

Appendices

Appendix 1

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.

SECTION A: About You (Principal Researcher)

Full Name:	Naomi Danielle Rolfe		
Tick all boxes which apply:			
Member of staff:	☐	Student:	☒
Honorary research fellow:	☐		
Faculty/School/Centre:	SWWCTE: YR ATHROFA		
Campus:	Carmarthen		
E-mail address:	1404827@student.uwtsd.ac.uk		
Contact Telephone Number:	07925634853		
For students:			
Student Number:	1404827	Undergraduate	☒
Programme of Study:	BA Primary Education with QTS	Taught Postgraduate	☐
Director of Studies/Supervisor:	Dr Sioned V Hughes	Research	☐

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):	Research Degrees Committee	☐			
	Faculty Research Committee	☐			

	Other (write in) Module Coordinator, ECAD6003, ITET	✓	08/02/19
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Approval in principle **must** be obtained from the relevant source prior to seeking ethical approval.

SECTION C: 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.	
<i>The research is within the bounds of the normal classroom and in accordance with the SWWCTE school guidelines for parental consent as per SWWCTE letter.</i>	✓
<i>The research will be conducted within BERA (British Educational Research Association) guidelines – Ethical Guidelines for Educational Research, (2018).</i>	✓
<i>The research will adhere to the University research guidelines.</i>	✓

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:				
Institution				
Contact person name				
Contact person e-mail address				

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:	An exploration into whether music is currently been taught effectively and accessibly for all pupils with Foundation Phase and Key Stage 2. How is music currently being taught in the primary school? What are children's current opinions on music and how it's taught to them? What are practitioners views on teaching primary music? What do they believe are the challenges and benefits? What are current attitudes towards music in the primary school? Do schools use non-teaching creative practitioners? How do peripatetic teachers feel about the decline of music in the education system? What is the current situation with funding for music in schools across the counties?		
Proposed start date:	11/02/19	Proposed end date:	29/04/19
Purpose of research activity (including aims and objectives) Outline the purpose, aims and objectives of the research activity, including key research questions. Show briefly how existing research has informed the proposed activity and explain what the research activity will add and how it addresses an area of importance. (Maximum 300 words)			

This research project aims to explore whether music is currently being taught effectively and accessibly for all pupils throughout the primary school. The research aims to capture the views and opinions of primary school children, practitioners and school leaders on how music is currently taught in order to contribute to an informed dissertation regarding the effectiveness and accessibility of music in the primary school. Existing research by Estyn (2015) found that in many schools, the creative arts are not being taught effectively, and in many schools creative arts are only taught effectively when the practitioner has a background and experience of a specific creative art. The primary research that I wish to undertake aims to provide an insight on children and staffs opinions on how effective and accessible music in the primary school currently is.

(this box should expand as you type)

Proposed methods

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. (Maximum 600 words)

Interviews:

Individual or a group of children from a variety of Key Stage 2 and Foundation Phase classes will be involved in a structured or semi-structured interview where they will be invited to responded to key questions. For example, during an interview I will intend to gather individual opinions of music and how it is currently taught to them and whether it is accessible. The children will be in an informal setting and I will make notes of their responses or with their permission, make an audio recording of the interview.

EXIT: The children will not be forced into participating or responding to the questions: the notion that response to the questions are voluntary will be expressed from the start of the interview. The children will be given emoji cards: one to express they are happy to answer, one to express they do not wish to answer the question, and another to express that they would like to leave the interview. At the time that the interview data is utilised in my written response, name will not be mentioned, where applicable, I may use pseudonyms to assist the discussion.

Additionally, I will interview members of staff. However, with members of staff, questions of a pedagogical or professional nature will be posed. Furthermore, I may interview other members of staff within the school that do not hold a teaching post, for example the head teacher or teaching assistants.

EXIT: Staff participation will be voluntary and this notion will be expressed to staff participants from the outset. The staff will be informed that they can withdraw from the interview or not respond to a question at any time without providing notice.

Observation/Field Notes:

I will observe and make notes of a variety of teaching and learning encounters throughout my research. Throughout my observations, I will take note of the children's engagement an enjoyment. At times, I may focus on observing the whole class of individual children that are of interest to the research project. Or, during some sessions I may observe the teachers approach to teaching and learning and their pedagogical approaches to certain situations. Observations will be made in my personal observation handbook. Once again, no names shall be mentioned however, a pseudonym may be used if necessary. To further enhance my research, I may discuss my notes with the teacher or children to gather a more detailed perspective or explanation for certain actions or attributes displayed.

