Appendices

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Appendix 1- Interview Questions

Ensure you have gained consent off all children and alliterated the fact that they are able to leave at anytime without giving a reason, if they feel uncomfortable. Begin the interview with social talk:

Q 1-Please can you show me something in your book that you are proud of? *Maths Book*

Q 2- Do you like having comments in your book?
If yes, why?

Q 3- Do you think the comments in your book help you to improve?

Q4: Would you rather be told in person where you need to improve, or have it written down in your books

Appendix 2- Observation Schedule

Date: **Class:**
Sample size: **Class size:**

	Response to verbal feedback	Response to written feedback
Child 1		
Child 2		
Child 3		
Child 4		
Child 5		
Child 6		

Additional Comments

Appendix 3- Child Questionnaire

1. Are you in Year 3 or Year 4?

- Year 3
- Year 4

2. Do you like it when a teacher leaves a comment in your book telling you what you have done well?

- Yes
- No
- Sometimes

3. Do you like when your teacher leaves a comment in your book telling you what you could improve on?

- Yes
- No
- Sometimes

4. How often does your teacher write about your work in your book?

- Daily
- Twice a week
- Once a week
- Once every 2 weeks
- Never

5. Do you always understand your teachers comments in your book?

- Yes
- No

6. If no, do you get the chance in class to ask the teacher to explain what they have written in your book?

Enter your answer

7. Do you understand what WWW and EBI mean?

- Yes
- No

8. If yes, can you explain the meaning?

Enter your answer

9. Overall, would you rather your teacher have a conversation with you or leave a comment in your book to help you improve?

- Conversation
- Comment in book

Appendix 4- Teacher Questionnaire

1. How important do you think it is for children to receive constructive feedback? *

☆ ☆ ☆ ☆ ☆

2. How often do you provide children with written feedback? *

- Daily
- Twice a week
- Once a week
- Once every 2 weeks
- Other

3. How often do you provide children with verbal feedback? *

- Daily
- Twice a week
- Once a week
- Once every 2 weeks
- Other

4. What different strategies do you use to give a child written feedback? *

Enter your answer

5. Which one is your favourite strategy? Why? *

Enter your answer

6. Do you go back and check to see whether the child has acted upon their feedback? *

- Yes
- No
- Sometimes

7. If the pupil has fully achieved the success criteria, how do you challenge them further? *

Enter your answer

8. When giving children written feedback, do you always give the child something to improve on? *

- Yes
- No
- Sometimes

9. In your opinion, which type of feedback is more beneficial to the child? Verbal or written? Give a reason for your answer. *

Enter your answer

9. In your opinion, which type of feedback is more beneficial to the child? Verbal or written? Give a reason for your answer. *

Enter your answer

10. How much do you agree with the following statement 'Anything that happens after the lesson has questionable value compared to what happens in the moment'. *

	Strongly disagree	Disagree	Neither disagree or agree	Agree	Strongly agree
Opinion					

Appendix 5- Image

Appendix 6- Ethics Form
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:		Tricia Claire Rees-Jones			
Tick all boxes which apply:		Member of staff:	☐	Honorary research fellow:	☐
Undergraduate Student	☒	Taught Postgraduate Student	☐	Postgraduate Research Student	☐

Faculty/School/Centre:	Initial Teacher Education, Yr Athrofa
Campus:	Carmarthen
E-mail address:	1800824@student.uwtsd.ac.uk
Contact Telephone Number:	07500558267
For students:	
Student Number:	1800824@student.uwtsd.ac.uk
Programme of Study:	BA Primary Education with QTS
Director of Studies/Supervisor:	Dr. Sioned V. Hughes

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 (write in) ECAD5010 Module Lead	☒	**27.02.20**	

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	☐
UWTSD Research Data Management Policy	☐
I have consulted with BERA guidelines to make sure that what I am doing is ethically correct. ***BERA https://www.bera.ac.uk/publication/ethical-guidelines-for-educational-research-2011***	☒
	☐

