

RESEARCH PROPOSAL

A Study of Intention factors of Online Higher Education in Hong Kong

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1. Research Background

Digital education is a teaching and learning process involving innovation on the use of digital tools and technologies, usually referred to as technology-enhanced learning (TEL) (Kirkwood and Price, 2013) or E-learning (Sangrà, Vlachopoulos and Cabrera, 2012). Online learning is one of the rapidly emerging trends in this digital age. Its growth is enormous, and it shows no signs of abating. Among them, online learning is usually referred to as one of the e-learning modes. This learning model provides flexibility in time and place, making online learning an increasingly popular form of education worldwide (Berge, 1997).

1.1 The impact of COIVD-19 on online learning and teaching in Hong Kong

At the beginning of 2020, a COIVD-19 epidemic broke out globally, causing schools to close and suspend face-to-face classes. A large number of students failed to return to schools to participate in face-to-face classes. The epidemic caused the entire education transformation rapidly to change from traditional face to face to online teaching and let students achieve the concept of "suspension of classes without suspension learning" (HKSAR Education Bureau, 2020). And now the epidemic seems to be alleviated, and the school resumed regular face-to-face instruction, the learners will keep the intention on online learning or not. That is the aim of this research study.

1.2 Digital Learning Trend

Jay Cross and Elliott Masie, in 1999 was first proposed Digital learning, also named E-Learning (Cross, 2004). E-learning uses network technology to design, provide, select, manage and extend knowledge. Different interpretations and terms have emerged with the advancement and development of technical tools, such as Internet-based learning, web-based learning, online education, network learning, and distance learning.

The applications include web-based learning, computer-based learning, virtual classrooms and digital collaboration. A researcher sees digital learning as a tool for acquiring digital teaching materials for online or offline learning activities through wired or wireless networks (Lin, Chen, and Liu, 2017). Users can also use e-learning to share materials in various formats such as videos,

slides, word documents and PDFs, conduct webinars (real-time online courses), and communicate with professors through chat and messaging forums (Epignosis LLC, 2014).

1.3 Online Learning Benefits

One of the significant definitions of online learning is that learners and teachers entirely use online synchronisation or non-synchronisation remote teaching and learning (Moore, Dickson-Deane and Galyen, 2011). Students use personal electronic devices, such as desktop computers, laptops, tablets, or mobile phones pass through the virtual classroom such as Zoom, MS Team, Google Classroom, Blackboard Collaborate and Tencent Meetings (G2 Grid, 2020) or using learning management system (LMS) such as Blackboard, Moodle, Google Classroom, Schoology (Brown, 2021) to conducting the course anytime and anywhere.

According to a 2017 survey, online learning can increase the retention rate of learners from 25% to 60% (Pezold, 2017; Chandler, 2017), which is different from face to face tutoring, which has a retention rate of 8% to 10%, because the learner can quickly review the material and they can tend to have more control over the process of the learning.

1.4 Online Education Market Growth

During the COVID-19 crisis, the global e-learning market in 2020 is estimated to be USD 250.8 billion, and the revised scale is expected to reach USD 457.8 billion by 2026, growing at a compound annual growth rate of 10.3% during the analysis period. Academic is one of the market segments analysed in the report. It is estimated that by the end of the analysis period, the compound annual growth rate will reach 10.2%, reaching 314 billion U.S. dollars (ReportLinker, 2021a). After a thorough analysis of the business impact of the pandemic and the economic crisis it triggered, the growth of the company's division was re-adjusted to a revised 10.6% compound annual growth rate for the next seven years. The ongoing digitisation of content in the academic field and the increasing number of students enrol in part-time and full-time online courses support the educational field's growth.

By 2021, the e-learning market in the United States is estimated to be US\$90 billion. China is the world's second-largest economy. By 2026, the market size is estimated to reach 105.7 billion U.S. dollars, with a compound annual growth rate of 12.2% during the analysis period. And e-learning

helps to reduce infrastructure costs and expenditures, such as the cost of classroom space and the cost of purchasing or renting textbooks, thereby reducing the cost of people in developing countries education costs.