Video or Audio Taping:

I will record certain teachings and learning encounters and interviews that I believe will contribute towards my research project. Video or audio taping will be used during group or individual interviews (with the interviewees prior permission) and later utilised to contribute towards my discussion and synthesis. Photographic evidence may also be collected. However prior to this I will engage with the class teacher to enquire whether all children in the situation can be photographed. Following this information for the member of staff, I will act with caution when utilising a camera and I will ensure this children, if any, who are not permitted to be photographed are not photographed.

Examples of pupils work:

Where I feel examples of pupils work would support my research, I may request samples. Prior to gathering samples of work, I will ensure that I have the class teachers consent and the so sent of the pupil to which the work belongs. Upon gathering samples, I will take responsibility of the work and ensure that confidentiality and security is upheld.

Questionnaires:

Depending on the children's response throughout the research period I may create and administer a questionnaire I if I believe this will assist me to gather quality data. Throughout the creation of the questionnaire, I will adhere to the training provided by the university during the second year of study when the design and distribution of a questionnaire was necessary for a specific module. The questionnaire may focus on both qualitative or quantitative data, or both, depending on its focus.

Furthermore, the questionnaire may be administer to learners, staff or both, If a questionnaire I is necessary then participants will not be required tot list their name or personal information. However, they may be asked to share their status in the school (i.e. pupil or teacher) if the questionnaire is completed by both learners and staff and a participants role is signification to the analysis.

A cover letter will accompany the questionnaire which will explain to the participant the reason for and nature of the research questionnaire. The questionnaire will distributed via both physical means and electronically via email. Once participants have completed their questionnaire, their response will be gathered and placed within the response pool for analysis.

EXIT: Before the participant submits their questionnaire, they have the right to retain their response. However, once I receive the participants responses and it is added to the pool there will be no fair means of identifying their response in order to return it to them. This will be explained in the cover letter.

(this box should expand as you type)

Location of research activity Identify all locations where research activity will take place.
The proposed study/research activity will be conducted in my assigned elective school. Further research will also be conducted in local partnership primary schools near my home. (this box should expand as you type)
Research activity outside of the UK If research activity will take place overseas, you are responsible for ensuring that local ethical considerations are complied with and that the relevant permissions are sought. Specify any local guidelines (e.g. from local professional associations/learned societies/universities) that exist and whether these involve any ethical stipulations beyond those usual in the UK (provide details of any licenses or permissions required). Also specify whether there are any specific ethical issues raised by the local context in which the research activity is taking place, for example, particular cultural sensitivities or vulnerabilities of participants.
NOT APPLICABLE. (this box should expand as you type)

SECTION F: Scope of Research Activity

Will the research activity include:	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	☐	☒

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 under 18?	☒	☐
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):	☐	☒

Participant numbers and source Provide an estimate of the expected number of participants. How will you identify participants and how will they be recruited? The estimate expected number of participants will be 100 children between the ages of 4 and 11 years old across the primary school. Additionally, head teachers, teachers, support staff and school staff will be invited to participate in the research. Prior to conducting the research, I will obtain consent from the head teacher or senior mentor in all schools visited. this box should expand as you type)
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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	
The risk to the participants is that they will be involved in the research without consent. Therefore, I will ensure that all consent procedures are in place by informing the children and staff of my research, I will explain to the children and staff that they have the right to withdraw and can leave the research, or express that they do not wish any data to be used, at any time. For example. I will ask the children if I can use their answers from the interviews in my research and share my notes. I will also monitor the children's wellbeing and stop any activity if any child is becoming upset/uncomfortable.	
(this box should expand as you type)	
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	
The risk to the researcher is that I may be accused of unprofessional practices. I will ,manage the risk by adhering to the BERA guidelines and following my plan of ethical practice.	
(this box should expand as you type)	
University/institutional risks For example: adverse publicity, financial loss, data protection	
There should be no risk to the University if I manage the risk to the participant and the researcher as detailed above. I will conduct the research and represent the results honestly. I will always comply with ethical, legal and professional frameworks, obligations and standards as required by the statutory and regulatory authorities, as well as with the university's Research Integrity and Ethics Code of Practice.	
(this box should expand as you type)	
Adverse outcomes List measures put in place to limit any adverse effects or outcomes of research activity where appropriate. Include any emergency protocols.	
I will manage the risk by adhering to the BERA guidelines and following my plan of ethical practices. I will always comply with ethical, legal and professional frameworks, obligations and standards as required by the statutory and regulatory authorities, as well as with the university's Research Integrity and Ethics Code of Practice.	

Loss of data – Upon collection of research I assume full responsibility for the safe-keeping of the data. To ensure the participants response is safe it will be kept in a folder on my person until the research has been analysed and utilised at which time the data will be destroyed.

If in the event that a participants response is lost at the fault of the author or a third party then the individual will not be able to be identified as no personal details are listed on the questionnaire.

