likert-scale questionnaire to quantify PSP participants' self-perceived language gains and academic socialisation progress. The 5-point scale balances response granularity and participant cognitive load, reducing ambiguous neutral responses while capturing nuanced attitudinal shifts. Its ordinal structure enables parametric analysis of longitudinal trends, critical for evaluating pedagogical interventions. A rigorous translation-back-translation protocol ensures conceptual equivalence for Mandarin speakers, mitigating cultural bias in self-assessment (Harkness et al., 2010). Piloted with up to 30 PSP students, the tool demonstrates high internal consistency (Cronbach's $\alpha=0.87$), aligning with Cohen et al.'s (2018) standards for cross-cultural validity.

	References: Angrosino, M. (2007) <i>Naturalistic observation</i>. London: Routledge. BERA (2024) <i>Ethical Guidelines for Educational Research</i>, Fifth Edition, www.bera.ac.uk. https://www.bera.ac.uk/publication/ethical-guidelines-for-educational-research-fifth-edition-2024. Bryman, A. (2016) <i>Social research methods</i>, 4th edn. Oxford: Oxford University Press. Cohen, L., Manion, L. & Morrison, K. (2018) <i>Research methods in education</i>, 8th edn. Abingdon: Routledge. Dooley, P. (2010) Students' perspectives of an EAP pathway program, <i>Journal of English for Academic Purposes</i>, 9(3). https://doi.org/10.1016/j.jeap.2010.02.013. Ellis, P. (2015) <i>Understanding Research for Nursing Students</i>. 2nd edn. London: Learning Matters. Harkness, J.A., Braun, M., Edwards, B., Johnson, T.P., Lyberg, L.E., Mohler, P.P., Pennell, B.-E. and Smith, T.W. (2010) <i>Survey methods in multinational, multiregional, and multicultural contexts</i>. Hoboken, NJ: Wiley.
	Location of research activity Identify all locations where research activity will take place.
8	A University in England, in the UK (The research activity will be conducted partially online and remotely in China.)
	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	Some of the research will be conducted remotely in China. However, universal platform such as (e.g. Microsoft form, Teams, Survey Monkey) will be still employed for data collection, enabling synchronous and asynchronous interaction with participants. While formal institutional ethical review mechanisms for social science research in China are not universally established, the following ethical framework will be adopted to ensure compliance with both UK standards and local contextual sensitivities. Dual Ethical Framework UK Standards: The University of Wales Trinity Saint David (UWTSD) Research Ethics & Integrity Code of Practice (UWTSD, 2023) and the Ethical Guidelines for Educational Research (BERA, 2024) will serve as primary ethical guidance. Local Compliance: While China lacks a centralised ethics review system for educational research, approval will be sought from the participating institution's academic leadership to ensure alignment with Chinese cultural norms and legal requirements (Ministry of Education of the People's Republic of China, 2020). Legal Requirements: Compliance with China's Personal Information Protection Law (PIPL, 2021) for data collection, storage, and cross-border transfer. Use of anonymised identifiers instead of personal names in all research records.

10	Use of documentation not in the public domain: Are any documents NOT 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 this is in accordance with the current data protection law of the country in question and that of England and Wales.		

	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:		

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:		

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:	☐	☒

	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? For semi-structured interviews, a purposive sample of up-to-6 PSP students (18+) will be recruited through stratified sampling across disciplines at a UK university, supplemented by 2 teaching staff. The questionnaire will be administered to a statistically robust cohort of up to 30 enrolled pre-sessional students (18+)(anonymised as S1/S2/S3....), selected via probability-based random sampling stratified across disciplinary cohorts within the target UK higher education institution.

