

APPLICATION FOR ETHICAL APPROVAL

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

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

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

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

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

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

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

SECTION A: About You (Principal Researcher)

Full Name:		Leoni Amber Emanuel			
Tick all boxes which apply:		Member of staff:	☐	Honorary research fellow:	☐
Undergraduate Student	☐	Taught Postgraduate Student	☒	Postgraduate Research Student	☐
Faculty/School/Centre:		Yr Athrofa (Initial Teacher Training)			
Campus:		Swansea			
E-mail address:		1903057@student.uwtsd.ac.uk			
Contact Telephone Number:		07950334009			
For students:					
Student Number:		1903057			
Programme of Study:		PGCE Primary			
Director of Studies/Supervisor:		Catherine Morgan			

SECTION B: Approval for Research Activity

Has the research activity received approval in principle? (please check the Guidance Notes as to the appropriate approval process for different levels of research by different categories of individual)		YES	☒	NO	☐
				Date	
If Yes, please indicate source of approval (and date where known): Approval in principle must be obtained from the relevant source prior to seeking ethical approval	Research Degrees Committee		☐		
	Faculty Research Committee		☐		
	Other (Catherine Morgan)		☒	17/12/19	

SECTION C: Internal and External Ethical Guidance Materials

Please list the core ethical guidance documents that have been referred to during the completion of this form (including any discipline-specific codes of research ethics, and also any specific ethical guidance relating to the proposed methodology). Please tick to confirm that your research proposal adheres to these codes and guidelines.	
UWTSD Research Ethics & Integrity Code of Practice 2017-2020 (2017) https://www.uwtsd.ac.uk/media/uwtsd-website/content-assets/documents/research/research-ethics-integrity-code-practice.pdf	☒
UWTSD Research Data Management Policy https://www.uwtsd.ac.uk/media/uwtsd-website/content-assets/documents/strategies-policies/Research-Data-Management-Policy-27.01.16.pdf	☒
BERA (2018) Ethical Guidelines for Educational Research https://www.bera.ac.uk/wp-content/uploads/2018/06/BERA-Ethical-Guidelines-for-Educational-Research	☒
Ethical research guidelines for the Education Workforce Council (2019) https://www.ewc.wales/site/index.php/ethicalresearch-education-workforce-council	☒

SECTION D: External Collaborative Research Activity

Does the research activity involve collaborators outside of the University?		YES	☐	NO	☒
If Yes, please provide the name of the external organisation and name and contact details for the main contact person and confirmation this person has consented to their personal data being shared as part of this collaboration.					
Institution					
Contact person name					
Contact person e-mail address					
Has this individual consented to sharing their details on this form?		YES	☐	NO	☐
Are you in receipt of a KESS scholarship?		YES	☐	NO	☒
Is your research externally funded		YES	☐	NO	☒
Are you specifically employed to undertake this research in either a paid or voluntary capacity?	Voluntary	YES	☐	NO	☒
	Employed	YES	☐	NO	☒
Is the research being undertaken within an existing UWTSD Athrofa	If YES then the permission question	YES	☒	NO	☐

Professional Learning Partnership (APLP)	below does not need to be answered.				
Permission to undertake the research has been provided by the partner organisation	(If YES attach copy) If NO the application cannot continue	YES	☐	NO	☐

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

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

SECTION E: Details of Research Activity

Indicative title:	How effective are mini plenaries in retaining the engagement of year 5 & 6 pupils?		
Proposed start date:	03/02/20	Proposed end date:	21/02/20
Introduction to the Research (maximum 300 words) Ensure that you write for a <u>Non-Specialist Audience</u> when outlining your response to the three 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>			
Purpose of Research Activity - The purpose of carrying out this research activity is to determine how effective the use of mini plenaries is on engagement during lessons with year 5 & 6 children within the field of Assessment for Learning. - Assessment for Learning is identified as one of the pedagogical principles recommended by Donaldson in his review of the curriculum <i>Successful Futures</i> (2015). Assessment for Learning is highlighted in research as a contributor to effective teaching and learning, therefore, the research aims to study a specific aspect of AFL (mini plenaries) in order to determine their effectiveness on children's engagement with learning.			
Research Question How effective are mini plenaries in retaining the engagement of year 5 & 6 pupils?			
Aims of Research Activity The aim of the research activity is to: - assess the effectiveness of using mini plenaries within a lesson on the overall engagement of children during the lesson. - this will contribute to the use of teaching styles should the research results prove effective or not.			

