

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.

SECTION A: About You (Principal Researcher)

Full Name:		Ella Anne Walsh			
Tick all boxes which apply:		Member of staff:	☐	Honorary research fellow:	☐
Undergraduate Student	☒	Taught Postgraduate Student	☐	Postgraduate Research Student	☐

Faculty/School/Centre:	University of Wales Trinity Saint David
Campus:	Carmarthen
E-mail address:	1901075@student.uwtsd.ac.uk
Contact Telephone Number:	01267469251
For students:	

Student Number:	1901075
Programme of Study:	Early Years Education and Care
Director of Studies/Supervisor:	Dawn Jones

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): <i>Approval in principle must be obtained from the relevant source prior to seeking ethical approval</i>	Research Degrees Committee	☐			
	Faculty Research Committee	☐			
	Dawn Jones	☒			

SECTION C: Internal and External Ethical Guidance Materials

Please list the core ethical guidance documents that have been referred to during the completion of this form (including any discipline-specific codes of research ethics, and also any specific ethical guidance relating to the proposed methodology). Please tick to confirm that your research proposal adheres to these codes and guidelines.	
UWTSD Research Ethics & Integrity Code of Practice	☒
General Data Protect Regulation (GDPR)	☒
British Education Research Centre (BERA)	☒
Ethical Research Involving Children (ERIC)	☒

SECTION D: External Collaborative Research Activity

Does the research activity involve collaborators outside of the University?	YES	☐	NO	☒

If Yes, please provide the name of the external organisation and name and contact details for the main contact person and confirmation this person has consented to their personal data being shared.as part of this collaboration.					
Institution					
Contact person name					
Contact person e-mail address					
Has this individual consented to sharing their details on this form?		YES	☐	NO	☒
Are you in receipt of a KESS scholarship?		YES	☐	NO	☒
Is your research externally funded		YES	☐	NO	☒
Are you specifically employed to undertake this research in either a paid or voluntary capacity?	Voluntary	YES	☐	NO	☒
	Employed	YES	☐	NO	☒
Is the research being undertaken within an existing UWTSD Athrofa Professional Learning Partnership (APLP)	If YES then the permission question below does not need to be answered.	YES	☐	NO	☒
Permission to undertake the research has been provided by the partner organisation	(If YES attach copy) If NO the application cannot continue	YES	☐	NO	☒

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

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

SECTION E: Details of Research Activity

Indicative title:	Exploring the strategies used to support young children with ALN within Early years settings: Are they effective?		
Proposed start date:	September 2020	Proposed end date:	October 2020

Introduction to the Research (maximum 300 words)

Ensure that you write for a **Non-Specialist Audience** when outlining your response to the three points below:

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

Demonstrate, briefly, how **Existing Research** has informed the proposed activity and explain

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

Purpose of Research Activity

Data Resource Center for Child and Adolescent Health (2016-2020) state that nationally, between 2016 and 2017, 2.8 out of one-hundred children aged three to seventeen are diagnosed with Autism, making Autism largely prevalent in Early Years settings and increasing the importance of practitioners understanding the strategies needed to support children with Autism (Child Autism UK, no date, b).

Gordon, et al (2011) state that children with Autism improve their communication skills when interventions have taken place, therefore improving their social development because they can tell someone what they want whether it be through sign language or verbal speech. Furthermore, Bignell (2018) supports this as he states, children's long-term skills are impacted positively in aspects such as neurological, behavioral and social development when they are provided with support strategies.

In order to have a wider understanding, a combination of qualitative and quantitative research will be conducted, including observations, questionnaires and interviews, this is to enable triangulation and therefore enabling the research study to become more reliable (Salkind, 2010). Furthermore, the qualitative data within the questionnaires will allow for an ability to compare responses from parents in a graph, which will be assessed into understanding how

parents believe support has influenced the development of their child, as they spend the most time with the child, thus meaning they are more aware of changes in development (Wheeler and Connor 2010).

Research Question

What strategies do Flying Start use to support children with Autism and how effective are these?

Aims of Research Activity

The aim for the research study is to assess the efficiency of support implementations put into place for children with Autism within a Flying Start setting, to understand how to improve the ways in which practitioners can improve, and to know if any additional support strategies need to be put into place. As discussed by Vygotsky in the Zone of Proximal Development, understanding children's development enables practitioners to implement varied support strategies, dependent on what the unique child needs (Wass, Harland and Mercer, 2011).

Objectives of Research Activity

The proposed research study looks to identify successful strategies through observations, questionnaires and interviews, to support further understanding of how practices might support children with Autism. Methods utilised will enable an assessment of the strategies used and their effectiveness for supporting children, this allows for further discussions to provide more effective support within Flying Start practice.