		Classroom observations (up to 10 contact hours) will utilise a structured protocol adapted from the theory framework, focusing on student engagement metrics.
11	Who will the participants be?	The participants will primarily include Chinese international students (18+) enrolled in PSPs. Additionally, relevant stakeholders such as director of the PSP, teaching staff, will be involved to provide insights into course design, pedagogical strategies, and the balance between educational objectives and stakeholder expectations.
12	How will you identify (choose) the participants?	The Participant selection process will adhere to the following protocol, pending formal approval from the PSP Programme Director of a University in the UK. To initiate participant recruitment, I will distribute an invitation letter outlining the purpose of the study, the procedures involved, and the voluntary nature of participation. With a strong emphasis on the fact that participation is entirely optional and will in no way affect students' academic performance or evaluations. I will ensure that all prospective participants receive comprehensive information regarding informed consent, data confidentiality, and their right to withdraw from the study at any stage without any negative consequences. Throughout the recruitment process, I will remain attentive to cultural and social dynamics that may influence students' decisions to participate. Convenience Sampling of Teaching Staff Following ethical forms, I will purposively select one PSP-affiliated Teaching Staff (anonymised as T1) with whom I have established professional rapport to ensure practical access to classroom settings while maintaining academic rigour. Randomised Cohort Selection From the identified lecturer's course portfolio, I will employ a stratified random sampling technique to select one intact classroom group (Cohen, Manion, & Morrison, 2018). This methodology enhances representativeness while respecting existing pedagogical structures. The students in this class will be

		examined to assess both immediate and long-term outcomes on the issue of linguistic progress and academic performance. Comprehensive Data Collection The chosen cohort will participate in a mixed-methods approach(MMR) comprising (Creswell & Plano Clark, 2018): - Standardised questionnaires administered to all enrolled students - Semi-structured interviews with a volunteer subset (targeting 20% of class) - Systematic classroom observations conducted throughout the study period Ethical Safeguards All participants will receive detailed information sheets and provide written consent prior to involvement (BERA, 2024). References: BERA (2024) <i>Ethical Guidelines for Educational Research</i>, Fifth Edition (2024), www.bera.ac.uk. https://www.bera.ac.uk/publication/ethical-guidelines-for-educational-research-fifth-edition-2024. Cohen, L., Manion, L. and Morrison, K. (2018) <i>Research Methods in Education</i>. 8th edn. London: Routledge. Creswell, J.W. and Plano Clark, V.L. (2018) <i>Designing and conducting mixed methods research</i>. 3rd edn. London: Sage.
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	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			