Objectives of Research Activity

- Determine whether the use of mini plenaries prove efficient during lessons to maintain the participation of year 5 & 6 children.
- Compare and contrast the answers of pupils in a village-based school with answers of pupils in a...based school

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.

Lesson Study

- The research will involve classroom observation, using a naturalistic method in order to gain an insight into the learning environment.
- This form of study has been used by many researchers in order to observe children in a natural environment using various methods including, questionnaires, field notes, interviews, observations, and reports etc. (Cohen et al, 2011)
- The lesson study will use The Leuven Scale of Involvement when studying the engagement of children before the introduction of a mini plenary and again after the introduction of a mini plenary in order to compare the children's level of involvement before and after the mini plenary.
- This study will use focus groups in order to collect data, it is a suitable method to use with children as it allows flexibility and openness for their answers. (Greene & Hogan, 2006) The focus groups will be divided by age, in groups of 9-10 years old and 10-11 years old with both boys and girls to ensure an equal varying representation. (Charlesworth & Rodwell, 1997) The focus groups will take place in a suitable room within the school, familiar to the children allowing them to choose where they wish to sit.
- Reflecting upon the lesson, the model of reflection that will be used is The Learning Theory by Kolb (1984) which involves a 4-stage cycle: the concrete experience, reflective observation, abstract conceptualisation, and active experimentation. This will allow for consideration of the Assessment for Learning strategy and its effectiveness, also exploring possible improvements and adaptations to trial in a lesson.

Focus Groups

- During the focus groups the behaviour of individuals will be noted in order to gain a full picture. The questions asked will be adapted to the age of the children in order to ensure they understand clearly what is being asked. The interviews will be sound recorded, with the necessary information being shared with the schools and parents / guardians beforehand also stating in the consent form about the use of a recording device, which will be signed and agreed by parents/ guardians and the children.

(this box should expand as you type)

Location of research activity

Identify all locations where research activity will take place.

The schools involved in this research activity are Primary School A and Ysgol Gynradd B which are both partner schools to the University of Wales Trinity Saint David PGCE program.

- School A is situated in a small town within the local authority of Rhondda Cynon Taff, with just over 200 pupils.
- Ysgol B is situated in a village within the local authority of Cardiff, with just over 400 pupils.

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.

N/A

Use of documentation not in the public domain: Are any documents **NOT** publicly available?

NO

☒

YES

☐

If Yes, please provide details here of how you will gain access to specific documentation that is not in the public domain and that this is in accordance with prevailing data protection law of the country in question and England and Wales.

(this box should expand as you type)

Will the research activity include:	YES	NO
Use of a questionnaire or similar research instrument?	☐	☒
Use of interviews? (Focus groups)	☒	☐
Use of diaries?	☐	☒
Participant observation with their knowledge?	☒	☐
Participant observation without their knowledge?	☐	☒
Use of video or audio recording? (Recording of interviews only)	☒	☐
Access to personal or confidential information without the participants' specific consent?	☐	☒
Administration of any questions, test stimuli, presentation that may be experienced as physically, mentally or emotionally harmful / offensive?	☐	☒
Performance of any acts which may cause embarrassment or affect self-esteem?	☐	☒
Investigation of participants involved in illegal activities?	☐	☒
Use of procedures that involve deception?	☐	☒
Administration of any substance, agent or placebo?	☐	☒
Working with live vertebrate animals?	☐	☒
Other primary data collection methods, please explain in this box For example, 'focus groups'. Please indicate the type of data collection method(s) in this box and tick the accompany box.	☒	☐
Details of any other primary data collection method: - Focus groups. This method involves selecting groups of children to participate in group interviews to ask questions about their thoughts on mini plenaries being used during their lessons. This will consist of informal sound recorded interviews with the focus groups in a comfortable quiet room. - Lesson reflection. Lesson reflection will use The Learning Theory by Kolb (1984) which involves an experience (the lesson) reflecting on the experience (observation reflection) conceptualisation (concluding/ learning from the experience) and active experimentation (planning and trialling what has been learned)		

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.