2. Research Problems

By July 2020, the U.N. Educational, Scientific and Cultural Organization (2020) reported the COVID-19 epidemic affected more than 1.2 billion students in 186 countries by school closures. Colleges and universities must suspend face-to-face classes and switch to online teaching. In 2021, along with the epidemic in many countries of the world having slowed down and effective anti-epidemic policies, schools have begun to respond to face-to-face instruction. However, due to the impact of anti-epidemic policies, schools have restricted the number of classes, or some overseas students have not returned to school to attend classes. Students must use the online model by using various platforms to participate in the courses.

This online learning model has rapidly changed the global education market ecology. Can online learning encourage learners to continue choosing or accepting this new learning normal? However, both learners and academics want to know whether online learning will continue after the pandemic and how this shift will affect the global education market will be the motivation for this research.

3. Research Aim and Objective

This study aims to explore the learner's intention to study in online Higher Education in Hong Kong.

- a. Explore the intention factors towards online Higher Education in Hong Kong.
- b. Identify the intention factors towards online Higher Education.
- c. Analyse the relationship of intention factors towards online Higher Education.
- d. Recommend marketing Strategy to Higher Education educator and Learning Management system administrator.

4. Research Questions

Hong Kong has promoted I.T. education since 1997. But Hong Kong used traditional teaching methods before the epidemic outbreak, and it relatively lacked in online or e-learning.

The research purpose of this paper is to reopen face-to-face courses after the epidemic has eased and whether students still have the motivation to continue to choose online learning without having to go back to school to attend classes. Therefore, the questions discussed in this study are as follows.

- Exploring the relationship on the social presence of learners attending the online learning course.
- Exploring the relationship on personal experience of learners how affecting choose to use online learning.
- Explore the relationship between learning outcome and learners choosing to use online learning processes.
- Explore the relationship between the digital divide and learners' motivation to use online learning.

5. Research Contribution

This research report mainly studies whether social presence, personal experience, learning rewards, and digital divide are directly related to online learning intention. And this research is for those learners preparing to enrol in any courses, whether they will choose online learning. And the results of this research can enable course providers or colleges to design an effective and seamless online teaching environment, thereby enhancing learners' motivation for online education.

6. Literature Review

This chapter will conduct a literature review based on factors that will affect learner intention in online learning. The literature review will focus on Social Presence, Personal Experience, Learning Rewards and Digital Divide.

6.1 Social Presence

6.1.1 Definition of Social Presence

The theory of social presence can be traced back to the work of Short, Williams, and Christie in the 1970s. Short, Williams, and Christie (1976) are interested in how the media affects communication. The researcher believes that certain media are better at establishing the quality or status of "existence" than others.

6.1.2 Measurements on Social Presence

Social presence (S.P.) is one of the most crucial components of the quality of the online learning experience from the student perspective (Horzum, 2017). Tu and McIssac (2002) and Yen and Tu (2011) suggested four dimensions of social presence: social context, online communication, interactivity, and privacy.

6.1.3 List of Literature

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- Sung, E. and Mayer, R.E. (2012). Five facets of social presence in online distance education. *Computers in Human Behavior*, 28(5), pp.1738–1747.
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6.2 Personal Experience

6.2.1 Definition of Personal Experience

Many factors will influence students' online learning experiences. When learners can identify their feeling and experience during their studies, they can increase their intention to choose online learning.

6.2.2 Measurements on Personal Experience

A researcher found learners perceptions of practical and challenging components in learning online reported that 1) lack of community and 2) difficulty understanding instructional and 3) technical problems were challenges in their online learning experiences (Song et al., 2004). And some other factors identified by other researchers are learner characteristics (Howland and Moore, 2002) and the design of the learning environment (Clark, 2002; Dwyer, 2003; Song et al., 2004).