Proposed methods

The manager of the setting and parents be provided with verbal and written information regarding this study, BERA (2019) emphasises the importance of gaining consent from the manager of the setting and the parents of the child, because it allows for the manager to understand the purpose of the study and whether the study will cause harm. Voluntary informed consent will be open throughout the research study, this gives parents and the manager of the setting the right to withdraw their consent at any time during the study, regardless of the progress in which the study has taken place (BERA, 2019). It is equally

important to gain a child's consent, and for the child to give voluntary informed consent, ERIC (no date) enforces this because a research would directly impact the children included.

To ensure that children's rights are upheld, the General Data Protection Regulation (GDPR) will be followed in ensuring children's personal information is not shared, this enforces children's rights to confidentiality (UKRI, no date).

The proposed research study intends to use a variety of methods, such as observations, questionnaires and interviews. These methods ensure that there is a combination of quantitative; using statistics and numerical data, and qualitative; using opinions and views (Bernard, 2013). The combination allows for triangulation which Heale and Forbes (2013) believes is important because it provides a wider understanding of a topic with varied information to support it, causing it to become more reliable.

The observation conducted will be focused on the six children's social and emotional development, because Autism is neurological and impacts these areas majority (Bignell, 2018: Menear and Neumieier, 2014). Smidt (2015) believes that observing children is important because it enables practitioners to provide sufficient support for every child, adapted to the needs that each individual child has. Additionally, Vygotsky believes that children should be continuously assessed and observation to understand the support that needs to be into place within the Zone of Proximal Development, because he believed that every child has individual development patterns and needs support in different ways to achieve developmental milestones (Clará, 2016).

Questionnaires will be given to 6 parents of the children observed, Wheeler and Connor (2010) state that parents are children's first educator in life; children spend most of their time at home with their parents, therefore they are more likely to notice any changes in their child's holistic development. Additionally, children are likely to be encouraged by their parents when they do activities together, therefore practitioners will work in partnership with parents to assist in encouraging the child with support strategies within their own home (Hallett and Hallett, 2010).

Lastly, a focus group interview will be conducted, this will include six practitioners, when a focus group interview is conducted, it allows for the practitioners to not only answer the questions the moderator provides, but it allows for a discussion with each other (Barbour, 2018). Barbour (2018) demonstrates this allows for unexpected information to be gathered,

which can allow for a deeper understanding of how Flying Start practitioners support children with Autism and how they combat unexpected challenges. Maheshwari (2019) states that a focus group interview allows for an understanding of opposing opinions on one topic, because not every practitioner is going to agree that certain strategies support children with Autism efficiently, this shows that the research study is not biased and discusses a variety of opinion. Additionally, a Dictaphone will be used during this interview because it would be difficult for the moderator to remember all the information or to write everything down (Take Note, 2020).

Location of research activity

Identify all locations where research activity will take place.

In a Flying Start setting within Carmarthenshire

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.

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

NO**YES**

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

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 For example, 'focus groups'. Please indicate the type of data collection method(s) in this box and tick the accompany box.	☐	☒
Details of any other primary data collection method: (this box should expand as you type)		

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

SECTION G: Intended Participants

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

Participant numbers and source	
Provide an estimate of the expected number of participants. How will you identify participants and how will they be recruited?	
How many participants are expected?	6 children 4 practitioners 6 parents
Who will the participants be?	Flying Start Practitioner Children aged 2-3 Parents of the children
How will you identify the participants?	Communication with the manager of the Flying Start settings

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

Information for participants:	YES	NO	N/A
Will participants be paid?	☐	☒	☐
Is specialist electrical or other equipment to be used with participants?	☒	☐	☐
Are there any financial or other interests to the investigator or University arising from this study?	☐	☒	☐

Will the research activity involve deliberately misleading participants in any way, or the partial or full concealment of the specific study aims?	☐	☒	☐
If YES to any question, please provide full details			
Using a Dictaphone during the interview with Flying Start practitioners.			

SECTION H: Anticipated Risks

Outline any anticipated risks that may adversely affect any of the participants, the researchers and/or the University, and the steps that will be taken to address them. If you have completed a full risk assessment (for example as required by a laboratory, or external research collaborator) you may append that to this form.		
Full risk assessment completed and appended?	Yes	☐
	No	☒
Risks to participants For example: emotional distress, financial disclosure, physical harm, transfer of personal data, sensitive organisational information		
Risk to Participant: A child or a practitioner may feel uncomfortable when being observed and assessed, when the investigator is making notes or whilst they are being filmed. This can cause emotional distress and affect the outcomes of the observation or interview. The observations on the children will be individually conducted, this could make a child feel excluded and embarrassed because they can see they are being watched. Parents of the child that is being observed may believe some of the questions are intrusive and may become offended by some of the question. This can cause a parent to completely refuse to participate	<i>How will you mitigate the Risk to Participant?</i> To mitigate this, there will be an understanding of voluntary informed consent and at any point the participants can withdraw this consent as stated with importance by ERIC (no date) and BERA (2019). Additionally, the Dictaphone will be placed into the setting for children to play with, which may allow for children to become accustomed to the device and not feel uncomfortable as much (Barnardos, 2016). The researcher will ensure that when discussing and informing the child of the observation, they discuss that the child is not the only one being observed, however the research is to not discuss what other children are being observed because the GDPR applies to everyone (UKRI, no date). To avoid this, parents will be informed that none of the questions are specific for them and there will be other parents provided with the same questionnaire. Additionally, the	