(this box should expand as you type)

Disclosure and Barring Service			
If the research activity involves children or vulnerable adults, a Disclosure and Barring Service (DBS) certificate must be obtained before any contact with such participants.	YES	NO	N/A
Has a DBS certificate been obtained?	☒	☐	☐

SECTION I: Feedback, Consent and Confidentiality**Feedback**

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

I will not be providing feedback to participants as it is not relevant for the research. If the participants request feedback from the response then I, as the author, will provide a summary of the data collected.

(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.

Participation consent – Children:

I will converse with my class teacher and senior mentor and inform them of the research I will be undertaking, providing reason and rationale behind the research. However, I will verbally ask children identified if they would like to participate, and the children will also be given emoji cards: one to express they are happy to answer, one to express they do not wish to answer the question, and another to express that they would like to leave the interview. This will be an individual exercise so children are encouraged to responses honestly with their interest and well-being in mind.

Participation consent – Teachers:

For the class teachers, I will ask them to sign a document if they agree to take part in the research. The consent form will include boxes for the participant to tick if they agree with statements such as: 'I confirmed that I have read and understand the information sheet area 11/02/19 for the above study. I understand that my name will not appear in any report, articles or presentations. I understand my participation is voluntary and I am free to withdraw at any time. I agree to participate in the above study.'

(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.

I will ensure that no individual data is made available to schools/parents etc. Only non-identifiable summary/aggregate data can be provided in this way.

I will also place a statement on the consent form indicating that 'if you decide to remain anonymous maintaining your anonymity will be a priority and every practical precaution will be taken to disguise your identity/if you prefer anonymity, there will not be any identifying information on audiotapes and transcripts without your prior consent. All materials generated from this of any interview will remain confidential.'

(this box should expand as you type)

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/>).

	YES	NO
Does the research activity involve personal data (as defined by the Data Protection Act)? <i>“personal data” means data which relate to a living individual who can be identified—</i> <i>(a) from those data, or</i> <i>(b) from those data and other information which is in the possession of, or is likely to come into the possession of, the data controller, and includes any expression of opinion about the individual and any indication of the intentions of the data controller or any other person in respect of the individual.</i>	☐	☒
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 sensitive personal data (as defined by the Data Protection Act)? <i>“Sensitive personal data” means personal data consisting of information as to –</i> <i>(a) the racial or ethnic origin of the data subject,</i> <i>(b) his political opinions,</i> <i>(c) his religious beliefs or other beliefs of a similar nature,</i> <i>(d) whether he is a member of a trade union (within the meaning of the Trade Union and Labour Relations (Consolidation) Act 1992),</i> <i>(e) his physical or mental health or condition,</i> <i>(f) his sexual life,</i> <i>(g) the commission or alleged commission by him of any offence, or</i> <i>(h) any proceedings for any offence committed or alleged to have been committed by him, the disposal of such proceedings or the sentence of any court in such proceedings.</i>	☐	☒
If YES, provide a description of the 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 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 data confidentiality, including details of password protection, encryption and anonymisation:		
Confidentiality will be upheld by not requesting participants names on any piece of data collected. Data will be stored in a locked cupboard and a password protected computer. Any correspondence between my tutor and myself will be through a password protected email account.		

(this box should expand as you type)		
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 Data Protection Act (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:
The researcher, supervisor and module co-ordinator.
(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:
The researcher, Naomi Rolfe.
(this box should expand as you type)
Give details of data storage arrangements, including where data will be stored, how long for, and in what form. Will data be archived – if so how and if not why not.
Participants that provide response will have their data stored securely by the researcher. Once the data has been analysed by the researcher then it will be destroyed so that there is not physical trace of the data. The process will be in accordance with the Data Protection Act (1998).
The data collection period will range from 11/02/2019 until 29/04/2019. Following 29/04/2019, there will be no longer be a use for the data and all data will be destroyed at this point in time.
(this box should expand as you type)

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:



Date: 08/02/2019

For students:

Teacher / Senior Mentor / Headteacher:	
Signature:	
Date:	

Supervisor:	Dr Sioned Hughes
Signature:	
Date:	

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)
☒	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.

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.

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.

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. 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 2

Consent form



Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David

Trainees must gain the following written consent of the head teacher before taking photographs, filming or audio recording learners.