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			

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	<table border="1"> <tr> <td>Full risk assessment completed and appended?</td> <td>Yes</td> <td>☐</td> </tr> <tr> <td></td> <td>No</td> <td>☒</td> </tr> </table>	Full risk assessment completed and appended?	Yes	☐		No	☒
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 <table border="1"> <tr> <td> I am going to pay attention to the following points for the risk to participants: 2.1 Emotional Impact Sensitive questions or activities may evoke negative feelings in participants, such as embarrassment or stress. 2.2 Reputational Risks Participation in the study could expose individuals to social risks, including public scrutiny or potential stigma. 2.3 Avoiding Physical Discomfort Efforts will be made to minimize conflicts and ensure appropriate boundaries, especially during interactive sessions like group interviews. 2.4 Other Privacy Concerns Sensitive information, including personal data, will be carefully managed to ensure confidentiality and comply with data protection laws. 2.5 Risks across questionnaires, interviews, </td> <td> Since this research focuses on adults aged 18 and above, I am going to 2.1 Avoid using terms that may carry bias or discrimination (e.g., an open-ended “Other” option or a “Prefer not to say” option to allow respondents to provide their descriptions when answering) ; allow participants to complete interviews in private spaces or online (e.g., offer a secure, password-protected online survey platform) 2.2 Anonymity: Ensure that survey responses are anonymous by not collecting personally identifiable information (e.g., name, contact). 2.3 Before conducting research with participants, such as an interview, mitigation includes dual-blind participant coding, GDPR-compliant encryption, voluntary withdrawal rights, culturally adapted consent processes, and independent ethical oversight aligned with BERA guidelines, and I will explain that </td> </tr> </table>	I am going to pay attention to the following points for the risk to participants: 2.1 Emotional Impact Sensitive questions or activities may evoke negative feelings in participants, such as embarrassment or stress. 2.2 Reputational Risks Participation in the study could expose individuals to social risks, including public scrutiny or potential stigma. 2.3 Avoiding Physical Discomfort Efforts will be made to minimize conflicts and ensure appropriate boundaries, especially during interactive sessions like group interviews. 2.4 Other Privacy Concerns Sensitive information, including personal data, will be carefully managed to ensure confidentiality and comply with data protection laws. 2.5 Risks across questionnaires, interviews,	Since this research focuses on adults aged 18 and above, I am going to 2.1 Avoid using terms that may carry bias or discrimination (e.g., an open-ended “Other” option or a “Prefer not to say” option to allow respondents to provide their descriptions when answering) ; allow participants to complete interviews in private spaces or online (e.g., offer a secure, password-protected online survey platform) 2.2 Anonymity: Ensure that survey responses are anonymous by not collecting personally identifiable information (e.g., name, contact). 2.3 Before conducting research with participants, such as an interview, mitigation includes dual-blind participant coding, GDPR-compliant encryption, voluntary withdrawal rights, culturally adapted consent processes, and independent ethical oversight aligned with BERA guidelines, and I will explain that				
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	and observations, particularly considering the teacher-student relationship: 2.5.1 Interview & questionnaire: to ask in the best way (e.g., "How do PSP tasks prepare you for degree studies?" vs. "Is your teacher effective?"). 2.5.2 Non-participatory role and blurred identities in observation.	participants should avoid taking the information and emotions from the interview home with them after it concludes. For the observation method, mitigation includes blurred video recording, aggregated behaviour coding (not individual tagging), and prior opt-out consent for incidental data capture. 2.4 Report data and sensitive information in aggregate form rather than individually. 2.5 Since I am not an insider to teach PSP I will share general (not individualised) findings with teachers' post-study to prevent defensiveness. Offer teachers private feedback sessions to address concerns, maintaining trust. 2.5.1 Interview teachers and students separately. Avoid sensitive questions about teaching quality in questionnaire. 2.5.2 Clarify the observer's non-evaluative role to teachers to reduce performance anxiety, avoid noting names in transcripts.
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	
	The research will exclude any topics or issues that require extra procedures. However, I will remain attentive and keep a record of helpline numbers and other backup resources as a precaution.	
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 (Especially for the privacy of the participants) I am going to pay attention to the following points: 4.1 Claims of Research Misconduct Potential accusations of data falsification, fabrication, or coercive practices during interviews. 4.2 Participant Withdrawal Rights Participants have the right to exit the study at any point. 4.3 Researcher-Participant Disagreements Conflicts or misunderstandings that may arise between me and participants. 4.4 Confidentiality Breaches The inadvertent exposure of sensitive participant information. 4.5 Interview-Related Risks 4.5.1 Unsuitable Interview Environment An interview setting that might cause participant discomfort. 4.5.2 Privacy Concerns	To mitigate the risk to the investigator (Especially for the privacy of the participants) I am going to 4.1 Obtain ethical approval before data collection and then do audio/video recording of interviews or questionnaire, adherence to protocols, allow participants to review their responses or interview transcripts to confirm the accuracy of their statements. 4.2 Handle the situation ethically and professionally while respecting their rights to withdraw (e.g., Before the Study: Establish Withdrawal Protocols and Set a Data Handling Policy; During the Study: Respect and Document the Withdrawal Requests; After Withdrawal: Manage Data and Participation) 4.3 Use neutral, standardised language and transparent communication to avoid misunderstandings or feelings of coercion during interactions before conflicts arise, offer active listening and even mediation from a third party. 4.4 Immediate action will be taken, e.g., contain