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 Professional Learning Partnership (APLP)	If YES then the permission question below does not need to be answered.	**YES**	☒	**NO**	☐
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:	**Written vs verbal feedback- which method do children feel gives them the most support?**		
Proposed start date:	02.03.20	Proposed end date:	01.04.20

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:

- *Purpose of Research Activity*
- *Proposed Research Question*
- *Aims of Research Activity*
- *Objectives of Research Activity*

Demonstrate, briefly, how **<u>Existing Research</u>** has informed the proposed activity and explain

- *What the research activity will add to the body of knowledge*
- *How it addresses an area of importance.*

Purpose of Research Activity
E.g.

- To explore how feedback helps support children's learning.
- To trial the three different research tools in practice. The tools are interviews, observations and questionnaires.
- To critically evaluate the strengths and limitations of the tools used.

Research Question
Written vs verbal feedback- which method do children feel gives them the most support?

Aims of Research Activity
List the aims of the research activity here, e.g.

- *To explore staff and learners' perceptions of feedback.*
- *To critically evaluate the three different research tools.*

- *To further develop personal knowledge and understanding of verbal and written feedback to improve professional practice.*

Objectives of Research Activity

List the objectives of the research activity here, e.g.

- *To provide and explore the feedback strategies and approaches used by staff to support and develop pupils' learning using a questionnaire, observation and conducting an interview.*
- *To interview year 3/4 learners to capture their views about written and verbal feedback.*
- *To observe children in order to gain a further knowledge on their perceptions of both methods of feedback.*
- *To critically reflect on the process of using different research tools to collect data*
- *To secure the dispositions of being an ethical researcher by identifying ethical practice.*

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.

Interviews *– My interview will consist of a sample size of 6 children from a year 3/4 class. I have chosen 2 children from 3 different ability groups. I am using a randomiser to select the 6 children to make it ethically fair. I have chosen to use a semi-structured interview, as I think this is an effective way to allow children to lead the learning. Therefore, most of the questions I ask, will stem from the answers I am given. They will be invited to respond to key questions, with their books to support them. For example, 'Show me something you are proud of?' 'Show me something you found hard?' 'Do you like it when a teacher leaves a comment in your books?' etc. These interviews will be conducted in a small room and I will make notes of and audio their responses. The children will have full understanding that they have the right to withdraw at any time, and they do not have to participate. I will check the children's feelings regularly and they will have the option of the 'emotion cards. Here, if any point a child feels uncomfortable, they can hold up the card according to how they are feeling. If any child feels uncomfortable, they can leave without stating a reason. Throughout the interview, I will check the children's feeling regularly to ensure all children are comfortable and happy to participate.*

Questionnaire- *I have devised a questionnaire of 9 questions to ask the year 3/4 class (30 pupils). I have chosen to get responses from the whole class as this will give me an overall opinion of the preferred method of feedback. Some examples of the question include 'How often does your teacher write about your work in your book' 'Overall, would you rather your teacher have a conversation with you or leave a comment in your book to help you improve?' etc. The children can opt out of taking part in the questionnaire at any point and this will be made clear before carrying the questionnaires out. The questionnaire will be completed on a digital device and their responses will be saved onto Microsoft forms. For any children that struggle to read, Microsoft forms offers immersive reader that allows the children to listen to the question.*

Observations- *My observation will take place within the class, with the focus being on the 6 pupils. I have created my own observation schedule where I can observe both written and verbal feedback. The table I have created allows me to write about the 6 children. Here, I will be focusing on the interactions that they have and they way the communicate with each other. I will be typing my notes on the schedule, on my laptop. This allows me to type quickly and to not be restricted to how much room I have on paper. The length of the observation will be a full lesson which is around 50 minutes.*

Location of research activity

Identify all locations where research activity will take place.