I agree to Naomi Rolfe as a representative of Yr Athrofa to:

Take photographs ✓	Interview ✓	
Take video ✓	Quote school policy documents ✓	
Tape-record ✓	Questionnaires ✓	(Tick accordingly)

Name of Head teacher Gareth Davies Signed G. Davies

Name of school Pontarddulais Primary

To be completed by the trainee:

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

Name of trainee: Naomi Rolfe

Signed: N Rolfe

Telephone number: 07925634853

Email address: 1404827@student.uwtsd.ac.uk

Programme (e.g. BA Ed/ PGCE Primary/PGCE Secondary): Ba Primary Ed with QTS

Date: 11.2.2019

Appendix 3

18.2.19

Music Jamboree - Brass + Wind Workshop

- Children don't have much knowledge of groups & instruments.
- Playing a PBuzz - brass instrument, played like a trombone.
 - ↳ Taught how to use the mouthpiece, how to hold the instrument → Difficult to play!
- Playing a Toot - Wind instrument, played like a flute.
 - ↳ Taught how to hold the instrument.
- ★ PlayAlong - 'Moulding Musical Minds'.
 - ↳ Research!!
 - ↳ Funded by Swansea Music Unit and Swansea council.
 - ↳ Jamboree run by PlayAlong.
- Being shown musical notation → notes and rests.
- Year 3 - Very excited, want to just play and make noise!
- Playing to the song - 'I feel good.'
 - ↳ Performed the whole song together.
- Workshop hasn't been done in any other school.
 - ↳ Good control over instruments.
- Year 4 are a bit calmer.



• Year 4 were asked if they enjoyed the session - all said yes

• Have saxophones, clarinets, violins, harps
Year 3

• Fun - enjoyed playing the instruments

• Really Fun!

• Good - wants one of the instrument

↳ liked playing the song altogether.

• Fun and noisy - made them feel happy!

Peripatetic Teacher

• Pontarddulais is the ^{woodwind} only primary school in the area that feeds through into comp.

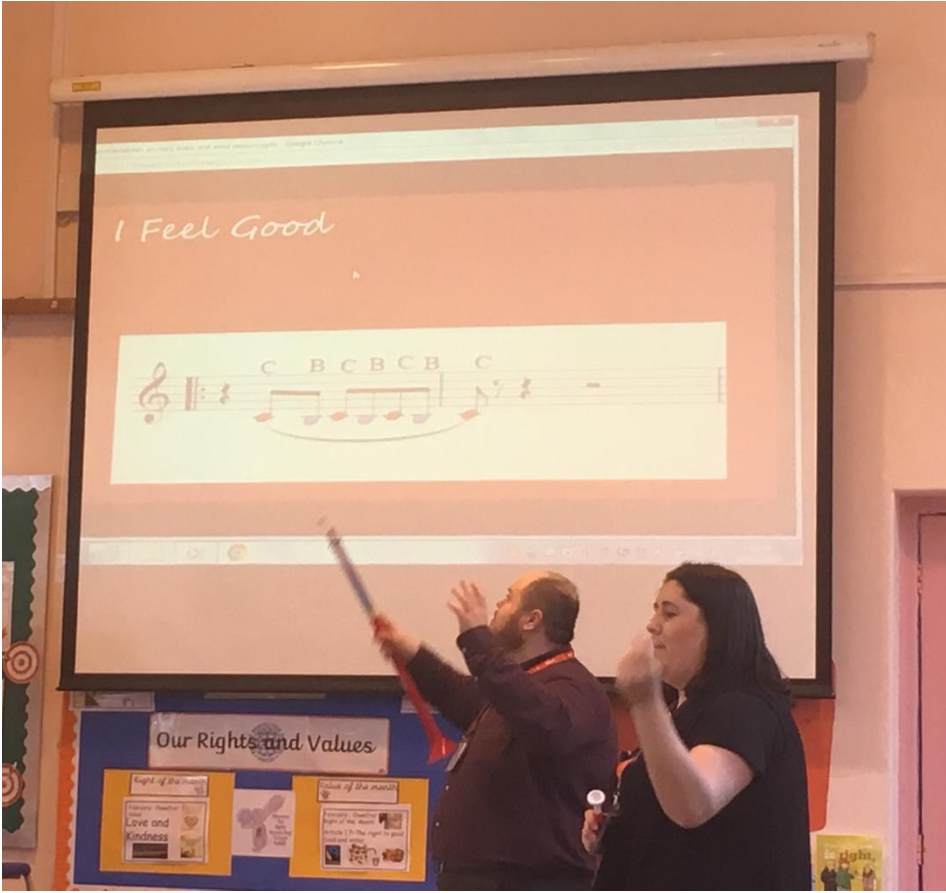
• Half hour slots - but with a variety of instruments and skill levels. - Comp

