

Appendix context page

<u>Context</u>	<u>Pages</u>
Online questionnaire link	Page 2
Questionnaire responses	Page 3/4
Interview questions	Page 5
Interview responses	Page 6
Ethic forms	Page 7/8/9
Consent letter/form	Page 10

Questionnaire link

[Microsoft Forms](#)



Microsoft Forms

Questionnaire responses

1. What year group do you teach? (0 point)

[More Details](#)

Year 3	1
Year 4	0
Year 5	0
Year 6	0



2. How many years have you been teaching for?

1 Responses

ID ↑	Name	Responses
1	anonymous	7

3. Do you use quality of questioning within your classroom? (0 point)

[More Details](#)

Yes	1
No	0



4. How often do you use them in your classroom? (0 point)

[More Details](#)

Daily	1
Multiple times a week	0
Rarely	0
Never	0



5. What is your understanding of quality of questioning?

1 Responses

ID ↑	Name	Responses
1	anonymous	Good quality questioning enables teachers to facilitates high-level thinking and engages students in active listening

6. What type of questioning strategies do you use the most? What is the reasoning for uses these?

1 Responses

ID ↑	Name	Responses
1	anonymous	Question matrix (hierarchy of questioning) - develops higher order questioning to allow for deeper understanding Think, pair, share No opt out Abc Thinking time

7. How beneficial do you feel question for learning is in the classroom? (0 point)

[More Details](#)

■ Extremely beneficial
 ■ Beneficial
 ■ Neither
 ■ unbeneficial
 ■ Extremely unbeneficial



8. What benefits do you believe quality of questioning have on the children?

1 Responses

ID ↑	Name	Responses
1	anonymous	The type of questions teachers ask impact the success of the learning.

9. What benefits do you believe quality of questioning have on the teachers?

1 Responses

ID ↑	Name	Responses
1	anonymous	Better engagement, active listening and learning.

10. In your experience what are the challenges of quality of questioning in your classroom?

1 Responses

ID ↑	Name	Responses
1	anonymous	N/A

11. How do you assess the effectiveness of questioning in your classroom?

1 Responses

ID ↑	Name	Responses
1	anonymous	Questioning should stretch pupils, assessment is ongoing in the lesson Quality questions should allow for all learners to succeed

Interview questions

- 1) Does your class teacher question you in class?
- 2) Do you find it useful/helpful when you are questioned by your teacher?
- 3) How often do you get questioned by your teacher?
- 4) Do you like it when you get questioned by your class teacher? Why?
- 5) Do you know any ways your class teacher questions you? Eg think, pair, share, secret squirrel, lollypop sticks, random picking.
- 6) Do you feel as though being questioned in class supports and improves your progress? Can you explain why you think this.

Interview answers

Lower ability – Seven children in group

- 1) Yes, she does question us often.
- 2) Yes, I find it very useful when I am questioned by miss in the lesson.
- 3) I feel as though I am questioned at least once a lesson. I feel like I am questioned a lot by miss lots of time in one lesson.
- 4) Yes, when being questioned I am finding out new things stuff. Yes, I learn new things from being questioned. Depends sometimes I do not like being questioned by the teacher when I do not understand the question and I am confused on the question and cannot answer it.
- 5) Miss questions with us by picking us by random and asking a question, she has also done whiteboarding questioning a few times in maths.
- 6) I feel as though it helps me to learn and improve in what I am doing, it allows me to gain new information and I can explore new things. I feel when miss questions me she can see where I need help and can then she can support me and give me extra help where I need it.

Middle ability – Six children in the group

- 1) She sometimes questions us it in class.
- 2) Yes, when she does question me, I do find it useful.
- 3) I feel like we get questioned in class in every lesson.
- 4) I do find it useful when I am getting questioned by the class teacher. When she does it, I find it helpful as it gets me thinking about the lesson. I can find it stressful sometimes when getting questioned as I feel scared that I will get the question wrong and get judged.
- 5) Sometimes miss questions us by asking us a question and make use write down the answer on the whiteboard, sometimes miss questions use by just asking us questions whilst teaching the lesson and asking questions to use where she feels like it.
- 6) When missed questions me I find as though it supports me and helps me to improve me learning as I am able to understand what I need to do in the lesson.