6.2.3 List of Literature

- Howland, J.L. and Moore, J.L. (2002). Student Perceptions as Distance Learners in Internet-Based Courses. *Distance Education*, 23(2), pp.183–195.
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- Dwyer, F. (2003). Assessing Strategies for Developing Effective and Efficient Text for Distance Education: Traditional and Electronic, *International Journal of Instructional Media*, 30(1), 11- 23

6.3 Learning outcome

6.3.1 Definition of Learning outcome

Katz et al. (2011) pointed out that words such as academic performance, academic achievement, academic achievement, or academic achievement express the same idea: the student's academic learning achievement or the continuous result through learning history.

6.3.2 Measurements on Personal Experience

The learning outcome is an indicator to measure a learner's learning effect (Lubega et al., 2014), and it is also an essential item for evaluating teaching quality. Learning outcomes will be affected by 1) learning mode, 2) curriculum design and 3) teaching (Jude et al., 2014)

6.3.3 List of Literature

- Abuhassna, H., Al-Rahmi, W.M., Yahya, N., Zakaria, M.A.Z.M., Kosnin, A.Bt.M. and Darwish, M. (2020). Development of a new model on utilising online learning platforms to improve students' academic achievements and satisfaction. *International Journal of Educational Technology in Higher Education*, [online] 17(1). Available at: <https://link.springer.com/article/10.1186/s41239-020-00216-z>.
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6.4 Digital Divide

6.4.1 Definition of Digital Divide

The digital divide refers to the gap between populations and areas that can use modern information and communication technologies and areas that cannot. Although the term now encompasses the technical and financial capabilities to take advantage of available technology — and access (or inaccessibility) to the Internet — the gap it refers to is constantly changing as technology develops. When the term was first used in the late 20th century, it described the gap between those who could use a mobile phone and those who could not (Taylor, 2021).

6.4.2 Measurements on Digital Divide

The digital divide is usually measured by how citizens/populations access ICT. The indicators to measure access include (1) telephone density (teledensity); (2) personal computer (P.C.) deployment and penetration; (3) the number of Internet users.

6.4.3 List of Literature

- Yan, L., Whitelock-Wainwright, A., Guan, Q., Wen, G., Gašević, D. and Chen, G. (2021). Students' experience of online learning during the COVID-19 pandemic: A province-wide survey study. *British Journal of Educational Technology*, 52(5), pp.2038–2057.
- World Health Organization. (2020, July). Coronavirus disease 2019 (COVID-19): *Situation Report-164* (Situation Report No. 164). [https://www.who.int/docs/default-source/coronaviruse/situation-reports/20200702-covid-19-sitrep-164.pdf?sfvrsn=\\$ac074f58\\$2](https://www.who.int/docs/default-source/coronaviruse/situation-reports/20200702-covid-19-sitrep-164.pdf?sfvrsn=$ac074f58$2)
- Davis, F.D. (1989). Perceived Usefulness, Perceived Ease of Use, and User Acceptance of Information Technology. *MIS Quarterly*, 13(3), pp.319–340.

7. Research Methodology

The research methodology chapters show how to get the final research results while meeting the research goals. Therefore, this chapter will discuss the research methods used in this research

process. It includes research design, data sources (primary and secondary data), demographic considerations, sample size, and research schedule.

7.1 Research Method

The research method shows the research path to formulate the problems and goals and presents the results based on the data obtained during the research period.

This study will use **Quantitative and Qualitative Research to collect the primary and secondary data**

7.1.1 Qualitative Research

Qualitative research involves collecting and analysing non-digital data such as literature review, video clips, or audio recording to understand concepts, measurement and application. It can be used to gather in-depth insights into the research problems or generate new ideas for the study. (Bhandari, 2020a).

7.1.2 Quantitative Research

Quantitative research is the process of collecting and analysing numerical data. It can be used to find patterns and averages, make predictions, test causality, and generalise the results to a broader population. This study will use questionnaires to collect relevant data to support research questions and test the relationship between hypotheses. Quantitative research methods can use descriptive, correlation or experimental research (Bhandari, 2020b).