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

Participant numbers and source	
Provide an estimate of the expected number of participants. How will you identify participants and how will they be recruited?	
How many participants are expected?	School A – 3 children of varied ability including at least one girl and one boy. Ysgol B – 3 children varied ability including at least 1 girl and 1 boy. The purpose of including at least 1 girl and 1 boy will allow the research to gain an understanding of how the use of mini plenaries affects a variety of children.
Who will the participants be?	• Children aged between 9 and 10 in School A. • Children aged between 10 and 11 in Ysgol B.
How will you identify the participants?	Following the completion of the consent form provided to parents/ guardians regarding their child/ward's participation, the specific participants will be selected in agreement with the class teachers. These children will be determined based on three levels of ability so that the results may show how students on each level are affected by the research activity. The aim is also to have mixed ages of 9-10 year olds in School A and 10-11 year olds in Ysgol B, of both boys and girls in order to represent school years 5 and 6.

Information for participants:	YES	NO	N/A
Will you describe the main research procedures to participants in advance, so that they are informed about what to expect?	☒	☐	☐
Will you tell participants that their participation is voluntary?	☒	☐	☐
Will you obtain written consent for participation?	☒	☐	☐
Will you explain to participants that refusal to participate in the research will not affect their treatment or education (if relevant)?	☒	☐	☐
If the research is observational, will you ask participants for their consent to being observed?	☒	☐	☐
Will you tell participants that they may withdraw from the research at any time and for any reason?	☒	☐	☐
With questionnaires, will you give participants the option of omitting questions they do not want to answer?	☐	☐	☒
Will you tell participants that their data will be treated with full confidentiality and that, if published, it will not be identifiable as theirs?	☒	☐	☐
Will you debrief participants at the end of their participation, in a way appropriate to the type of research undertaken?	☒	☐	☐
If NO to any of above questions, please give an explanation			

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

SECTION H: Anticipated Risks

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

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

Full risk assessment completed and appended?

Yes

☐

No

☒

Risks to participants

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

Risk to Participant:

1. The children could experience apprehension or emotional distress during the lesson or during the focus group interview.
2. Holding the research activity without the permission of both schools, children and/ or parents/ guardians.

How will you mitigate the Risk to Participants?

1. Ensure to explain the research purpose to the children clearly allowing the children to understand exactly what is to happen, in order to eliminate any worries, they may have. Also, they will be given the option to leave at any moment if they do not wish to participate. The focus group interview will be held in a suitable, comfortable room within the school to ensure the children feel at ease.
2. Detailed information regarding the research activity proposal will be presented beforehand to the partner schools, class teachers, parents/ guardians and the children. It will be ensured that the written consent forms (children and adults) are signed and kept safe in accordance with General Data Protection Regulations (2018) and the guidelines for Research Data Management UWTSD (2019).

If research activity may include sensitive, embarrassing or upsetting topics (e.g. sexual activity, drug use) or issues likely to disclose information requiring further action (e.g. criminal activity), give details of the procedures to deal with these issues, including any support/advice (e.g. helpline numbers) to be offered to participants. Note that where applicable, consent procedures should make it clear that if something potentially or actually illegal is discovered in the course of a project, it may need to be disclosed to the proper authorities

N/A

Risks to investigator

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

Risk to Investigator:

1. There is a potential risk of emotional stress if participants display elements of apprehension or share sensitive information for example during the interview following the lesson.

How will you mitigate the Risk to Investigator:

1. Should this happen, the interview will be stopped immediately in accordance with the UWTSD Research Ethics & Integrity Code of Practice (2017-2020) and contact the University Ethics Committee for advice and further guidance.