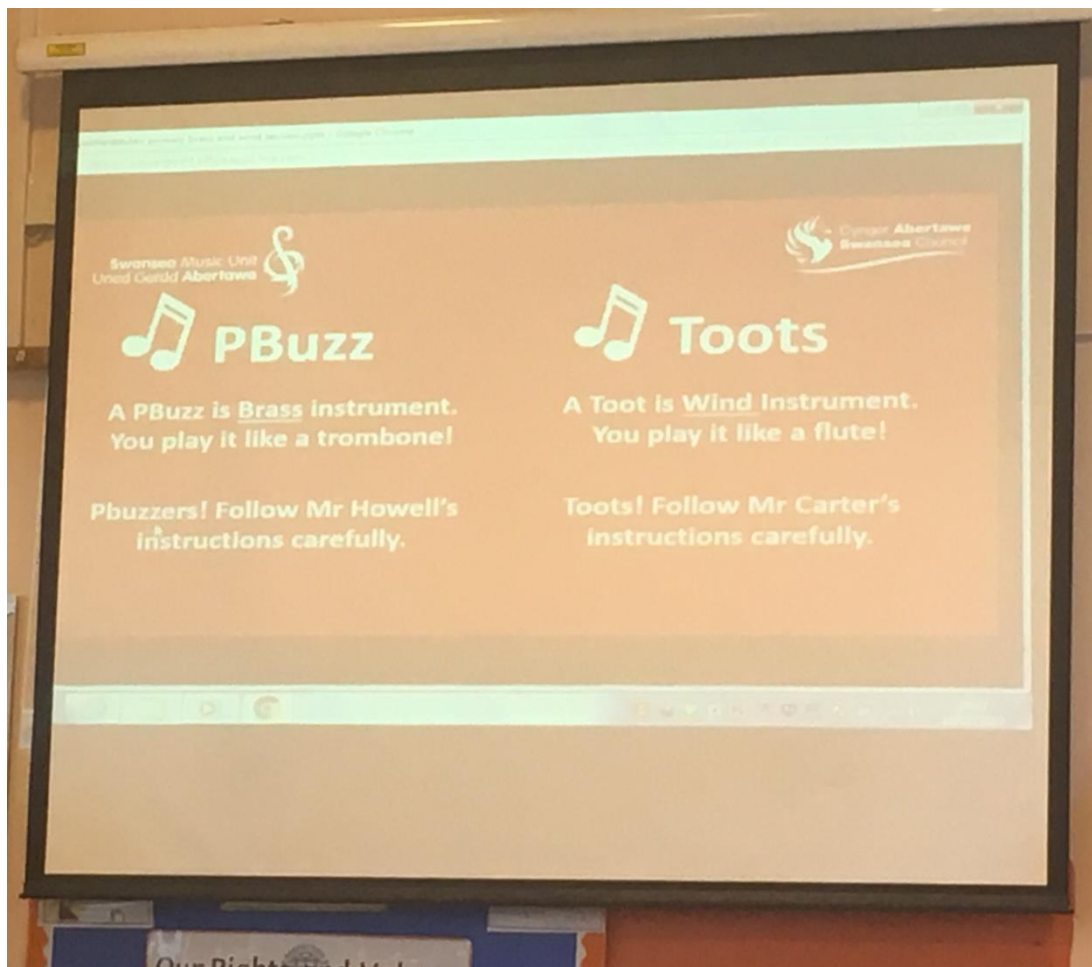
• Varied tuition - sometimes funded by school, sometimes funded by parents.

↳ Pontarddulais fund it.

• Likes the play along, but doesn't feel it develops musical skill a significant amount.

Appendix 4





Appendix 5

- Adiemus has been performed 200 times in over 20 countries
-

What I liked about the song:

I really liked this song. If I was really angry I would listen to this song to calm me down because it's really relaxing. If I was doing yoga I would meditate to it.

What I liked

I liked the beat. It made me feel happy and like I was in the woods or in the garden. I liked it when it was everyone and also when just the instruments playing.

I liked the piece of music. I felt relaxed and I had a image in my head of a desert and a lion and the lion was running through the desert. I would like to look at this piece of music more because I find it intriguing and it is like making you want to find more about the song. It really makes me feel relaxed and comfortable. I love the song. I rate it 10 out of 10.

Appendix 6

Interview with Music Co-Ordinator - Transcript

How are music provisions funded in school?

Funding is mainly from the school budget. Audits are done every few years to replenish stock. The last audit was completed 4 or 5 years ago by our previous music co-ordinator. We're quite lucky as a school that we have a very 'hands on' PTFA, and in the past I know money has been raised by the PTFA doing certain events. In terms of peripatetic teachers, that's funded through the budget, that's free for the children.

How are the peripatetic music lessons offered to the children?

In the past, it's been a combination of what we see in lessons, if there's children with a particular flare we would put their names forward, or some teachers ask children if they're interested, to put their name down, and it goes to a try out, and the children with the most potential, go forward. Because of budget cuts, it's the only way we can run it as a school, whilst still allowing children to have the opportunity.