7.2 Research Design

Research design is a plan to describe the method of data collection including primary and secondary data and describe the procedures on using literature review and questionnaire. Research design and methodology are closely related because a good research design ensures that the available data will help answer research questions more effectively. The most commonly used methods include:

- Questionnaire - Quantitative research
- Secondary data analysis research - Qualitative Research
- Mixed method (combination of the above parts)

A mixed-method is more suitable for this research goal than a single method because data can be collected from different approaches and analysed in quality and quantity.

7.3 Data Collection

Data collection is defined as collecting, measuring, and analysing accurate insights for research using standard verification techniques. This study will evaluate and cite the hypothesis based on the collected data. In most cases, data collection is the primary and most crucial research step regardless of the research field.

7.3.1 Primary Data

The questionnaire survey will use non-probability sampling to distribute the survey to the participant and use the snowball method to collect the primary data. Snowball sampling is a popular business research method.

7.3.2 Secondary Data

A literature review is usually an academic paper, book or, any other resource deemed relevant to a particular research field. It contains current knowledge, including substantive discoveries and theoretical and methodological contributions based on a given topic. A literature review can be seen as a secondary source of information with no evidence of original or experimental work. The literature review can provide theoretical references to help researchers understand the nature of the research and cite the literature to empirical the research. Therefore, it is imperative to select the primary and secondary sources of the best literature review before proceeding with the actual writing (Strnad, 2019).

7.2.3 Target Population

The subjects of this study are learners who have completed the DSE course at the age of 18 and are ready to apply for courses in tertiary institutions. Those who are employed are ready to apply for courses in any tertiary or college. According to statistics from the Hong Kong Census and Statistics Department, the population of this group is 6,390,000 (C&S Department, 2021).

7.2.4 Sampling method

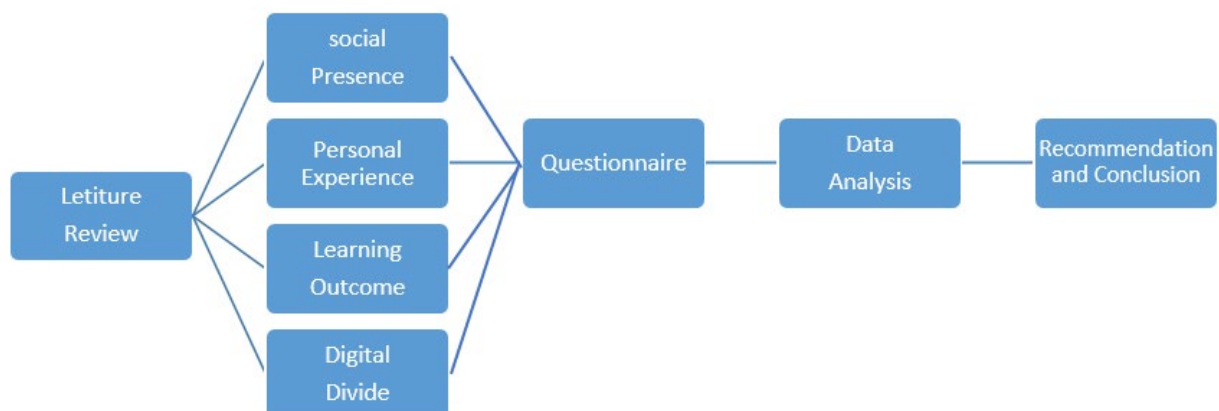
The snowball sampling and non-probability sampling methods will apply to the survey distribution. This method is widely used in situations where the population is unknown. This sampling technique can continue, just like the snowball increases, until the researcher has enough data to analyse. The results obtained can help researchers make wise decisions conclusively. (Frey, 2018).

7.2.5 Sampling Size

This research sample size is based on the population scale to calculated, and the sampling frame is according to the HKSAR C&S Dept., the population size on age 18 or about is 6,390,000 (C&S Department, 2021).

Confidence Level using 95% ($Z=1.96$) is according to the probability that the sample accurately reflects the population's attitude. The industry standard is 95%. and the margin of error is 7%. So for this study, the sample size should be 196.