This research study will take place in an urban school, in the South Wales region, with approximately 300 pupils. The children will be aged from 3-11.
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 *(this box should expand as you type)*

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)*		

SECTION F: Scope of Research Activity

Will the research activity include: TICK ALL RELEVANT BOXES HERE	**YES**	**NO**
Use of a questionnaire or similar research instrument?	☒	☐
Use of interviews?	☒	☐
Use of diaries?	☐	☒
Participant observation with their knowledge?	☒	☐
Participant observation without their knowledge?	☐	☒
Use of video or audio recording?	☒	☐
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: (this box should expand as you type)	☐	☒

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

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

SECTION G: Intended Participants

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 8? (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?	Whole class (30 pupils)
Who will the participants be?	3 teachers- Questionnaire only. 30 pupils- Questionnaire only. 6 pupils (Mixed sample of year 3 and 4 pupils)- Interview and Observation. *Obviously, these numbers could vary depending on whether the children/teacher withdraw from the study.*
How will you identify the participants?	I was previously in this school during PTE2, so I have had experience in this class. Throughout the experience, the children will be identified as 'child 1-6' to ensure confidentiality.

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			

(this box should expand as you type)

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			
(this box should expand as you type)			

SECTION H: Anticipated Risks

Outline any anticipated risks that may adversely affect any of the participants, the researchers and/or the University, and the steps that will be taken to address them. If you have completed a full risk assessment (for example as required by a laboratory, or external research collaborator) you may append that to this form.		
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: The pupils may encounter and be at risk to physical harm. This could be the nature of them bumping into things. The pupils may feel embarrassed to answer questions and therefore feel uncomfortable. They might also feel nervous about us judging their opinions. Some children may feel interrogated and be at risk to psychological harm. They might also feel like there could be a breach of confidentiality with their names etc. Some children may be on the children protection register and therefore cannot be interviewed. A teacher being a risk to feeling under pressure and nervous due to their preconceptions of being observed.	*How will you mitigate the Risk to Participant?* The 6 children will be taken out of the classroom into another familiar, safe environment. This will also ensure confidentiality. The children will also be told there are no consequences for what they say. I will make it clear that I want open and honest answers, and this will not impact their education in any way. They will also be reminded that their identify will not be named at all throughout the study and they don't need to feel nervous as I am not judging them, but just want to look at the way they learn. Before carrying out the study, I will discuss with my teacher about any children that are not allowed to be interviewed or do not have permission. I will ensure that the teacher feels comfortable and is willing to take part in the study.

If research activity may include sensitive, embarrassing or upsetting topics (e.g. sexual activity, drug use) or issues likely to disclose information requiring further action (e.g. criminal activity), give details of the procedures to deal with these issues, including any support/advice (e.g. helpline numbers) to be offered to participants. Note that where applicable, consent procedures should make it clear that if something potentially or actually illegal is discovered in the course of a project, it may need to be disclosed to the proper authorities	
N/A *(this box should expand as you type)*	
Risks to investigator For example: personal safety, physical harm, emotional distress, risk of accusation of harm/impropriety, conflict of interest	
Risk to Investigator: Allegations from pupils in the classroom while completing the research. There could be a risk of physical harm but that could be the minimal. There could be a risk of emotional distress due to feeling pressure to collect data for the study.	*How will you mitigate the Risk to Investigator:* The majority of the research will be during a normal activity in the classroom with an accompanying adult. When interviewing the children in a safe, separate room where there will be 6 pupils attending. The investigator should plan thoroughly in order to be prepared and should remain calm at all times.
University/institutional risks For example: adverse publicity, financial loss, data protection	
Risk to University: The only risk could be that the researcher does not behave in a professional and appropriate manner, which would then affect the relationship between the school and university.	*How will you mitigate the Risk to University:* While carrying out the research, I will behave in a professional manner, at all times. The data I am collecting will be kept in a password protected file that will only be accessed by myself, or one other researcher. There will be no financial involvement during the study.