2. Should the researcher be working alone in research locations, there is a potential that they may encounter personal risk such as illness or safety. 3. There could be a complaint made against the researcher or an accusation of unprofessional practice. 4. There is a potential risk that false/untrue data could be collected by the researcher.	2. The focus group interviews will be held in a suitable separate room to the classroom, in order to ensure privacy. The details of any school visits and interviews will be noted on the Outlook calendar at both schools to ensure that the line manager and the administration team are aware of any visits /interviews taking place should any issues arise. Also, the researcher shall always have a phone to hand for instant contact if an emergency arises. 3. In order to avoid any complaints being made, or any accusations of unprofessional practice arising, the researcher will comply with the BERA (2018) and the ethics research plan modelled by UWTSD Research Ethics & Integrity Code of Practice 2017-2020 (2017) 4. To ensure that the data collected is not false, untrue, or misleading there will be careful attention paid to the data collected in order to make sure it is correct and no misleading data will be noted in transcripts or paper-based notes etc. This will preserve the authenticity and integrity of the research.
University/institutional risks For example: adverse publicity, financial loss, data protection	
Risk to University: 1. Should the researcher fail to follow ethics guidelines or have a complaint made against them, there is potential that this could bring negative publicity on the university. 2. There is a potential risk to the relationship between the university and the APLP with the partner schools should the researcher/ researchers behave in an unprofessional manner.	How will you mitigate the Risk to University: 1. In order to avoid any risk to the university regarding these potential issues, the researcher will ensure the conform to framework, policies, ethical and professional standards of the schools also following procedures of the UWTSD Research Ethics & Integrity Code of Practice 2017-2020 (2017) 2. In order to avoid any potential risks of this sort, the researcher will ensure that the research will take place in accordance with procedures, policies, ethical and professional standards of the schools and Ethical research guidelines for the Education Workforce Council (2019), follow policies UWTSD Research Ethics & Integrity Code of Practice, and BERA (2018) Ethical Guidelines for Educational Research, UWTSD Research Data Management Policy (2019), and the

	General Data Protection Regulations (2018)
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Disclosure and Barring Service			
If the research activity involves children or vulnerable adults, a Disclosure and Barring Service (DBS) certificate must be obtained before any contact with such participants.	YES	NO	N/A
Does your research require you to hold a current DBS Certificate?	☒	☐	☐

SECTION I: Feedback, Consent and Confidentiality

Feedback

What de-briefing and feedback will be provided to participants, how will this be done and when?

No core information will be shared with participants; however, a summary will be produced and available at the end of the research activity. Also, the main findings of the research will be explained to the students after completion of the lessons and the interviews.

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.

1. At the beginning of the research, the structure, plan and purpose of the research will be explained in detail with:
 - The partner schools
 - The students
 - The parents/ guardians
2. Then following this, any questions that arise during the research proposal will be answered. Also, information guidelines regarding the research will be produced including contact details should further information be required.
3. A consent form will be presented to the partner schools and the parents / guardians including:
 - i) The title of the project
 - ii) The name and contact details of the researcher
 - iii) A disclaimer that they have received information regarding the research with the opportunity to discuss it and ask any questions
 - iv) How the information is to be used e.g. in a report
 - v) A disclaimer that all information will be confidential with use of pseudonyms
 - vi) Consent for the child/ children to participate
 - vii) A place for a signature and date
4. The research activity will be explained to the children clearly, stating that they are not under any obligation to participate and can therefore withdraw at any time they wish, with the assurance that any information they have provided will be kept confidential. A form will then be provided for them to sign and give permission for this along with a date, with reference to the International Charter for Ethical Research Involving Children, 2013.

(this box should expand as you type)

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 original names will be used in any of the research activity, pseudonyms will be used in place of these.
- The research activity will also adhere to the legal legislation for storing information of the General Data Protection Regulations 2018.
- Any data held will be kept under protection via password protection, encryption or a locked cupboard at the university with no access.

SECTION J: Data Protection and Storage

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

Does the research activity involve personal data (as defined by the General Data Protection Regulation 2016 "GDPR" and the Data Protection Act 2018 "DPA")?	YES	NO
<i>"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.</i>	☐	☒
If YES, provide a description of the data and explain why this data needs to be collected:		
Does it involve special category data (as defined by the GDPR)?	YES	NO
<i>"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),</i>	☐	☒
If YES, provide a description of the special category data and explain why this data needs to be collected:		
Will the research activity involve storing personal data and/or special category data on one of the following:	YES	NO
Manual files (i.e. in paper form)?	☒	☐
University computers?	☐	☒
Private company computers?	☐	☒
Home or other personal computers?	☐	☒
Laptop computers/ CDs/ Portable disk-drives/ memory sticks?	☒	☐
"Cloud" storage or websites?	☒	☐
Other – specify:	☐	☒
For all stored data, explain the measures in place to ensure the security of the data collected, data confidentiality, including details of password protection, encryption, anonymisation and pseudonymisation:		
- In accordance with GDPR and DPA, the data will be kept confidential and the use of pseudonyms will be used in place of personal names. - The storage of data will be kept protected, using the university OneDrive storage which will be password protected, which will be deleted once the research is completed. - Any hardcopy information will be stored securely in a filing cupboard at the university.		