7.4 Research Procedures



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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)

1	Full Name:	Ho Kin Fai			
2	Tick all boxes that apply:	Member of staff:	☐	Honorary research fellow:	☐
	Undergraduate Student	☐	Taught Postgraduate Student	☒	Postgraduate Research Student
3	Institute/Academic Discipline/Centre:	University of Wales Trinity Saint David			
4	Campus:	The Hong Kong Management Association			
5	E-mail address:	2019946@student.uwtsd.ac.uk			
6	Contact Telephone Number:	852 9210 2790			
For students:					
7	Student Number:	2019946			
8	Programme of Study:	Master of Business Administration			
9	Director of Studies/Supervisor:	Dr Joe Leung			

SECTION B: Approval for Research Activity

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

SECTION C: Internal and External Ethical Guidance Materials

Please list the core ethical guidance documents that have been referred to during the completion of this form (including any discipline-specific codes of research ethics, location-specific codes of research ethics, and also any specific ethical guidance relating to the proposed methodology). Please tick to confirm that your research proposal adheres to these codes and guidelines. You may add rows to this table if needed.	
1	UWTSD Research Ethics & Integrity Code of Practice ☒
2	UWTSD Research Data Management Policy ☒
3	[List any other relevant documents here] ☐

SECTION D: External Collaborative Research Activity

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

1	Institution					
2	Contact person name					
3	Contact person e-mail address					
4	Is your research externally funded?	YES	☐	NO	☐	
5	Are you in receipt of a KESS scholarship?	YES	☐	NO	☐	
6	Are you specifically employed to undertake this research in either a paid or voluntary capacity?	Voluntary	YES	☐	NO	☐
7		Employed	YES	☐	NO	☐
8	Is the research being undertaken within an existing UWTSD Athrofa Professional Learning Partnership (APLP)?	If YES then the permission question below does not need to be answered.	YES	☐	NO	☐
9	Has permission to undertake the research has been provided by the partner organisation?	(If YES attach copy) If NO the application cannot continue	YES	☐	NO	☐

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

10	Does this organisation have its own ethics approval system?	YES	☐	NO	☐
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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).
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SECTION E: Details of Research Activity

1	Indicative title:	A STUDY OF INTENTION FACTORS OF ONLINE HIGHER EDUCATION IN HONG KONG		
2	Proposed start date:	1 OCT 2021	Proposed end date:	29 APR 2022
	Introduction to the Research (maximum 300 words per section) Ensure that you write for a <u>Non-Specialist Audience</u> when outlining your response to the points below: <i>Purpose of Research Activity</i> <i>Proposed Research Question</i> <i>Aims of Research Activity</i> <i>Objectives of Research Activity</i> Demonstrate, briefly, how Existing Research has informed the proposed activity and explain <i>What the research activity will add to the body of knowledge</i> <i>How it addresses an area of importance.</i>			
3	Purpose of Research Activity Conduct questionnaire survey for the study (this box should expand as you type)			
4	Research Question - Exploring the relationship between social presence on learners' choice to use online learning - Exploring the relationship between personal experience and learners who choose to use online learning. - Explore the relationship between learning outcome and learners choosing to use online learning processes. - Explore the relationship between the digital divide and learners' motivation to use online learning (this box should expand as you type)			
5	Aims of Research Activity Aims to explore the learner intention consider to studying in online Higher Education in Hong Kong. (this box should expand as you type)			
6	Objectives of Research Activity a) Exploration the intention factors towards online Higher Education in Hong Kong. b) Identification the intention factors towards online Higher Education. c) Analysing the relationship of intention factors towards online Higher Education.			

	d) Recommendation a marketing Strategy for the Higher Education educator and Learning Management system administrator. <i>(this box should expand as you type)</i>
	Proposed methods (maximum 600 words) Provide a brief summary of all the methods that may be used in the research activity, making it clear what specific techniques may be used. If methods other than those listed in this section are deemed appropriate later, additional ethical approval for those methods will be needed. You do not need to justify the methods here, but should instead describe how you intend to collect the data necessary for you to complete your project.
7	Qualitative Research to collect secondary data by Literature review and Quantitative Research to collect primary data by Surveys <i>(this box should expand as you type)</i>
	Location of research activity Identify all locations where research activity will take place.
8	Hong Kong <i>(this box should expand as you type)</i>
	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	<i>(this box should expand as you type)</i>