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?
N/A *(this box should expand as you type)*
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.
The headteacher, class teacher and senior mentor will have a full understanding of the study and will be aware of the research that is being undertaken. They will be informed about the rationale and background of the research and will sign consent before starting the study. The children will provide verbal assent after being read what is being undertaken throughout the study. They will understand that they have 'emotions cards' to show how they are feeling throughout the study. I will reinforce this information throughout the day. If they show a smiley face, they are confident and happy to continue. If they show a sad face, they are sad and wish to withdraw from the study. They will also understand that they do not need to state why they don't feel comfortable and can return to class at any point. The children will be told to answer honestly and will understand that their opinion or viewpoint will not affect their education in any way. The children can ask questions about the study and can discuss their contribution to the study. The data gathered may be available to children on request, but it is not anticipated. Due to the research being conducted in the school about the different assessment for learning methods, it could also be available to teacher on request.
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.
During the interview, no names will be disclosed during the recording. The children will be carrying out the questionnaire anonymously. When referencing the pupils in my study, the children will be referenced as 'child1'. I will ensure that no individual data are made available to the school/parents etc. During the whole study, there will be no opportunity for any child's name to be disclosed and all data will be kept in a password protected file. No raw scores will be needed in this study, as the focus is on the teaching methods and the children perceptions, rather than their ability.

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

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**
"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.*	☐	☐
If YES, provide a description of the data and explain why this data needs to be collected:		
(this box should expand as you type)		
Does it involve special category data (as defined by the GDPR)?	**YES**	**NO**

"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:		
(this box should expand as you type)		
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:		
(this box should expand as you type)		
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):
(this box should expand as you type)
List all who will have access to the data generated by the research activity:
(this box should expand as you type)
List who will have control of, and act as custodian(s) for, data generated by the research activity:
(this box should expand as you type)
Give details of data storage arrangements, including security measures in place to protect the data, where data will be stored, how long for, and in what form. Will data be archived – if so how and if not why not.
(this box should expand as you type)
Please indicate if your data will be stored in the UWTSD Research Data Repository (see https://researchdata.uwtsd.ac.uk/). If so please explain. (*Most relevant to academic staff)*
(this box should expand as you type)

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:	TCRJONES	**Date:** **27.02.20**

For STUDENT Submissions:

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

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.

This form is available electronically from the Academic Office web pages:
http://www.uwtsd.ac.uk/academic-office/

Application Process

All staff research projects and all research students must submit the Ethical Approval Form to the **University Ethics Committee** via the Academic Office (pgresearch@uwtsd.ac.uk). Staff research directly in relation to personal study for taught undergraduate or Masters programmes should be submitted via the Faculty procedures explained below.

Taught masters and taught undergraduate research Ethical Approval Forms are considered **within Faculties.** Faculties will provide details of the specific processes for this. Where the Ethical issues within any single ethical application are of particular concern the Faculty will refer these to the University Ethics Committee. Any student activity that involves the collection of primary data needs to undergo Ethical approval, this includes assignment work as well as dissertations.

RESEARCH STUDENTS AND 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.
You will be informed of the outcome of your claim by email; therefore it is important that you check your University and personal email accounts regularly.

Notes for guidance in completion of this form

Section A: About You
Please complete all relevant sections

Section B: Approval for research activity
Research proposals must be approved in principle before applying for Ethical Approval. The proposal approval only becomes final when the ethical approval is received.

The process for proposal approval varies according the individual and programme of study:

- Research students, by application on form PG1 to the Research Degrees Committee
- Taught students by review of research proposal within Faculties (Faculties provide specific details of these processes)
- Staff, by agreement by the Head of School/Assistant Dean

Section C: External Ethical Guidance materials
Many discipline areas are required to operate with the discipline specific codes of research ethics (for example health, psychology, education etc.), any such codes must be listed and you must tick to confirm that you have consulted with these.