Any electronic data will be encrypted so that only the researcher will have access. The storage of electronic data will be protected with reference to UWTSD Research Data Management Policy 2019 and UWTSD Research Ethics & Integrity Code of Practice 2017-2020 (2017)		
All Data Storage		
Will the research activity involve any of the following activities:	YES	NO
Electronic transfer of data in any form?	☐	☒
Sharing of data with others at the University?	☐	☒
Sharing of data with other organisations?	☐	☒
Export of data outside the European Union or importing of data from outside the UK?	☐	☒
Use of personal addresses, postcodes, faxes, emails or telephone numbers?	☐	☒
Publication of data that might allow identification of individuals?	☐	☒
Use of data management system?	☒	☐
Data archiving?	☒	☐
If YES to any question, please provide full details, explaining how this will be conducted in accordance with the GDPR and DPA (and/or any international equivalent):		
- Electronic Data – Files will be encrypted and stored in accordance with General Data Protection Regulations (2018) and UWTSD Research Data Management Policy 2019 - Sharing – Core data will not be shared however a summary of the data will be shared with university tutors. - All data will remain anonymous and be kept protected.		
List all who will have access to the data generated by the research activity:		
- Researcher – Leoni Emanuel - Catherine Morgan – Module lead - Research Partner- Alexandra O'Brien		
List who will have control of, and act as custodian(s) for, data generated by the research activity:		
Researcher – Leoni Emanuel		
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.		
The data will be stored on the university's protected OneDrive storage system, which is protected with a password. This data will be stored during the research activity and deleted as soon as the results of the assessment are released.		
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>		
No.		
Confirm that you have read the UWTSD guidance on data management (see https://www.uwtsd.ac.uk/library/research-data-management/)	YES	☒
	NO	☐
Confirm that you are aware that you need to keep all data until after your research has completed or the end of your funding	YES	☒
	NO	☐

SECTION K: Declaration

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

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

Signature of applicant:	Leoni Emanuel	Date: 17/12/19
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For STUDENT Submissions:

Director of Studies/Supervisor:	Catherine Morgan	Date:
Signature:		

For STAFF Submissions:

Head of School/Assistant Dean:		Date:
Signature:		

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

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

University of Wales Trinity Saint David

Technium 1

Kings Road

Swansea

SA1 8PH

Tel: 01792 481000

20.01.2020

RE: Student-teacher research project to be conducted at between 03/02/2020 and 04/02/2020.

Dear Parent / Guardian,

My name is Leoni Emanuel and I am studying for my PGCE at Yr Athrofa, University of Wales Trinity Saint David. I am currently a student teacher within your child's class at Ton Pentre Junior School.

As part of my research project concerning improving teacher practice and student education, I would like to invite your child to participate. The title of the project is:

"How effective are mini plenaries in retaining the engagement of year 5 & 6 pupils?"

In this project, I aim to study how effective the teacher's inclusion of mini plenaries within a lesson can be to maintain the engagement of children e.g. reminding them of the lesson aims/ objectives to ensure they are following and on task. Through your child's participation, I hope to ascertain whether use of this particular assessment for learning method is beneficial to a child's learning, and I hope to also understand where and how this method currently and could further progress your child's learning in their future development.

The research will be conducted through the study of a lesson which I will collaboratively plan a lesson with my research partner, Alexandra O'Brien, using lesson aims/ objectives and mini plenaries. I will then teach this lesson, observe your children during the lesson to measure their engagement before and after the use of a mini plenary to determine the effectiveness of this method, and I will then interview **three** pre-selected student representatives as a group following this to share their thoughts on the lesson. **If your child is/are pre-selected by their usual class teacher, a second letter will be provided for your further consent.**

This interview will be audio recorded, not filmed. All names, notes, and recordings will be kept strictly confidential and will only be known by myself and my research partner. Your

child's participation in this study is **completely voluntary** so you or your child can withdraw from the study at any stage. Your child will also be asked to give their assent before the beginning of the study.

After careful and precise analysis of the data obtained from the lesson observation and group interview, I would be happy to provide you with a copy of the findings at your request. The results of the research will be discussed in a university assignment that will contribute to my PGCE course. The results of this study will be stored on my university's cloud data storage via OneDrive, and all raw data will be destroyed once the assessment has been marked. **No personal information will be collected during this research period.**

The consent form MUST be returned to ... at the school reception by the 16th of January. If the form isn't returned by then, the school will make arrangements for your child during the research lesson.