	Fear of unintended disclosure of participants' personal or sensitive information. 4.5.3 Unintended Improprieties Actions during the interview that may unintentionally breach ethical standards. 4.6. Observation-Related Risks 4.6.1 Risk of Accusation: Proximity to participants, particularly in one-on-one scenarios, risks allegations of impropriety or bias. 4.6.2 Conflict of Interest: Prior affiliations with the institution or personal relationships with staff/students may compromise objectivity. 4.7 Questionnaire-Related Risks 4.7.1 PSP cohorts (Chinese international student) commonly face challenges in questionnaire engagement due to linguistic ambiguity (e.g., mistranslated Likert scales) and cultural hesitancy in disclosing struggles, exacerbating response bias and privacy concerns 4.7.2 Non-public PSP materials heighten distrust in data usage transparency.	the breach, notify relevant authorities suspend further data handling. 4.5.1 Choose a neutral and comfortable setting and do Pre-visit/ Pre-setup for uncomfortable interview place. Be open to rescheduling if they feel the location is unsuitable. 4.5.2 Check for comfort during the interview; Establish a non-judgmental atmosphere; Obtain informed consent and use anonymity and confidentiality measures. 4.5.3 Conduct mock interviews to recognise and address possible issues; focus on both spoken and unspoken communication signals, including gestures and facial expressions. If any discomfort becomes evident, address it promptly by acknowledging the issue, offering a sincere apology, and modifying your behaviour accordingly. 4.6.1 Investigators should always work with the person in charge of PSP, maintain professional boundaries, and secure written informed consent outlining the observer's non-participatory role. Transparent documentation of all interactions reinforces accountability (British Psychological Society, 2021). 4.6.2 Disclosing potential biases upfront, employing third-party validators for data analysis, and anonymising observational notes help preserve impartiality (Saunders et al., 2015). 4.7.1 Pilot-test drafts with diverse PSP cohorts and revise based on feedback. I will use back-translation for non-English questionnaires, ensure culturally neutral phrasing. 4.7.2 Mitigate via back-translated surveys, culturally neutral phrasing, and explicit assurances of anonymised data handling.
5	University/institutional risks For example: adverse publicity, financial loss, data protection	
	5.1 Harm to reputation e.g., A potential grievance for causing emotional distress or embarrassment, which may result in harm to the university. 5.2 Use standardized categories aligned with local and international guidelines. To mitigate adverse publicity, financial loss within the research of PSP (it's essential to adopt strategies that prioritize inclusivity, compliance, and transparency). 5.3 Potential Public Sensitivities Engaging in data collection within publicly accessible areas—such as campus courtyards or communal spaces—may unintentionally	5.1.1 Measures 5.1.1.1 Establish clear research protocols on data management, compliance with legislation, ethical behaviour, and participant interaction. 5.1.1.2 Data handling practices to prevent breaches or loss and limit access to data on a need-to-know basis. 5.1.1.3 Establish a confidential reporting system for concerns about research practices to identify and address issues early, such as anonymous complaint portals for participants, staff, or stakeholders. 5.1.2 if there were complaints affecting reputation, I will acknowledge complaints promptly and communicate steps to address

prompt public concern. This could arise from misinterpretations regarding my activities or objectives, particularly in the absence of clear communication or visible identification.

5.4 Misuse of Social Media Platforms

The dissemination of unverified or sensitive information related to the research via social media—e.g. by participants—poses a reputational risk to the host institution. Instances such as the unauthorized disclosure of confidential data or the publication of misleading statements could compromise ethical standards and institutional credibility.

them.
apologize and offer support if a participant was harmed emotionally.
revise study protocols and clarify the university's position to protect its reputation publicly.

5.1.3 For specific risks

5.1.3.1 Loss of data

Preventive Measures: regular data security audits. Use of secure, encrypted storage systems.

Response: notify affected parties immediately. Comply with legal reporting requirements for breaches.

5.1.3.2 Non-Compliance with Legislation

Preventive Measures: regular compliance reviews by legal and ethical experts; research audits to ensure adherence to laws (e.g., data protection, anti-discrimination).

Response: address violations immediately by revising procedures.

5.1.3.3 Discrimination

Preventive Measures: strict anti-discrimination policies embedded in the research process; do training on cultural sensitivity and inclusive practices.

Response: investigate allegations thoroughly. Take disciplinary actions; issue public clarifications to preserve the university's reputation.

5.2.1 Use Standardized Categories for Data Collection

Use frameworks like the **CEFR (Common European Framework of Reference for Languages)** to classify English language proficiency, **use** standardized **statistics from Authoritative institution**.

5.2.2 Mitigate Risks of Adverse Publicity

Ethical Reviews:

Seek input from ethics committees or advisory panels to identify and address potential risks.

Crisis Management Plan:

Develop a plan to address any negative publicity, including designated spokespeople and pre-drafted communication templates.

Regular Updates to Stakeholders:

Provide progress updates and interim findings to participants and institutional leaders to keep communication lines open.

5.3 All research activities will be clearly identified with appropriate signage and accompanied by concise explanations outlining their objectives. Prior to implementation, requisite approvals and permissions will be secured from the appropriate institutional or administrative bodies.