and can impact the relationship between the research and the parent because they may become angry with the practitioner. The Dictaphone recording, the questionnaires and the observation notes could be lost or accidentally shared with individuals that are not on a need-to-know basis. Practitioners and parents may feel like they have to reply question with a specific answer because they feel under pressure and may think that if they do not answer with a specific reply then they could become punished by the research or their manager.	questions within the questionnaire will ensure there is as little misinformation as possible and parents will be given the opportunity to not answer some of the questions. Parents will also be given the opportunity to leave and not complete the questionnaire (ERIC, no date). To prevent this, all data will be transferred to a digital device and the Dictaphone recording will be immediately deleted and the questionnaires and observation notes will be shredded. The digital device will be password protected, virus protected and kept in a locked cupboard. This ensures that no other individuals can access the private information (ERIC, no date: Restore, no date). The interview involving the practitioners will be located in the staff room which they are more accustomed to and comfortable with, and informed that there is no pressure to reply with anything specific and they will be informed that the purpose of the interview will be communicated with them for a second time. Parents and practitioner will be informed they can withdraw at any point if they feel uncomfortable or if they do not want to participate (BERA, 2019). As stated previously, Parents will also be informed they do not have to answer all of the questions, this would allow for parents to feel more relaxed when answering questions.
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

Risks to investigator

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

Risk to Investigator:

Policies within the setting could be broken accidentally by the researcher, this can cause the researcher to be accused of impropriety

The researcher may see or witness practice which causes concern.

How will you mitigate the Risk to Investigator:

To prevent this, the researcher will have a responsibility to read the policies of the setting and to become accustomed to the settings practice. They will do this by visiting the setting previous to the observation, questionnaire distribution and interview, where they will sit in within the classroom. This will also for the children within the setting to not become nervous of the researcher when they visit on the other occasions. A DBS will be provided to the setting to ensure they are aware that the researcher is safe to be within the setting (Government, no date).

Every individual that enters a setting has a responsibility to report any sign of abuse, whether it be from parents or the setting itself to the manager or if they are not comfortable with that then they can report it to the Social Services (Family Rights Group, 2007-2020: NSPCC, 2020). Care Inspector Wales (2020) shows the strategies in which a practitioner can use to raise concerns about the practice of the setting and the way in which they treat children.

When conducting on of the research methods, the participant could withdraw from it at any point, which can cause the research study to be prolonged. This can especially difficult if there is a time limit on the research study.	To mitigate this, there will be no time limit on the research study, this enable any changes in the original plan of the study to not affect the overall outcome of the study and if there is any additional information found out then the researcher can successfully include more relevant information (Rowley, 2012).
University/institutional risks For example: adverse publicity, financial loss, data protection	
Risk to University: The researcher fails to follow the policies of the setting, which negatively impacts the university as they are considered a student at the university. The researcher fails to follow legal responsibilities of a researcher in protecting participant data causing the university to be held responsible at not informing the researcher to uphold the data protection laws.	<i>How will you mitigate the Risk to University:</i> To mitigate this, the researcher is responsible for understanding and adhering to the policies of the setting, this is to ensure no children or practitioners are put in a position where they are at harm. The researcher will visit the setting prior to the arranged methods of research, this is for the researcher to understand how the setting runs and if there are any specific ways that they need to support the children who will be involved within the observation. It is also a responsibility to follow all confidentiality and the general data protection regulation laws, this will be further emphasised for the researcher to adhere to (UKRI, no date: ERIC, no date). Additionally, to enforce these, the researcher will ensure that all data physical will be kept in a locked cupboard or shredded once transferred onto a computer that will be password protected, virus protected and kept in the locked cupboard.

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

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

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

Previous to sharing the research study reports, all participants will receive the research study and there will be a meeting to discuss what everyone thinks of the research. This will allow for an understanding of whether a participant wants to withdraw from the research study and allows for the participants to ask any questions they make have.

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.