Higher ability – six children in group

- 1) She sometimes questions us in class.
- 2) Yes, I do find it helpful when she does question me as it helps me learn, gives me tips on my understanding and it helps me to remember.
- 3) Miss questions me in everyday in basically every lesson.
- 4) Yes, I like/love answering question as I am always desperate to talk, and I like it when she asks questions as it goes into a different topic, and I like to talk.
- 5) She asks us questions to see if we have understood the lesson. Random questioning/picking. Hands up.
- 6) Sometimes, because it helps me remember stuff. It helps miss understand whether we understand what needs to be done or whether we will need extra support.

Ethic form

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PG2 / E1 FORM

APPLICATION FOR ETHICAL APPROVAL

RESEARCH STUDENTS
This form is to be completed by the student within SIX months for full-time students and TWELVE months for part time students, after the commencement of the research degree or following progression to Part Two of your course.

Once complete, submit this form via the **MATSD Doctoral College Portal** at (<https://mydcd.unwtd.ac.uk>).

This document is also available in Welsh.

RESEARCH STAFF ONLY
All communications relating to this application during its processing must be in writing and emailed to pgresearch@unwtd.ac.uk, with the title 'Ethical Approval' followed by your name.

STUDENTS ON UNDERGRADUATE OR TAUGHT MASTERS PROGRAMMES should submit this form (and receive the outcome) via systems explained to you by the supervisor/module leader.

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

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

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

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

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

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

SECTION A: About You (Principal Researcher)

1	Full Name:	Jessica Elizabeth Levy			
2	Tick all boxes that apply:	Member of staff:	☐	Honorary research fellow:	☐
		Undergraduate Student:	☒	Postgraduate Research Student:	☐
3	Institute/Academic Discipline/Centre:	Initial Teacher Education, Yr 4 th ydysg.			
4	Campus:	Carmarthen			
5	E-mail address:	2100230@student.unwtd.ac.uk			
6	Contact Telephone Number:	07378336846			
For students:					

April 2022 1 PG2 Ethical Approval Form

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PG2 / E1 FORM

7	Student Number:	2100230
8	Programme of Study:	BA Primary Education with QTS
9	Director of Studies/Supervisor:	Dr Sioned V Hughes

SECTION B: Approval for Research Activity

1	Has the research activity received approval in principle? (please check the Guidance Notes as to the appropriate approval process for different levels of research by different categories of individual)	YES	☒	NO	☐
2	If Yes, please indicate source of approval (and date where known):	Research Degrees Committee	☐	Date	
	Approval in principle must be obtained from the relevant source prior to seeking ethical approval	Institute Research Committee	☐		
		Other (write in): ECAD5012	☐		
		Module lead:	☐		
		Dr Sioned V Hughes	☒	25.04.23	

SECTION C: Internal and External Ethical Guidance Materials

1	UWTSO Research Ethics & Integrity Code of Practice	☒
2	UWTSO Research Data Management Policy	☒
3	UWTSO guidelines: UWTSO guidelines for School-based Research (4th edn, 2011) (13/10/11)	☒
4	EWC code of professional conduct and practice: Code of professional conduct and practice (2010/10/10)	☒

SECTION D: External Collaborative Research Activity
If there are external collaborators then you should gain consent from the contact persons to share their personal data with the university. If there are no external collaborators then leave this section blank and continue to section E.

1	Institution	NA
2	Contact person name	NA
3	Contact person e-mail address	NA

April 2022 2 PG2 Ethical Approval Form

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4	Is your research externally funded?	YES	☐	NO	☒
5	Are you in receipt of a VECSS scholarship?	YES	☐	NO	☒
6	Are you specifically employed to undertake this research in either a paid or voluntary capacity?	Voluntary	YES	☐	NO
7	Employed	YES	☒	NO	☐
8	Is the research being undertaken within an existing UWTSO approved Professional Learning Partnership (APLP)?	If YES then the permission question below does not need to be answered. (If YES attach copy)	YES	☒	NO
9	Has permission to undertake the research been provided by the partner organisation?	If YES then the permission question below does not need to be answered. (If YES attach copy)	YES	☐	NO

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

10	Does this organisation have its own ethics approval system?	YES	☐	NO	☒
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If Yes, please attach a copy of any final approval (or interim approval) from the organisation (this may be a copy of an email if appropriate).