		5.4 A comprehensive social media guideline will be established to inform both myself and participants about acceptable and prohibited practices concerning the online sharing of research-related content. Educational efforts will be undertaken to ensure clarity around these boundaries. Additionally, relevant social media platforms will be regularly monitored, and any instances of unethical or improper disclosures will be addressed promptly and appropriately.
6	Environmental risks For example: accidental spillage of pollutants, damage to local ecosystems	
	6.1 Risk to the environment: E.g., Carbon Footprint from Program activity and so forth 6.2 Impact on Environmental Aesthetics E.g., Visual Clutter, Noise, and Odour Concerns If not carefully controlled, research operations—such as interviews held within academic settings—might generate minor disturbances through noise. Additionally, extensive use of printed materials and paper-based surveys can lead to a cluttered workspace, diminishing the visual quality of the environment.	6.1 Research activities must minimize harm to ecosystems and communities. Maintaining strong relationships with related communities is essential. Clear communication is necessary to address public concerns. E.g., Measures: Reduce carbon footprint, paperless research practices and so forth. 6.2 To mitigate potential environmental disturbances, interview sessions will be conducted in acoustically suitable, low-traffic areas, and participant numbers will be kept to a minimum to reduce ambient noise. Wherever feasible for questionnaires, digital platforms will be employed for data collection to limit reliance on printed materials. In instances where hard copies are necessary, appropriate recycling protocols will be strictly followed.

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 pay attention to: 1.1 Provision of Study Information to PSP Interviewees Interviewees from PSP will receive an information sheet that presents the study details in a clear and easily understandable manner. This document will include: 1.1.1 Study Overview Explanation of the study's purpose, along with key details such as duration, required tasks, and procedures involved. 1.1.2 Risks, Benefits, and Data Usage Description of any potential risks and benefits associated with participation. Clarification on how collected data will be handled and utilized.
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	1.1.3 Data Protection and Confidentiality Steps were taken to maintain participant confidentiality and secure their information. 1.2 Oral Briefing 1.2.1 Whether in-person or online, I will explain the study verbally to make sure participants clearly understand their role. 1.2.2 Participants will have the opportunity to ask questions and clarify doubts. 1.3 Accessible Information The information will be provided in formats accessible to the participant group (e.g., translations, large print, or audio formats if needed). 1.4 Debriefing and Ethical Practices Debriefing is crucial in the research process, particularly after data collection, to ensure transparency and ethical integrity. This involves sharing detailed information with participants about the study, including: 1.4.1 For Qualitative Research It is considered good practice to seek feedback from participants whose statements or narratives are directly quoted in the research report. This ensures accuracy and respects the perspectives of the individuals involved. [E.g., for main research question: Conducting a qualitative interview on participants' academic performance on PSP] Following the interviews, I will share the transcriptions with participants and seek their permission to proceed with the analysis. Additionally, a summary of the key findings will be prepared and sent via the university's official email, allowing participants to review and confirm the accuracy of their contributions after each interview or at the end of the research. This will provide them with an opportunity to request any amendments or clarifications if necessary. This process ensures that participants remain informed and have control over how their responses are represented. Feedback will be welcomed throughout the research process, and any concerns raised will be addressed in line with ethical research guidelines. 1.4.2 For Quantitative Research I will collect and analyze data objectively, avoiding bias or manipulation by using clear, non-technical language to explain the study. I will be transparent about methods and limitations in reporting results. [E.g., for sub-question 1: Conducting a quantitative questionnaire to assess students' satisfaction with PSP] I will provide a short summary explaining how the data will contribute to improving the program, including a thank-you message and contact details for follow-up questions. I will ensure questions are neutral and non-invasive and anonymize responses to protect privacy. Consent will be obtained by clearly explaining the purpose and voluntary nature of participation. The result and feedback will be informed at the end of research.
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.
	2.1 Informing Interviewees and Other Participants Prior to obtaining consent, participants in the PSP study will receive a comprehensive information sheet outlining the key aspects of the research, including: Purpose: The study aims to explore students' experiences in PSP, focusing on academic adaptation, language development and impact on degree programme. Additionally, the research will examine how PSP education influences students' long-term academic success and integration into higher education. Methods: Data will be collected through interviews, questionnaires, and observation etc., participants will be informed of the estimated time commitment required for each method. Confidentiality: All data will be anonymized and stored securely in accordance with data protection laws to protect participants' identities. No personal information will be disclosed, and findings will be presented in a way that ensures privacy.