Section D: External Collaborative Research Activity
Provide details of the external collaborative partners, where appropriate you might want to submit a copy of the external collaboration agreement with the Ethical Approval Form. If the partner requires the research to be subject to its own internal Ethical approval process then please provide details of that process and a copy of any final (or interim) approvals received from the organisation.

Section E: Details of Research Activity

Remember that the individuals reviewing this Ethical Approval Form may not have seen your research proposal, and also may not be experts in the specific area of your research. The information provided should therefore be jargon free and clearly stated.
Indicative Title: please use the same title as used on the research proposal.
Purpose: the Ethical approval process will want to ensure that the methods you propose are adequate and appropriate to address the research aims and objectives. Excessive additional data collection can be seen as unethical.
Proposed Methods: the Ethical approval process seeks to ensure that you understand the methods that are intended, and that the implementation of those methods will be appropriate and without unnecessary impact on respondents. This section must explain how the methods described will lead to the collection of necessary and sufficient data, but not excessive data. Please be specific.
Location: this needs to mention geographical location and also local situation (for example, within Local Authority Offices in Cardiff, using a private room but close to other individuals). If you are collecting data within an organisational setting then you need to explain the permissions that you have obtained to do this.
Research Activity outside of the UK: please complete this section in detail, and note any guidance you have received. Also describe your own familiarity (or not) with the location that you will be utilising.

Section F: Scope of Research Activity
Please tick ALL of the research activities that might be undertaken. If any additional types of activity are intended then please add an extra box and describe these.
If you have answered no to all questions in F then sections G and J do not need to be completed. Section H should be considered, and may be completed. Signatures are still required in section K.

Section G: Intended Participants
Please tick all categories that might apply.
Numbers & Source: if you are using a series of different methods or research activities please list numbers for each stage/phase. Be clear about how you will find respondents. Will you use intermediaries, and if so how? How will you ensure compliance with your sampling strategy?
Information for participants: all participants should be appropriately informed about the research, what is expected of them and what will happen to the information that they provide. The Ethical review process does not ask to see this documentation, but requires this to be reviewed and approved by the Director of Studies in the case of research students, the supervisor/module tutor in relation to students on taught programmes and the Head of School/Assistant Dean in relation to staff research.

Section H: Anticipate Risks
All research carries some level of risk. The answers you provide to questions in this section will be reviewed to ensure that you have an appropriate understanding of the type of risks involved and how you can mitigate against these risks. If you have completed a full risk assessment, as required for example for laboratory work, field work, clinical tests, diving operations, or by a collaborative partner, you may append that to this form. In that case, please tick the box indicating this has been provided. You will not then be required to complete Section H.
Risk to participants Think very carefully about how your actions/questions/discussions might affect the people you are involving as participants. You might identify the risk as small but it would still be a risk. Many types of question have the potential to make respondents less content with their life / job; you need to recognise and try to ameliorate any such effects
If these are business owners, time with you may reduce profit.
In some locations physical risk is very real to both participants and yourself, please consider this.
Risk to you, the researcher Think about where you will meet people, if there are any dangers involved in the location. If you are meeting people as individuals think about using a public place. In general do not visit people in their own homes or remote locations. If you are talking to individuals about certain issues think about how their responses might affect you emotionally. What about the risk of collecting insufficient data?
Risk to the University When undertaking your research, you are acting as a member of the University (student or staff). Professionalism is important, so it is important to be well organised and well prepared. Punctuality, clarity etc. are all part of this. What will you do to ensure this? You must ensure you do not harm the good name of the University in any way and do nothing to undermine the reputation of the research it conducts and sponsors. Upholding high standards of conduct and integrity are vital in this regard. You must also conduct the research in such a way to minimise the potential for claims of negligence made against the University, its researchers and any collaborating individual or

organisation. In this respect you should always comply with ethical, legal and professional frameworks, obligations and standards as required by statutory and regulatory authorities, as well as the university's Research Integrity and Ethics Code of Practice. Research misconduct in this respect can take many forms, including:

- fabrication: making up results or other outputs (eg, artefacts) and presenting them as if they were real
- falsification: manipulating research processes or changing or omitting data without good cause
- plagiarism: using other people's material without giving proper credit
- failure to meet ethical, legal and professional obligations: for example failure to declare competing interests; misrepresentation of involvement or authorship; misrepresentation of interests; breach of confidentiality; lack of informed consent; misuse of personal data; and abuse of research subjects or material
- improper dealing with allegations of misconduct: failing to address possible infringements such as attempts to cover up misconduct and reprisals against whistle-blowers

Adverse Outcomes. Think carefully about the possibilities, and cover here

Section I: Feedback, Consent and Confidentiality

Feedback to participants: outline your approach. Will interview transcripts be shared with respondents to check accuracy? Will summaries of questionnaire analysis be made available to respondents in some way? Will an overview report be provided? How and when?

Informed consent: Draft letter / e-mail / or heading (or footer) section of questionnaire must be approved by DoS/supervisor (if research student), supervisor/module tutor if taught student, or Head of School / Assistant Dean if a member of staff.

Confidentiality/Anonymity. Explain clearly how you will ensure confidentiality and anonymity.

Section J: Data Protection and Storage

Before completing this section it is necessary to read the University's Research Data Management information. The questions that follow are designed to ensure compliance with the Data Protection Act as well as established research protocols.

Many research activities will involve electronic transfer of data and use of data management systems in the summarisation and analysis of data. You will need to explain these in relation to compliance with the Data Protection Act.

Think carefully about who will have access to your data, this will include supervisors and examiners. Also that a thesis will be made available via the University library and the British Library system. If you are seeking an access bar for a period of time after completion then mention it here. If you will provide a copy of your findings, or intend to give a presentation, to a facilitating/ supporting/accessing organisation then explain that in this section. But also think about the general principle of data sharing, as explained in the Research Data Management information.

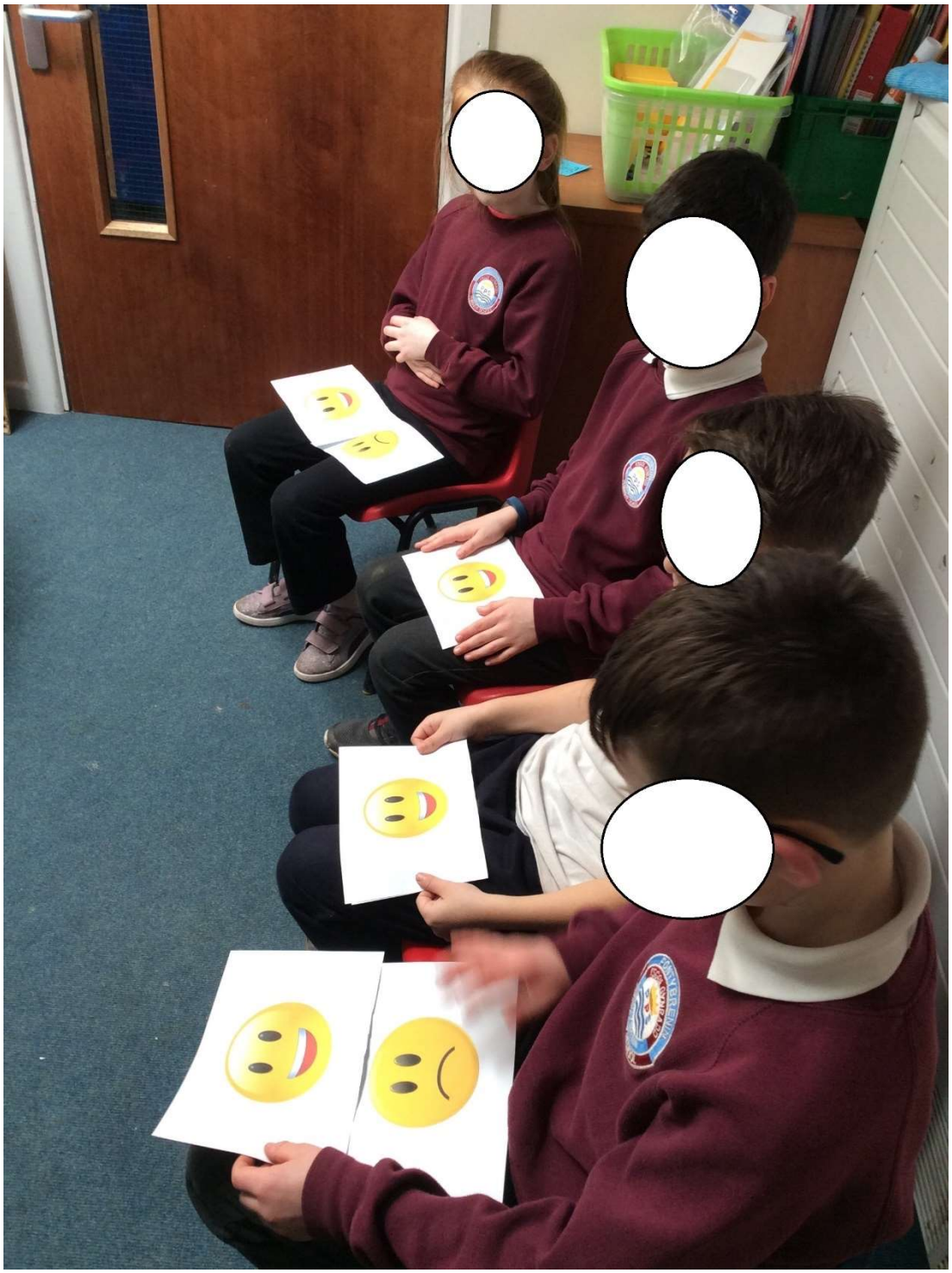
In terms of storage of data please ensure security, and also mitigate against loss of data.