In your opinion, do the majority of class teachers within the school feel confident planning and delivering music lessons?

Within our year groups, we're lucky that we teach in a dual-form entry school because you have that other member of staff to work with, but I would say generally within the year groups there is one teacher who is confident and happy, and will have a go to plan music lessons. Across the year groups we get it covered. We're quite a musical school.

Through the planning of music lessons, do you feel children get the opportunity to listen and analyse music, compose music and play and trial instruments? Do you feel each element of music is met through the planning?

I would say, having just started monitoring music myself, going through planning and the skills tracker we use, I would say appraising is fairly prominent, as is singing and performing, but it's the composing that needs a push. Going back to the confidence of teachers in planning music, I would say composition is where it comes down to where there's probably some teachers who think 'Oh, I'm not musically inclined' and struggle to plan for composition.

What resources have you got in terms of instruments?

Some outside the classroom, some outside. We've got percussion instruments, tuned and untuned instruments. We had a station outside where children can just play instruments, but it was removed as it was outside a classroom and it was too loud.

Are there any extra-curricular music activities?

We've got a choir. During St David's Day celebrations and Christmas celebrations, the peripatetic teachers come together and form an orchestra for the children. The choir perform in churches, and the children go to the Swansea Grand Theatre as part of the primary music partnerships, and the choir perform in a concert there. There are between 30 and 50 children in the choir and they love the performance at the Swansea Grand. If children want to sing, they can join the choir! As long as they turn up for practices, it's the more the merrier. If they want to come, they can come. In terms of inclusion, a few years ago, we had a boys' choir, and we performed a few concerts, and in one of the venues a year later they asked if we had a girls' choir. I said no, only a boys' choir, and they didn't have us back, which was interesting. Another thing we do, in the comprehensive, the children are invited to the comprehensive school to perform songs in a concert, last year it was a leaving assembly for the headteacher, this year it's a St David's concert. It's a nice transition for pupils.

What do you believe are the challenges for teaching music?

Time. Pressures from other subjects, literacy, numeracy, science. It's fitting it all in. It is probably the first thing that goes. And I'm the first to say that, and I have a music degree. Confidence as well,

like I said with composition, teacher's confidence. It depends on the school, the focus of the school, when our last headteacher was here he was very musically inclined, music was very much pushed forward, but things changed, the curriculum is changing. At the end of the day, maths and language are your focus, they're the bread and butter.

How do you monitor and assess music?

We use a skills tracker, there's one for Foundation Phase and one for Key Stage 2, it's got all the subjects and skills, and we as teachers are encouraged to, at least once every half term, fill out the skills trackers, and that's on HWB. I've then been able to look at everyone's skill trackers, and see which skills need to be developed and which years are covering what. Our fortnightly planning is on HWB, and as part of my job monitoring music, it means me having a look at everyone's planning and just making sure music is there. Realistically, as long as it's somewhere in there throughout the year.

How often do you involve outside agencies such as the Jamboree earlier in the week?

That was a one off. It's the first time I've seen something like that. I think, I know that the same company are coming out and doing a violin workshop in year 3.

Would you say it's important to put money towards something like that, to allow it to happen monthly?

I would, I think personally, I saw children taking part and thriving, and enjoying themselves that might not necessarily do the same in maths and language and science. But again, looking at the bigger picture, the curriculum stops that. We get so wrapped in numeracy, language science, that things go to the wayside, we're talking music, art, R.E., they go by the wayside, which is a shame. Not everyone is an academic, we might find an amazing musician or tennis player. We just encourage them as best as we can, based on what we see in class. In terms of workshops like the Jamboree, they're few and far between. I know of a lot of secondary schools who are saying no to peripatetic teachers or are subsidising them, we haven't had that yet, but it probably will come. Peripatetics teacher's times are getting less and less. It's a tough job being music co-ordinator. For me as music co-ordinator, it's trying to make the most of opportunities given to us like workshops and the peripatetic teachers, making sure that's smooth sailing. Anything that's taught in class, fantastic, our PPA teacher has been covering music in Year 3 and 4. We try and do assemblies in the year groups at points throughout the year, to give children opportunities to perform. We have a singing assembly once a week.

In choir, are they taught harmony, notation, singing in parts?

Again, it comes down to time. Last year for a concert we did two-part harmony. We have to look at how good the children are. Not notation, they wouldn't read notes. But yes, two-part harmony is used when time allows.

How much music do you expect to see on a mid-term plan?

I think as long as each of the musical elements are covered throughout the year, that's fine. As long as they're all getting the opportunity to appraise, perform, compose, I'm happy with that.