10	Use of documentation not in the public domain: Are any documents NOT publicly available?	NO	☐
		YES	☐
11	If Yes, please provide details here of how you will gain access to specific documentation that is not in the public domain and that this is in accordance with the current data protection law of the country in question and that of England and Wales. <i>(this box should expand as you type)</i>		

	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:		
	(this box should expand as you type)		

SECTION F: Scope of Research Activity

	Will the research activity include:	YES	NO
1	Use of a questionnaire or similar research instrument?	☒	☐
2	Use of interviews?	☒	☐
3	Use of focus groups?	☒	☐
4	Use of participant diaries?	☐	☒
5	Use of video or audio recording?	☐	☒
6	Use of computer-generated log files?	☐	☒
7	Participant observation with their knowledge?	☐	☒
8	Participant observation without their knowledge?	☐	☒
9	Access to personal or confidential information without the participants' specific consent?	☐	☒
10	Administration of any questions, test stimuli, presentation that may be experienced as physically, mentally or emotionally harmful / offensive?	☐	☒
11	Performance of any acts which may cause embarrassment or affect self-esteem?	☐	☒
12	Investigation of participants involved in illegal activities?	☐	☒
13	Use of procedures that involve deception?	☐	☒
14	Administration of any substance, agent or placebo?	☐	☒
15	Working with live vertebrate animals?	☐	☒
16	Procedures that may have a negative impact on the environment?	☐	☒
17	Other primary data collection methods. Please indicate the type of data collection method(s) below.	☐	☒
	Details of any other primary data collection method:		
	(this box should expand as you type)		

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

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

SECTION G: Intended Participants

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

Who are the intended participants:		YES	NO
1	Students or staff at the University?	☒	☐
2	Adults (over the age of 18 and competent to give consent)?	☒	☐
3	Vulnerable adults?	☐	☒
4	Children and Young People under the age of 18? (Consent from Parent, Carer or Guardian will be required)	☐	☒
5	Prisoners?	☐	☒
6	Young offenders?	☐	☒
7	Those who could be considered to have a particularly dependent relationship with the investigator or a gatekeeper?	☐	☒
8	People engaged in illegal activities?	☐	☒
9	Others. Please indicate the participants below, and specifically any group who may be unable to give consent.	☐	☒
Details of any other participant groups: (this box should expand as you type)			

Participant numbers and source		
Provide an estimate of the expected number of participants. How will you identify participants and how will they be recruited?		
10	How many participants are expected?	200 or about <i>(this box should expand as you type)</i>
11	Who will the participants be?	To be a learner on Hong Kong higher education <i>(this box should expand as you type)</i>
12	How will you identify the participants?	Snowball sampling method <i>(this box should expand as you type)</i>

Information for participants:		YES	NO	N/A
13	Will you describe the main research procedures to participants in advance, so that they are informed about what to expect?	☒	☐	☐
14	Will you tell participants that their participation is voluntary?	☒	☐	☐
15	Will you obtain written consent for participation?	☒	☐	☐
16	Will you explain to participants that refusal to participate in the research will not affect their treatment or education (if relevant)?	☐	☐	☒
17	If the research is observational, will you ask participants for their consent to being observed?	☐	☐	☒

18	Will you tell participants that they may withdraw from the research at any time and for any reason?	☒	☐	☐
19	With questionnaires, will you give participants the option of omitting questions they do not want to answer?	☐	☐	☒
20	Will you tell participants that their data will be treated with full confidentiality and that, if published, it will not be identifiable as theirs?	☒	☐	☐
21	Will you debrief participants at the end of their participation, in a way appropriate to the type of research undertaken?	☒	☐	☐
22	If NO to any of above questions, please give an explanation			
<i>(this box should expand as you type)</i>				