	Right to Withdraw: Right to withdraw: Participation is entirely voluntary. Participants may withdraw at any stage without having to give a reason or suffer any consequences. However, I will ask and reserve the right to use the interview and questionnaire data prior to withdrawal. Additionally, participants will be invited to a briefing session where they can ask questions, seek clarifications, and express any concerns before deciding whether to take part. 2.2 Obtaining Consent 2.2.1 Written Consent Participants will be required to provide written consent before data collection begins. Consent forms will be collected either electronically or in hard copy. These forms will confirm that participants understand the study's objectives, their rights, and how their data will be used. 2.2.2 Alternative Consent Methods In cases where virtual interviews preclude physical documentation or written authorisation is logistically unfeasible, verbal consent will be formally recorded at the session outset, detailing the study's scope, data usage, and withdrawal rights. These audio consents, alongside interview recordings, will be retained on password-protected, encrypted cloud storage (e.g., UWTSO-approved platforms), adhering to UK GDPR and the Data Protection Act 2018. This protocol aligns with BERA's (2018) ethical guidelines and institutional review board stipulations, ensuring auditable compliance without compromising participant autonomy.
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.
	3.1 Data Security and Confidentiality Personally identifiable information (PII), including names and institutional affiliations, will be segregated from research data (e.g., survey responses, assessment scores) (GDPR Art. 5(1)(f); ICO, 2023). 3.2 Anonymisation Protocols Participant identities will be masked using unique alphanumeric codes (e.g., P01_Humanity) in transcripts and datasets. Contextual identifiers (e.g., roles) will be aggregated (e.g., 'PSP lecturer' vs. 'Senior EAP Tutor') or omitted where disclosure risks exist (Saunders et al., 2015). Direct quotations will be vetted to remove dialectal or idiomatic markers that could compromise anonymity. 3.3 Conditional Exemptions to Anonymity Exceptions to anonymisation require explicit justification and ethics committee approval.

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.	☒	☐
	If YES, provide a description of the data and explain why this data needs to be collected:		
2	2.1 Scope of Personal Data The study collects information that may identify participants through attributes tied to one or more factors specific to the physical, cognitive, or socio-cultural identity of the natural person, including but not limited to:		

	Physiological/Cognitive Markers: Age ranges and language proficiency histories (e.g., anonymised IELTS trajectories) that reflect developmental or aptitude-related identity factors. Socio-Cultural Identifiers: Nationality, disciplinary backgrounds, and idiomatic feedback narratives linked to acculturation stress profiles. Operational Necessities: Email aliases (stored separately) to coordinate participation without exposing digital identity traces (e.g., IP addresses). 2.2 Lawful Basis for Data Collection Under GDPR Art. 6(1)(f) and 9(2)(j), processing is justified as follows: Identity Factor Correlation: Analysing cognitive identity markers (e.g., self-reported language anxieties) against observed academic behaviours to identify pedagogical mismatches. Cultural Identity Contextualisation: Mapping socio-cultural identity factors (e.g., nationality-based participation patterns) to evaluate PSP inclusivity.		
	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	It is not directly involved. If it is inevitable, there will also be response measures.		

	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: Data gathered, thesis drafts, or publication materials	☒	☐
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 will pay attention to: 12.1 Safe Storage of Physical Documents For PSP research, all physical documents, including signed consent forms and paper-based data collection materials, will be securely stored in locked filing cabinets, with access restricted to authorized individuals only. The storage area will be monitored to prevent unauthorized access, and wherever possible, sensitive documents will be digitized to minimize reliance on physical records. 12.2 Avoid Data Stored on USB Sticks/Hard Drives I would avoid the use of these as they are easily lost. 12.3 Password Protection for Electronic Data		

All electronic research data related to PSP study will be protected with strong passwords that combine uppercase and lowercase letters, numbers, and special characters. These passwords will only be shared with authorized personnel and will be regularly updated to enhance security.

12.4 Arrangements for Data Backup and Security

A structured backup schedule will be implemented to ensure research data is not lost. Backup storage locations will comply with institutional data security policies, ensuring that copies are available in case of system failures while maintaining confidentiality.