Appendix 7**Interview with Year 5 Pupils – Transcript****How do music lessons make you feel?**

I enjoy them. It's something different from writing.

It depends what we're doing in the lesson.

I like doing music because it's a change.

We used to bring instruments into class and try them out.

We do a lot of singing. We don't normally do singing in music lessons, we do singing in assembly.

Miss sometimes puts on relaxing music for us when we're working. It helps us stay calm and focus.

If you got to choose how many music lessons you had in a week, how many would you want to have?

Three or four.

One every day.

I'd probably only want one a week.

In one day, I think we should do one or two sessions of music.

Are you given the chance to play lots of different instruments in school?

Yes, outside our class there's quite a few boxes of instruments.

We have a lot of pianos in school, one in our class, one in the infant's hall, one in the junior hall.

What is your favourite thing to do in music lessons, and what is your least favourite?

My favourite thing to do is singing, I just find it really enjoyable. I wouldn't want to do so much with instruments, because sometimes they can get on your nerves, with all the noise.

I just enjoy getting involved with music. I like working in groups. I don't have a least favourite, I like it all.

I just love it all. I like everything in music, especially instruments.

I like instruments like drums, guitar, fun instruments.

Do any of you have musical instrument lessons in school?

You can, but we don't. There's flute, clarinet, trombone, violin.

If you wanted to learn an instrument, do you feel there's enough choice for you?

No!

There's no choice.

You get an interview, they try you out, and if you're not good in the first session, you don't get to have lessons.

I think they should let as many people as they want to try out, and I think they should be able to trial it for a couple of weeks rather than just one session so it's fairer.

Yeah, and I think we should have music lessons in assembly time or something instead of in class, because it disturbs the class and you don't know what you're doing.

If you could choose instruments to have lessons on in school, what would you choose?

Piano.

Guitar, drums.

There are no piano lessons, but we've got plenty of piano's in school.

If you were in charge of your music lessons and what you learn in music, what would you choose?

I would want to listen to more songs with lyrics, cause its normally just piano or strings.

We listen to a lot of Welsh music, and we don't know what they're saying, so we can't join in or enjoy what they're singing.

I would like it if they sang in Welsh and had the translation of the lyrics.

I would like us all to have instruments, some of us sing, and just play music, I want to do group bands.

I just want loads of people to play or sing or listen to what they like.

I would do more rock or rap because that's what I like. I'd do more pop as well, but no slow songs.

I'd want to listen to the music and talk in pairs about it.

Is there anything else you'd like to say about music in school?

I enjoy it!

In school, there's not many opportunities to do music, there's only a chance once a year to join music lessons.

We want different instruments and music.

Appendix 8 – Electives Presentation

1. Welcome

Good morning!

Thank them for the opportunity
and for listening.

Wonderful opportunity to see
a large school - only been
in small schools.

See music in a real school context.

2. Rationale

Explain question!

Links to music:

- All through school
- Instruments + singing

Estyn (2015) - Best practice - Arts
Rare for standards to be high
in all 4.

Experiences on placement.

3. What I've seen

- Year 1 - Recognising instruments
 - Talking how music makes them feel
 - Laying the foundations
- Year 3 - Graphic score / composition
 - Cross-curricular → History
 - Relevant and engaging.
- Year 5 - Theory, listening to
and appraising music.
 - Link to 4 core purposes
of new curriculum.

3. What I've seen continued.

- Jamboree
- Extra-curricular activities.
- Peri-patetic teachers:
 - Woodwind into comps
 - Lots of opportunity
 - Children would like to learn piano/guitar/drums.

4. Recommendations

- Have more jamborees
- Chance to trial instruments at lunch for pupil.
↳ MUSIC area?
- Do more of what they're doing!

5. How it helps me

- Good experience in a large, open plan school.
- Seen good examples of engaging cross-curricular music lessons.
- Good to see an honest representation of how music fits into the curriculum.

Appendix 9 – Blank Questionnaire

Music in the primary school - Teacher's Opinions.

This questionnaire has been created to try and gather knowledge from a large range of primary school teachers on their opinions of teaching and planning a variety of music experiences for pupils. All responses will be anonymous.

1. Do you teach in Foundation Phase or Key Stage 2?

- ☐ Foundation Phase
- ☐ Key Stage 2

2. How often is music taught in your classroom?

- ☐ Daily
- ☐ 2-3 times a week.
- ☐ Weekly
- ☐ Fortnightly
- ☐ Monthly

3. Do you as the classroom teacher plan and execute music lessons, or is there an external practitioner that comes into your classroom?