Information for participants:		YES	NO	N/A
24	Will participants be paid?	☐	☒	☐
25	Is specialist electrical or other equipment to be used with participants?	☐	☒	☐
26	Are there any financial or other interests to the investigator or University arising from this study?	☐	☒	☐
27	Will the research activity involve deliberately misleading participants in any way, or the partial or full concealment of the specific study aims?	☐	☒	☐
28	If YES to any question, please provide full details			
<i>(this box should expand as you type)</i>				

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? <table border="1" style="float: right;"> <tr> <td>Yes</td> <td>☐</td> </tr> <tr> <td>No</td> <td>☒</td> </tr> </table>	Yes	☐	No	☒
Yes	☐				
No	☒				
2	Risks to participants For example: sector-specific health & safety, emotional distress, financial disclosure, physical harm, transfer of personal data, sensitive organisational information				
	<table border="1" style="width: 100%;"> <tr> <td style="width: 50%;"> Risk to participants: N/A <i>(this box should expand as you type)</i> </td> <td style="width: 50%;"> How you will mitigate the risk to participants: N/A <i>(this box should expand as you type)</i> </td> </tr> </table>	Risk to participants: N/A <i>(this box should expand as you type)</i>	How you will mitigate the risk to participants: N/A <i>(this box should expand as you type)</i>		
Risk to participants: N/A <i>(this box should expand as you type)</i>	How you will mitigate the risk to participants: N/A <i>(this box should expand as you type)</i>				
3	If research activity may include sensitive, embarrassing or upsetting topics (e.g. sexual activity, drug use) or issues likely to disclose information requiring further action (e.g. criminal activity), give details of the procedures to deal with these issues, including any support/advice (e.g. helpline numbers) to be offered to participants. Note that where applicable, consent procedures should make it clear that if something potentially or actually illegal is discovered in the course of a project, it may need to be disclosed to the proper authorities				
	N/A <i>(this box should expand as you type)</i>				

4	Risks to the investigator For example: personal health & safety, physical harm, emotional distress, risk of accusation of harm/impropriety, conflict of interest	
	Risk to the investigator: N/A <i>(this box should expand as you type)</i>	<i>How you will mitigate the risk to the investigator:</i> N/A <i>(this box should expand as you type)</i>
5	University/institutional risks For example: adverse publicity, financial loss, data protection	
	Risk to the University: N/A <i>(this box should expand as you type)</i>	<i>How you will mitigate the risk to the University:</i> N/A <i>(this box should expand as you type)</i>
6	Environmental risks For example: accidental spillage of pollutants, damage to local ecosystems	
	Risk to the environment: N/A <i>(this box should expand as you type)</i>	<i>How you will mitigate the risk to environment:</i> N/A <i>(this box should expand as you type)</i>

Disclosure and Barring Service				
	If the research activity involves children or vulnerable adults, a Disclosure and Barring Service (DBS) certificate must be obtained before any contact with such participants.	YES	NO	N/A
7	Does your research require you to hold a current DBS Certificate?	☐	☐	☒
8	If YES, please give the certificate number. If the certificate number is not available please write "Pending"; in this case any ethical approval will be subject to providing the appropriate certificate number.			

SECTION I: Feedback, Consent and Confidentiality

1	Feedback What de-briefing and feedback will be provided to participants, how will this be done and when? <i>(this box should expand as you type)</i>
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. The consent will be explained verbally before inviting the participants for the the interview, as well as before the interview start. <i>(this box should expand as you type)</i>
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 personal data will be collected during the research activity

(this box should expand as you type)