12.5 Methods of Data Destruction

Paper-based records will be destroyed using a cross-cut shredder, ensuring complete disposal of sensitive information. Electronic files will be permanently erased using specialised software designed for secure deletion.

All data will be disposed of following the retention period outlined in the project's ethical guidelines, typically after the final report has been submitted and the research is complete.

12.6 Others (E.g., thesis drafts, or publication materials) Follow Rules of UWTSD Systems for Data Management

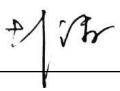
To enhance security and collaboration, research data and communication will be managed through UWTSD-approved platforms such as Microsoft Teams. These tools ensure encrypted data transmission and centralized storage, reducing risks associated with decentralized file sharing. Access will be managed using user authentication and role-based permissions, ensuring that only I can view or modify sensitive information.

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):		
	21.1 Electronic transfer of data in any form & Export/Import of Data Outside the UK Data Management: If for EU transfers: Rely on UK-EU Data Adequacy Agreement (2021). If in China: Localised storage on password-protected devices physically located in China. Use of university-approved cloud services compliant with Chinese cybersecurity laws. Procedural Safeguards Pre-submission review by UWTSD's ethics committee with particular attention to: Cultural equivalence of informed consent procedures. 21.2 Use of Personal Addresses, Postcodes, Emails, or Telephone Numbers		

	Scope: Collecting contact details for study coordination (e.g., interview scheduling). Processed under GDPR Art. 6(1)(b) (contractual necessity) for operational coordination (e.g., emailing interview links). Contact details stored separately from research data in password-protected, access-restricted databases (e.g., UWTSD SharePoint). According to UK DPA 2018 Schedule 1, Part 4 (research-related processing): Delete data: within 30 days post-study completion unless retention is required for audit purposes (e.g., ethics committee review). Anonymisation: Replace personal emails with aliases (e.g., participant123@uwtsd.ac.uk) to prevent re-identification. 21.3 Additional Safeguards Data Protection Impact Assessment (DPIA): Conducted for high-risk activities (e.g., cross-border transfers to non-adequate countries). Breach Protocol: Immediate notification to UWTSD Data Protection Officer (DPO) and ICO within 72 hours of detecting a breach (GDPR Art. 33).
22	List all who will have access to the data generated by the research activity:
	Tao PENG and his supervisor. Auditors (In the event of internal or external reviews aimed at assessing compliance with ethical standards, data protection regulations, or specific project guidelines, designated auditors may be permitted to access the data to confirm that it has been managed and handled appropriately.)
23	List who will have control of, and act as custodian(s) for, data generated by the research activity:
	Tao PENG
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.
	24.1 Physical Security: Restricted Storage: Printed materials (e.g., anonymised language learning track records, consent forms) will be stored in locked cabinets. Digital Security: GDPR-Compliant Anonymisation: A dedicated module will anonymise language learning trajectories (e.g., writing progression logs, speaking assessment scores) by replacing identifiable markers with pseudonyms. Raw audio/video data will undergo voice distortion and facial blurring pre-storage. Data Protection Systems: Penetration testing will be conducted quarterly on systems storing sensitive PSP data (e.g., pre-/post-test scores, disciplinary acculturation metrics). 24.2 Dynamic Data Cleaning Mechanism For Post-Project Cleanup (e.g., temporary PSP data), the system will identify redundant samples using NLP-driven similarity detection, securely erase non-essential unstructured data (e.g., draft interview transcripts). Eco-Friendly Disposal: Physical PSP records (e.g., paper-based language diagnostic tests) will be shredded using cross-cut machines, with residues recycled via certified e-waste partners. 24.3 Archiving and Preservation

	As a coursework, my data will not be stored in the UWTSD Research Data Repository because the data is fully anonymized and intended solely for teaching purposes while the dataset is very small, which lacks long-term or reuse value.		
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. (<i>Most relevant to academic staff</i>)		
	The reasons for not storing data in the university's research data repository include: 1. The data is fully anonymized, non-sensitive, and intended solely for teaching purposes 2. The dataset is very small and lacks long-term or reuse value.		
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:	
		Date: 08/05/2025

For STUDENT Submissions:

2	Director of Studies/Supervisor:		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 **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.