Section K: Declaration

Ensure the appropriate countersignatures have been provided

Look carefully at the checklist and ensure that you comply with and tick all that are relevant to your research.

Appendix 7- Emoji Cards



Appendix 8- Consent Form

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

To be completed by the school:

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

-Take photographs (Tick accordingly)

-Interview

-Take video

-Observe

-Quote school policy documents

-Questionnaires

Name of Head teacher _____ Signed _____

Name of school _____

To be completed by the student teacher:

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

Name of student teacher: Signed:

Student teacher UWTSD e-mail address:

Programme (e.g. BA Ed/PGCE Primary):

Date:

Appendix 9- Letter

FFURFLEN GANIATÂD CYFRANOGIAD	SAMPLE PARTICIPANT INFORMATION SHEET
Project Title: Written vs verbal feedback- which method do children feel gives them the most support?	

Dear Participant:

My name is Tricia Rees-Jones and I am a student on the BA Primary Education (QTS) course at the University of Wales Trinity Saint David Carmarthen.

I would like to invite you to participate in my research project. This project will help me to look at both verbal and written feedback and aims to discover how the impact this has on a child's learning experiences. Through your participation in the questionnaire and interviews, I hope to ascertain different views on feedback within this year three/four class.

All questionnaires/interviews will be kept strictly confidential to the researchers involved and at **NO** time will individual questionnaires be released to the general public. Your participation in this study is completely voluntary so you can withdraw from the questionnaire/interview at any stage.

My questionnaire/interview should take about 5-10 minutes to complete, but there is no time constraint. There are also no right or wrong answers. Attached to this letter is a consent form. I understand that your time is at a premium but your opinions are very valuable to me.

After careful and precise analysis of the data obtained from this questionnaire, I will be happy to provide you with a copy of the findings at your request. The results of this questionnaire/interview will hopefully enhance my understanding of feedback in the classroom.

I thank you in advance for your time and participation. If any questions do arise, feel free to contact me at your convenience.