SECTION E: Details of Research Activity

1	Indicative title:	What are staff and pupils' perceptions and experiences of effective questioning assessment for learning in a year 3 to 6 classroom?
2	Proposed start date:	02.05.23
	Proposed end date:	15.05.23

Introduction to the Research (maximum 300 words per section)
Ensure that you write for a **Non-Specialist Audience** when outlining your response to the points below.

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

Demonstrate, briefly, how **Existing Research** has informed the proposed activity and explain how it addresses an area of importance.

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

Research Question
To gain a deeper understanding of Assessment for Learning strategies in the classroom.
To develop my research literacy skills by designing and trialling different research tools.

Research Question
What are staff and pupils' perceptions and experiences of effective questioning assessment for learning in a year 3 to 6 classroom?

Aims of Research Activity

April 2022 3 PG2 Ethical Approval Form

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1	Full Name:	Jessica Elizabeth Levy			
2	Tick all boxes that apply:	Member of staff:	☐	Honorary research fellow:	☐
		Undergraduate Student:	☒	Postgraduate Research Student:	☐
3	Institute/Academic Discipline/Centre:	Initial Teacher Education, Yr 4 th ydysg.			
4	Campus:	Carmarthen			
5	E-mail address:	2100230@student.unwtd.ac.uk			
6	Contact Telephone Number:	07378336846			
For students:					

Objectives of Research Activity

- To explore staff and learners' perception and experiences of Assessment for Learning (questioning).
- To critically evaluate the different research tools (questionnaire and interview) and develop my repertoire of research tools.
- To further develop my personal knowledge and understanding of effective questioning (Assessment for Learning) to improve my professional 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. You do not need to justify the methods here, but should instead describe how you intend to collect the data necessary for you to complete your project.

In this research my research tools I am using are questionnaires and interviews this is then the use of a mosaic approach as I have used two different tools.

The pupils will be involved in a semi-structured group interview where they will be invited to respond to key questions. For example:
When in a lesson do you find it helpful when the teacher questions you throughout the lesson?
When in a lesson do you enjoy the teacher questioning your understanding? Why?
Do you have a favourite way of being questioned e.g. whiteboards, think, pair, share, exit cards.

These interviews will be conducted in an informal setting, and I will make notes of and audio record their responses. The pupils will not be forced to participate, they will be made aware that they do not have to answer any questions and that they can stop at any time. EXIT: the pupil will be asked if they wish to be involved. I will make sure that the children are happy to continue throughout the interview and allow them to leave when they do not feel comfortable to continue. I will make sure that no names will be recorded.

I will ask staff to complete an on-line questionnaire on their perceptions on effective questioning within their classroom. I will send this questionnaire before the research day to make sure I have given the staff time to complete it effectively. I will make sure that the questionnaire is anonymous, and that I will not be able to identify the participants from the responses. They will be asked to give their voluntary informed consent before answering the questionnaires and they will be reminded of their right to withdraw at any time.

Location of research activity
Identify all locations where research activity will take place.

April 2022 4 PG2 Ethical Approval Form

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Trefnyddion Ddiwedd

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My research will be completed in a suburban district in west Swansea and as of February 2015 there were 493 pupils within the school with 15 different classes.

[\(see how should consent as you type\)](#)

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 and/or legal sensitivities or vulnerabilities of participants. If you live in the country where you will do the research then please state this.

9 N/A
[\(see how should consent as you type\)](#)

10 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 the current data protection law of the country in question and that of England and Wales.