SECTION J: Data Protection and Storage

	Does the research activity involve personal data (as defined by the General Data Protection Regulation 2016 "GDPR" and the Data Protection Act 2018 "DPA")?	YES	NO
1	"Personal data" means any information relating to an identified or identifiable natural person ("data subject"). An identifiable natural person is one who can be identified, directly or indirectly, in particular by reference to an identifier such as a name, an identification number, location data, an online identifier or to one or more factors specific to the physical, physiological, genetic, mental, economic, cultural or social identity of that natural person. Any video or audio recordings of participants is considered to be personal data.	☐	☒
If YES, provide a description of the data and explain why this data needs to be collected:			
2	(this box should expand as you type)		
	Does it involve special category data (as defined by the GDPR)?	YES	NO
3	"Special category data" means sensitive personal data consisting of information as to the data subjects' – (a) racial or ethnic origin, (b) political opinions, (c) religious beliefs or other beliefs of a similar nature, (d) membership of a trade union (within the meaning of the Trade Union and Labour Relations (Consolidation) Act 1992), (e) physical or mental health or condition, (f) sexual life, (g) genetics, (h) biometric data (as used for ID purposes),	☐	☒
If YES, provide a description of the special category data and explain why this data needs to be collected:			
4	(this box should expand as you type)		

	Will data from the research activity (collected data, drafts of the thesis, or materials for publication) be stored in any of the following ways?	YES	NO
5	Manual files (i.e. in paper form)?	☐	☒
6	University computers?	☐	☒
7	Private company computers?	☐	☒
8	Home or other personal computers?	☒	☐
9	Laptop computers/ CDs/ Portable disk-drives/ memory sticks?	☐	☒
10	"Cloud" storage or websites?	☒	☐
11	Other – specify:	☐	☒
12	For all stored data, explain the measures in place to ensure the security of the data collected, data confidentiality, including details of backup procedures, password protection, encryption, anonymisation and pseudonymisation:		

	<i>(this box should expand as you type)</i>
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Data Protection			
	Will the research activity involve any of the following activities:	YES	NO
13	Electronic transfer of data in any form?	☒	☐
14	Sharing of data with others at the University outside of the immediate research team?	☐	☒
15	Sharing of data with other organisations?	☐	☒
16	Export of data outside the UK or importing of data from outside the UK?	☐	☒
17	Use of personal addresses, postcodes, faxes, emails or telephone numbers?	☐	☒
18	Publication of data that might allow identification of individuals?	☐	☒
19	Use of data management system?	☐	☒
20	Data archiving?	☐	☒
21	If YES to any question, please provide full details, explaining how this will be conducted in accordance with the GDPR and Data Protection Act (2018) (and any international equivalents, where appropriate): Export Data from Google Form and save as excel format Import Excel data into SPSS for the data analysis <i>(this box should expand as you type)</i>		
22	List all who will have access to the data generated by the research activity:		
	Only myself <i>(this box should expand as you type)</i>		
23	List who will have control of, and act as custodian(s) for, data generated by the research activity:		
	Only myself <i>(this box should expand as you type)</i>		
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.		
	No data will be stored and all data will delete after the research completed. <i>(this box should expand as you type)</i>		
25	Please indicate if your data will be stored in the UWTSD Research Data Repository (see https://researchdata.uwtsd.ac.uk/). If so please explain. <i>(Most relevant to academic staff)</i>		
	N/A <i>(this box should expand as you type)</i>		
26	Confirm that you have read the UWTSD guidance on data management (see https://www.uwtsd.ac.uk/library/research-data-management/)	YES	☒



27	Confirm that you are aware that you need to keep all data until after your research has completed or the end of your funding	YES	☒
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SECTION K: Declaration

The information which I have provided is correct and complete to the best of my knowledge. I have attempted to identify any risks and issues related to the research activity and acknowledge my obligations and the rights of the participants. In submitting this application I hereby confirm that I undertake to ensure that the above named research activity will meet the University's Research Ethics and Integrity Code of Practice which is published on the website: https://www.uwtsd.ac.uk/research/research-ethics/		
1	Signature of applicant:	Henry Ho Date: 7 th Dec 2021

For STUDENT Submissions:

2	Director of Studies/Supervisor:	Dr Joe Leung	Date: 7 Dec 2021
3	Signature:	Joe Leung	

For STAFF Submissions:

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

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

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

RESEARCH STUDENTS 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:
<https://www.uwtsd.ac.uk/academic-office/appendices-and-forms/>