I thank you in advance for your time. If any questions do arise, feel free to contact me at your convenience. My contact details are as followed:

Leoni Emanuel

1903057@student.uwtsd.ac.uk

Or, if you prefer to contact my lead mentor, Mrs Roberts the class teacher by phoning the school on 01443 435436.

Yours sincerely,

Leoni Emanuel

INFORMED CONSENT FORM

RE: Student-teacher research project to be conducted at Ton Pentre Junior School between 03/02/2020 and 04/02/2020.

Researcher: Leoni Emanuel

Research title: *"How effective are mini plenaries in retaining the engagement of year 5 & 6 pupils?"*

Please initial the boxes

1. I confirm that I have read and understand the information sheet dated **20.01.20** for the above study. ☐
2. I understand that my child's participation is voluntary and that I am free to withdraw my child from the study at any time, without giving any reason. ☐
3. I understand that my child can choose to withdraw at any time, without giving a reason. ☐
4. I understand that the information given by my child will be used in a university assignment. ☐
5. I understand that my child's name will not appear at any time. ☐
6. I agree for my child to take part in the above study. ☐

Child's name

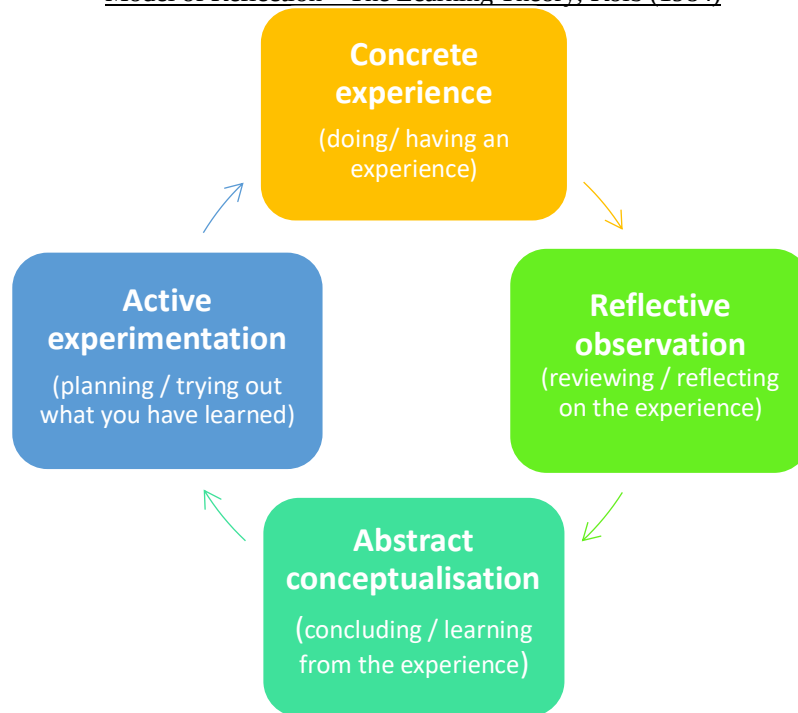
Parent signature

Date

When completed, please return **in the envelope provided** to Ton Pentre Junior School by the **27th of January 2020**.
Thank you.

Scale of involvement	Involvement level of the participants					
Content of involvement levels	Child A		Child B		Child C	
	Before plenary	After plenary	Before plenary	After plenary	Before plenary	After plenary
<u>Extremely low</u> Simple activity, repetitive and passive. The child appears absent with no energy. They are likely to stare into space and/ or look around at what others are doing.						
<u>Low</u> Frequent interrupted activity. The child will engage in some activity but there will be moments of non-participation in which they may stare into space or become distracted by what is happening around them.						
<u>Moderate</u> Mainly continuous activity. The child is engaged in the activity at an average level, however, shows minimal sign or real involvement. Some progress is made in the activity although they do not appear to have high energy or concentration levels, allowing for easy distraction.						
<u>High</u> The child participates in continuous activity and sometimes shows intense moments of involvement. They are not easily distracted by surroundings.						
<u>Extremely high</u> The child demonstrates a continuous and intense level of activity showing the greatest involvement. They demonstrate high levels of concentration, creativity and energy, consistently focused for most of the activity.						

Model of Reflection – The Learning Theory, Kolb (1984)



The learning cycle by Kolb adapted to the research study