[\(see how should consent as you type\)](#)

Does your research relate to one or more of the seven aims of the Well-being of Future Generations (Wales) Act 2015? YES NO

12	A prosperous Wales	☐	☒
13	A resilient Wales	☐	☒
14	A healthier Wales	☐	☒
15	A more equal Wales	☐	☒
16	A Wales of cohesive communities	☐	☒
17	A Wales of vibrant culture and thriving Welsh language	☐	☒
18	A globally responsible Wales	☐	☒

19 If YES to any of the above, please give details:
[\(see how should consent as you type\)](#)

SECTION F: Scope of Research Activity

1	Will the research activity include:	YES	NO
	Use of a questionnaire or similar research instrument?	☒	☐

April 2022 5 PG2 Ethical Approval Form

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2	Use of interviews?	☒	☐
3	Use of focus groups?	☐	☐
4	Use of participant diaries?	☐	☐
5	Use of video or audio recording?	☐	☐
6	Use of computer-generated log files?	☐	☐
7	Participant observation with their knowledge?	☐	☐
8	Participant observation without their knowledge?	☐	☐
9	Access to personal or confidential information without the participants' specific consent?	☐	☐
10	Administration of any questions, test stimuli, presentation that may be experienced as physically, mentally or emotionally harmful / offensive?	☐	☐
11	Performance of any acts which may cause embarrassment or affect self-esteem?	☐	☐
12	Investigation of participants involved in illegal activities?	☐	☐
13	Use of procedures that involve deception?	☐	☐
14	Administration of any substance, agent or placebo?	☐	☐
15	Working with live vertebrate animals?	☐	☐
16	Procedures that may have a negative impact on the environment?	☐	☐
17	Other primary data collection methods. Please indicate the type of data collection method(s) below.	☐	☐

Details of any other primary data collection method:
[\(see how should consent as you type\)](#)

IN to every question, then the research activity is (ethically) low risk and may be exempt from some of the following sections (please refer to Guidance Notes).

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

SECTION G: Intended Participants

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

Who are the intended participants:		YES	NO
1	Students or staff at the University?	☒	☐
2	Adults (over the age of 18 and competent to give consent)?	☐	☐
3	Vulnerable adults?	☐	☐
4	Children and Young People under the age of 18? (Consent from Parent, Carer or Guardian will be required)	☐	☐
5	Prisoners?	☐	☐
6	Young offenders?	☐	☐
7	Those who could be considered to have a particularly dependent relationship with the investigator or a gatekeeper?	☐	☐

April 2022 6 PG2 Ethical Approval Form

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8	People engaged in illegal activities?	☐	☐
9	Others. Please indicate the participants below, and specifically any group who may be unable to give consent.	☐	☐
Details of any other participant groups:		☐	☐
How should you respond as you type?			
Participant numbers and source Provide an estimate of the expected number of participants. How will you identify participants and how will they be recruited?			
10	How many participants are expected?	Approximately 10 staff Approximately 20 pupils.	
11	Who will the participants be?	I will send out the questionnaire to all KS2 teachers. I will interview around 20 children.	
12	How will you identify the participants?	I will interview the children by having them in their different ability groups to see each abilities group of the AFL of quality of questions.	
Information for participants:			
13	Will you describe the main research procedures to participants in advance, so that they are informed about what to expect?	☐	☐
14	Will you tell participants that their participation is voluntary?	☐	☐
15	Will you obtain written consent for participation?	☐	☐
16	Will you explain to participants that refusal to participate in the research will not affect their treatment or education (if relevant)?	☐	☐
17	If the research is observational, will you ask participants for their consent to being observed?	☐	☐
18	Will you tell participants that they may withdraw from the research at any time and for any reason?	☐	☐
19	With questionnaires, will you give participants the option of omitting questions they do not want to answer?	☐	☐
20	Will you tell participants that their data will be treated with full confidentiality and that, if published, it will not be identifiable as theirs?	☐	☐
21	Will you debrief participants at the end of their participation, in a way appropriate to the type of research undertaken?	☐	☐
22	If NO to any of above questions, please give an explanation		
How should you respond as you type?			
Information for participants:		NO	