ENW A CHYFEIRIAD YR YMCHWILYDD	NAME & ADDRESS OF RESEARCHER

Appendix 10- Questionnaire results

9. Overall, would you rather your teacher have a conversation with you or leave a comment in your book to help you improve?

More Details

Conversation	2
Comment in book	4

Appendix 11- Transcript findings – All relevant information is shown below. Pauses and repetitions are not included.

Refer to highlighted

Child	Q4: Would you rather be told in person where you need to improve, or have it written down in your books?
1	Ummm. I like having comments in my book because I have one for each topic
2	I prefer the writing in the book because I don't know, it just feels better.
3	A comment.
4	A comment because otherwise I wouldn't remember what was said and couldn't improve.
5	I would rather have a conversation as otherwise I won't know how to improve.
6	Told, because sometimes if they are hard words and they are so small and curly, I might not know the words. Child 2 and 4 response to answer: Yeah, I agree Child 3: Sometimes its hard to read the writing

Appendix 12- Observation Findings

	Response to verbal feedback **Verbal feedback was provided during an art lesson where the children were sketching. The teacher provided them with verbal feedback. **	**Response to written feedback** **Children had 15 minutes at the start of the lesson to flick through both maths and English books and had time to respond to both WWW and EBI's'. Children also discussed their work. **
Child 1	When being praised about their work, they said they really liked what they had done, and their drawing didn't need any more improvement.	Responds well to comments. Likes having comments of praise. Reads the EBI but cannot understand welsh. 'It's pointless' Language barrier. Therefore, cannot read the comment

Appendix 13- Transcript findings- All relevant information is shown below. Pauses and repetitions are not included.

Refer to highlighted

Child	Q4: Would you rather be told in person where you need to improve, or have it written down in your books?
1	Ummm. I like having comments in my book because I have one for each topic
2	I prefer the writing in the book because I don't know, it just feels better.
3	A comment.
4	A comment because otherwise I wouldn't remember what was said and couldn't improve.
5	I would rather have a conversation as otherwise I won't know how to improve.
6	Told, because sometimes if they are hard words and they are so small and curly, I might not know the words. Child 2 and 4 response to answer: Yeah, I agree Child 3: Sometimes its hard to read the writing

Appendix 14- Transcript findings All relevant information is shown below. Pauses and repetitions are not included.

Refer to highlighted

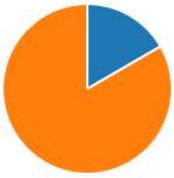
Child	Q 1: Please can you show me something in your book that you are proud of? *Maths Book*
1Row	I am proud of my work on the 24-hour clock because I got mostly ticks
2Len	I am really proud of this because it was a challenge as well as enjoying it.
3Hol	I got all ticks but I had to rub out stuff. My comment says excellent effort at subtracting numbers.
4Alf	I am proud of this because my WWW says 'An accurate pictogram Child 4.
5Alex	'Me and my friend worked really hard even though we got abit confused.
6Amel	I am proud of this because I don't have an EBI'. If I have an EBI, it means I need to improve on something. Child 2: No, the teacher might be trying to challenge us.'

Appendix 15- Questionnaire findings

5. Do you always understand your teachers comments in your book?

More Details

Yes	1
No	5



6. If no, do you get the chance in class to ask the teacher to explain what they have written in your book?

More Details

6
Responses

Latest Responses

"No"

"No"

"Sum times "

Appendix 16- Transcript findings All relevant information is shown below. Pauses and repetitions are not included.

Refer to highlighted

Child	Q 2: Do you like having comments in your book?
1	I like to see whether I've got an EBI or not.
2	I don't always read them as we don't get given time. Teacher: So do you have any time at all? Child 5: No, none.
3	Yeah.
4	Yes, because sometimes it shows you that you've done good work and then you're happy and then sometimes you've done mistakes and you need to improve.
5	I struggle to read the comments, so I don't actually read them.
6	I try and read them but only if I've got spare time.