- ☐ Myself
- ☐ External Practitioner

4. How confident do you feel in teaching and providing the following music experiences to pupils?

	Extremely confident	Very confident	Somewhat confident	Not so confident	Not at all confident
Singing	☐	☐	☐	☐	☐
Playing and practicing instruments	☐	☐	☐	☐	☐
Composing and arranging music	☐	☐	☐	☐	☐
Listening to and appraising music	☐	☐	☐	☐	☐

5. If your answer was 'Not so confident/Not at all confident' to any of the above in Question 4, please explain why below.

6. In your opinion, what are the benefits and challenges of teaching music?

7. On a scale of 1 to 5, in your opinion, how important is the teaching of music and musical skills within the school curriculum? (1 being not at all important, 5 being extremely important.)

1 2 3 4 5

☐ ☐ ☐ ☐ ☐

8. How would you summarise your overall opinions/experiences of teaching music within the primary school classroom?

Appendix 10 – Completed Questionnaires

Music in the primary school - Teacher's Opinions.

This questionnaire has been created to try and gather knowledge from a large range of primary school teachers on their opinions of teaching and planning a variety of music experiences for pupils. All responses will be anonymous.

1. Do you teach in Foundation Phase or Key Stage 2?

- ☐ Foundation Phase
- ☐ Key Stage 2

☒ Both

2. How often is music taught in your classroom?

- ☐ Daily
- ☐ 2-3 times a week.
- ☒ Weekly
- ☐ Fortnightly
- ☐ Monthly

3. Do you as the classroom teacher plan and execute music lessons, or is there an external practitioner that comes into your classroom?

- ☒ Myself
- ☐ External Practitioner

4. How confident do you feel in teaching and providing the following music experiences to pupils?

	Extremely confident	Very confident	Somewhat confident	Not so confident	Not at all confident
Singing	☐	☒	☐	☐	☐
Playing and practicing instruments	☐	☐	☒	☐	☐
Composing and arranging music	☐	☐	☒	☐	☐
Listening to and appraising music	☐	☐	☒	☐	☐

5. If your answer was 'Not so confident/Not at all confident' to any of the above in Question 4, please explain why below.

N/A.

6. In your opinion, what are the benefits and challenges of teaching music?

~~Lack of resources in terms of access to musical instruments.~~
~~packed curriculum, the emphasis on music is often required as emphasis is on literary and numeracy.~~
 ✓ children are engaged and enthusiastic and thoroughly enjoy the learning experience.

7. On a scale of 1 to 5, in your opinion, how important is the teaching of music and musical skills within the school curriculum? (1 being not at all important, 5 being extremely important.)

1 2 3 4 5
☐ ☐ ☐ ☐ ☒

8. How would you summarise your overall opinions/experiences of teaching music within the primary school classroom?

As a PPA teacher I have had the opportunity to teach music for several weeks in KS2 on a weekly basis. Based on my experience the best lessons have been when the children have been working collaboratively and creating different musical pieces. They enjoy creating a story, expressing feeling and ^{exploring their} creativity and imagination.

Music in the primary school - Teacher's Opinions.

This questionnaire has been created to try and gather knowledge from a large range of primary school teachers on their opinions of teaching and planning a variety of music experiences for pupils. All responses will be anonymous.

1. Do you teach in Foundation Phase or Key Stage 2?

- ☐ Foundation Phase
☒ Key Stage 2

2. How often is music taught in your classroom?

- ☐ Daily
☐ 2-3 times a week.
☒ Weekly *lsg*
☐ Fortnightly
☐ Monthly

3. Do you as the classroom teacher plan and execute music lessons, or is there an external practitioner that comes into your classroom?

- ☐ Myself
☒ External Practitioner

→ PPA teacher

4. How confident do you feel in teaching and providing the following music experiences to pupils?

	Extremely confident	Very confident	Somewhat confident	Not so confident	Not at all confident
Singing	☒	☐	☐	☐	☐
Playing and practicing instruments	☒	☐	☐	☐	☐
Composing and arranging music	☐	☒	☐	☐	☐
Listening to and appraising music	☐	☒	☐	☐	☐

5. If your answer was 'Not so confident/Not at all confident' to any of the above in Question 4, please explain why below.

6. In your opinion, what are the benefits and challenges of teaching music?

Benefits: exciting for chn, over opportunities otherwise they wouldn't get

Challenges: resources, fitting it in when schools prioritise maths, literacy, etc

7. On a scale of 1 to 5, in your opinion, how important is the teaching of music and musical skills within the school curriculum? (1 being not at all important, 5 being extremely important.)

1 2 3 4 5
☐ ☐ ☒ ☐ ☐

8. How would you summarise your overall opinions/experiences of teaching music within the primary school classroom?

I'm confident teaching music & enjoy it - I try where I can to teach music but with all of the other areas of the curriculum to cover, in my experience music is normally the first to go :-)