April 2022 7 PG2 Ethical Approval Form

Prifysgol Cymru Y Ddwydded Dded University of Wales Trefnydd Dded		PG2 / E1 FORM	
24	Will participants be paid?	☐	☐
25	Is specialist electrical or other equipment to be used with participants?	☐	☐
26	Are there any financial or other interests to the investigator or University arising from this study?	☐	☐
27	Will the research activity involve deliberately misleading participants in any way, or the partial or full consent of the specific study aims?	☐	☐
28	If YES to any question, please provide full details		
How should you respond 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.			
1	Full risk assessment completed and appended?	Yes ☐	No ☐
2	Risks to participants For example: sector-specific health & safety, emotional distress, financial disclosure, physical harm, sample of personal data, sensitive organisational information	How you will mitigate the risk to participants: The participants might feel pressure when answering the question to make sure it is correct. I will tell the participants that there is no pressure within these answers. I will tell them that it is all their own thoughts and answers, and no one is being judged. I will make sure that the answers will not affect their education and there are no consequences for them. I will make sure that they understand they are able to withdraw from the activity at any time.	
3	Power dynamics with the teacher: 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.		
4	Risks to the investigator For example: personal health & safety, physical harm, emotional distress, risk of accusation of harassment/prosecution, conflict of interest	How you will mitigate the risk to the investigator: Risk of accusation of fabrication or falsification of data. Risk of being told you have favouritism from pupils. I will complete the research in an open area, in the classroom with a member of staff present at all times.	

April 2022 8 PG2 Ethical Approval Form

Prifysgol Cymru Y Ddwydded Dded University of Wales Trefnydd Dded		PG2 / E1 FORM	
Possible seen as bias answers in the interviews.		I will use a random wheel to identify children for the interviews. I will audio record the interview to have data and I will ensure confidentiality and anonymity when recording the data.	
5	University/institutional risks For example: adverse publicity, financial loss, data protection	How you will mitigate the risk to the University: I will behave in a professional manner, at all times. I will also collect my data on a password protected file and all data will be confidential and anonymous. I will adhere to the ISRA Guidelines and UWIST Code of Practice and the EWC Code of Professional Guidelines. I will make sure that all the information collected is true to word and I have not made up any information up.	
6	Environmental risks For example: accidental spillage of pollutants, damage to local ecosystems	Risk to the environment: N/A	
Dislosure and Barring Service			
7	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 ☐
8	Does your research require you to hold a current DBS Certificate?	☐	☐
9	If YES, please give the certificate number. If the certificate number is not available please write 'Pending'. In this case any ethical approval will be subject to providing the appropriate certificate number.	00181540821	
SECTION I: Feedback, Consent and Confidentiality			
1	Feedback What de-briefing and feedback will be provided to participants, how will this be done and when?	N/A	
2	Informed consent Describe the arrangements to inform potential participants, before providing consent, of what is involved in participating. Describe the arrangements for participants to provide full consent before data collection begins. If gaining consent in this way is inappropriate, explain how consent will be obtained and recorded in accordance with prevailing data protection legislation.	I will converse with my professional tutor and lecturer and inform them of the research I will be undertaking, providing reason and rationale behind the research. However, I will verbally ask the head-teacher/teacher identified to participate whether they wish to participate. I will also ask for their ongoing consent during the research. Before and during the interviews with children I will ask	

April 2022 9 PG2 Ethical Approval Form

Prifysgol Cymru Y Ddwydded Dded University of Wales Trefnydd Dded		PG2 / E1 FORM	
for their assent and their ongoing assent and remind them of their right to withdraw from the interviews at any time without giving a reason.			
How should you respond as you type?			
3	Confidentiality / Anonymity Set out how anonymity of participants and confidentiality will be ensured in any outputs. If anonymity is not being offered, explain why this is the case.	No names will be recorded. I will not disclose names. I will use pupil 1, staff A when recording any data. I will ensure that no individual data (raw scores, individual identifiable performance outcomes) are made available to schools/parents etc.	
SECTION J: Data Protection and Storage. NO NEED TO COMPLETE SECTION J			
1	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 ☐
2	Personal data means any information relating to an identified or identifiable natural person ('data subject'). An identifiable natural person is one who can be identified, directly or indirectly, in particular by reference to an identifier such as a name, an identification number, location data, an online identifier or to one or more factors specific to the physical, physiological, genetic, mental, economic, cultural or social identity of that natural person. Any video or audio recordings of participants is considered to be personal data.	If YES, provide a description of the data and explain why this data needs to be collected:	
3	Does it involve special category data (as defined by the GDPR)?	YES ☐	NO ☐
4	Special category data means sensitive personal data consisting of information as to the data subject - (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 1924), (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:	
5	Will data from the research activity (collected data, drafts of the thesis, or materials for publication) be stored in any of the following ways?	YES ☐	NO ☐
6	Manual files (i.e. in paper form)?	☐	☐
7	University computers?	☐	☐
8	Private company computers?	☐	☐

April 2022 10 PG2 Ethical Approval Form

Prifysgol Cymru Y Ddwydded Dded University of Wales Trefnydd Dded		PG2 / E1 FORM	
8	Home or other personal computers?	☐	☐
9	Laptop computers/ CDs/ Portable disk-drives/ memory sticks?	☐	☐
10	"Cloud" storage or websites?	☐	☐
11	Other - specify:	☐	☐
For all stored data, explain the measures in place to ensure the security of the data collected, data confidentiality, including details of backup procedures, password protection, encryption, anonymisation and pseudonymisation.			
How should you respond as you type?			
Data Protection			
Will the research activity involve any of the following activities:			
13	Electronic transfer of data in any form?	☐	☐
14	Sharing of data with others at the University outside of the immediate research team?	☐	☐
15	Sharing of data with other organisations?	☐	☐
16	Export of data outside the UK or importing of data from outside the UK?	☐	☐
17	Use of personal addresses, postcodes, faxes, emails or telephone numbers?	☐	☐
18	Publication of data that might allow identification of individuals?	☐	☐
19	Use of data management system?	☐	☐
20	Data archiving?	☐	☐
21	If YES to any question, please provide full details, explaining how this will be conducted in accordance with the GDPR and Data Protection Act (2018) (and any international equivalents, where appropriate).	N/A	
22	Last all who will have access to the data generated by the research activity:	How should you respond as you type?	
23	List who will have control of, and act as custodian(s) for, data generated by the research activity:	How should you respond as you type?	
24	Give details of data storage arrangements, including security measures in place to protect the data, where data will be stored, how long for, and in what form. Will data be archived - if so how and if not why not?	How should you respond as you type?	
25	Please indicate if your data will be stored in the UWIST Research Data Repository (see https://researchdata.uwist.ac.uk/). If so please explain. (Most relevant to academic staff)	How should you respond as you type?	

April 2022 11 PG2 Ethical Approval Form

Prifysgol Cymru Y Ddwydded Dded University of Wales Trefnydd Dded		PG2 / E1 FORM	
N/A			
How should you respond as you type?			
26	Confirm that you have read the UWIST guidance on data management (see https://www.uwist.ac.uk/research-data-management/)	YES ☐	☐
27	Confirm that you are aware that you need to keep all data until after your research has completed or the end of your funding	YES ☐	☐

April 2022 12 PG2 Ethical Approval Form

SECTION K: Declaration

The information which I have provided is correct and complete to the best of my knowledge. I have attempted to identify any risks and issues related to the research activity and acknowledge my obligations and the rights of the participants.	
In submitting this application I hereby confirm that I undertake to ensure that the above named research activity will meet the University's Research Ethics and Integrity Code of Practice which is published on the website: https://www.uwtsd.ac.uk/research/research-ethical	
1	Signature of applicant: <i>Jermy</i> Date: 25 th April 2023

For STUDENT Submissions:

2	Director of Studies/Supervisor: Sioned V Hughes	Date:
3	Signature: <i>S.V. Hughes</i>	26.04.23

For STAFF Submissions:

4	Academic Director/ Assistant Dean:	Date:
5	Signature:	

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

☒	I have read the guidance notes supplied before completing the form.
☒	I have completed ALL RELEVANT sections of the form in full.
☒	I confirm that the research activity has received approval in principle
☐	I have attached a copy of final/interim approval from external organisation (where appropriate)
☐	I have attached a full risk assessment (where appropriate) ONLY TICK IF YOU HAVE ATTACHED A FULL RISK ASSESSMENT
☒	I understand that it is my responsibility to ensure that the <u>above named</u> research activity will meet the University's Research Ethics and Integrity Code of Practice.
☐	I understand that before commencing data collection all documents aimed at respondents (including information sheets, consent forms, questionnaires, interview schedules etc.) must be confirmed by the DoS/Supervisor, module tutor or Academic Director.

RESEARCH STUDENTS ONLY

Once complete, submit this form via the **MyTSO Doctoral College Portal** at (<https://mytsd.uwtsd.ac.uk>).

RESEARCH STAFF ONLY

All communications relating to this application during its processing must be in writing and emailed to prosearch@uwtsd.ac.uk, with the title 'Ethical Approval' followed by your name.

STUDENTS ON UNDERGRADUATE OR TAUGHT MASTERS PROGRAMMES should submit this form (and receive the outcome) via systems explained to you by the supervisor/module leader.

Consent form

   Research School Day BA2 02/05/23 Rationale Research Day in School is an important element of the ECAD5010 Module – <i>Researching the Learning – what, how and why am I teaching?</i> The aim of the module is to develop student teachers' research skills by providing opportunities for them to create a questionnaire and interview questions and to trial these research methods in a school (i.e., PTE2 school). The overarching research question is 'What are learners and staff perceptions of <i>PLP</i>?' For the assignment, the student teachers will have to choose a particular aspect of <i>PLP</i> (e.g. feedback, questioning) and then design, trial and critically evaluate their research tools. Before the Research Day in School the student teachers will have already designed their research tools (questionnaire and interview questions) and submitted an ethics form. During the Research Day in School the student teacher should be able to carry out the following tasks: ➤ Distribute and collect questionnaire (school staff and/or pupil) ➤ Interview a group of children (from PTE2 class) and possibly some of the staff Following the Research Day in School, the student teachers will critically evaluate these research tools. Their focus will not be on the data they collected but on the research design, i.e. the effectiveness of their research tools. EWV Code of Conduct: An expectation of professionalism as outlined in the EWV's code of conduct is expected from all stakeholder participants throughout the Research Day. https://www.ewv.wales/sites/default/files/en/fitness-to-practice/code-of-professional-conduct-and-practice-pdf.html They are also expected to adhere to the BERA Ethical Guidelines for Educational Research (2018) https://www.bera.ac.uk/publication/ethical-guidelines-for-educational-research-2018 and the UWTSO (UWTSO) Research Ethics & Integrity Code of Practice	   ECAD5010 Consent Form Student teachers must gain the following written consent of the head teacher before trialling their research tools. To be completed by the school: I agree to Jessica Levy as a representative of <i>Yr Athrofa</i>: ☐ Take photographs [Tick accordingly] ☐ Interview ☐ Take video ☐ Observe ☐ Quote school policy documents ☐ Questionnaires Name of Head teacher: Beverley Phillips Signed Beverley Phillips Name of school: <i>Yr Athrofa</i> Primary School To be completed by the student teacher: If I am granted such permission, I agree to abide by the ethics embodied within the EWV 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: Jessica Levy Signed: <i>JL Levy</i> Student teacher UWTSO e-mail address: 2100230@student.uwtsd.ac.uk Programme (BA Education QTS/ Primary): Primary education with QTS Date: 2nd May 2023	A letter for the school to distribute to parents/guardians Classroom-based research with student teachers Ethical Research Student teachers may be required to undertake small-scale classroom-based research in order to complete assignments. The following letter should be made known to parents/guardians so that informed consent or a request to withdraw from the research being undertaken is agreed. This school is a partner with the professional learning partnership that sits within the <i>Yr Athrofa</i> at University of Wales Trinity Saint David in Carmarthen and Swansea. This school offers placements to students who are learning to be teachers. When student teachers work within the school, they are always under the supervision of the class teacher. The purpose of this letter is to inform you that as part of the University-based assessment, the student teacher will be required to evaluate classroom practice. This sometimes takes the form of a written evaluation or assessment of children's work and can also involve asking staff and children about their views. This activity does not differ from usual classroom practice. If you would like more information about the work taking place in your child's class, please don't hesitate to ask the class teacher. If, following this discussion, you decide you don't want your child to be involved in any classroom-based evaluation undertaken by the student teachers please inform the class teacher. If you would like more information about the initial education and training of new teachers, please contact the <i>Yr Athrofa</i> Professional Learning Partnership through its senior administrator, Christine Jess. Thank you for taking time to read this information.
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