Prior to the conduction of the research study, parents and practitioners will be in meetings individually where the researcher will describe to them the purpose of the research study, what the aim is and what their part is within the research study including the children of the parents input. This allows for participants to ask any questions about the research study and allows for the participants to express their opinions on it. Then, parents and practitioners will be given letters of consent for them to sign, which will include everything during the meeting, how the research will be gathered, what will happen to the information included and the strategies in place to protect personal data as following with the GDPR (no date) guidance. Parents and practitioners throughout will be given the opportunity to withdraw consent at any time.

Once the letters of consent return, it will be required that they have a signature, otherwise the consent is invalid, and the research cannot be conducted with the participant.

The researcher will discuss with the child the research study in a lower language level, that is understandable by the child and they will ask the child if they want to participate. However, in some cases the child may be unable to understand or they may not be able to discuss verbally, in this scenario whilst the observation is being conducted, the practitioner will assess the child's non-verbal communication and will stop immediately if the child is demonstrating that they are uncomfortable or do not want to participate.

Emphasis on all forms, recordings within the Dictaphone, observation notes and questionnaires including personal data about the participants will be on no occasion distributed or allowed access to any individuals that are not part of the research study (Legislation, 2018b: UKRI, no date).

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.

To adhere to confidentiality laws (Legislation, 2018b) and GDPR (UKRI, no date) personal information that could be used to identify the setting, or the participants will not be used. The children and practitioners will be given pseudo names with this process because it prevents possible identification. Additionally, the Dictaphone recording will not be published and will only be used to assist in writing the research study and assessment of research methods.

SECTION J: Data Protection and Storage

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

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

<i>(this box should expand as you type)</i>		
Will the research activity involve storing personal data and/or special category data on one of the following:	YES	NO
Manual files (i.e. in paper form)?	☐	☒
University computers?	☒	☐
Private company computers?	☐	☒
Home or other personal computers?	☐	☒
Laptop computers/ CDs/ Portable disk-drives/ memory sticks?	☐	☒
“Cloud” storage or websites?	☐	☒
Other – specify:	☐	☐
For all stored data, explain the measures in place to ensure the security of the data collected, data confidentiality, including details of password protection, encryption, anonymisation and pseudonymisation:		
All data including the questionnaire paper, observation notes and Dictaphone recording will be transferred digitally onto a secure, password protected and virus protected computer which will be stored a locked cupboard in a locked office, to prevent any other individuals gaining access to personal data about the participants of the research study.		
All Data Storage		
Will the research activity involve any of the following activities:	YES	NO
Electronic transfer of data in any form?	☒	☐
Sharing of data with others at the University?	☐	☒
Sharing of data with other organisations?	☐	☒
Export of data outside the European Union or importing of data from outside the UK?	☐	☒
Use of personal addresses, postcodes, faxes, emails or telephone numbers?	☐	☒
Publication of data that might allow identification of individuals?	☐	☒
Use of data management system?	☐	☒

Data archiving?	☐	☒
If YES to any question, please provide full details, explaining how this will be conducted in accordance with the GDPR and DPA (and/or any international equivalent):		
In accordance with the general data protection regulation, the Dictaphone recording will be transferred to a secure computer, that only I and other need-to-know individuals know the password and it will be deleted immediately from the Dictaphone (UKRI, no date).		
List all who will have access to the data generated by the research activity:		
The researcher Ella Walsh and tutor Dawn Jones.		
List who will have control of, and act as custodian(s) for, data generated by the research activity:		
The researcher Ella Walsh		
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.		
All data recorded including observation recordings, the Dictaphone recording of the interview and the questionnaires that are transferred onto a digital device will be kept on a computer which will be password protected and virus protected for 5 years and then deleted to protect the confidentiality of the children, parents and practitioners (Legislation, 2018b: ERIC (no date).		
Please indicate if your data will be stored in the UWTSD Research Data Repository (see https://researchdata.uwtsd.ac.uk/). If so please explain. <i>(Most relevant to academic staff)</i>		
No		
Confirm that you have read the UWTSD guidance on data management (see https://www.uwtsd.ac.uk/library/research-data-management/)	YES	☒
	NO	☐
Confirm that you are aware that you need to keep all data until after your research has completed or the end of your funding	YES	☒
	NO	☐

SECTION K: Declaration

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

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

Signature of applicant:	Ella.A.Walsh	Date: 26/10/2020
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For STUDENT Submissions:

Director of Studies/Supervisor:		Date:
Signature:		

For STAFF Submissions:

Head of School/Assistant Dean:		Date:
Signature:		

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

☒	I have read the guidance notes supplied before completing the form.
☒	I have completed ALL RELEVANT sections of the form in full.
☒	I confirm that the research activity has received approval in principle
☐	I have attached a copy of final/interim approval from external organisation (where appropriate)

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

Reference List

Account Learning (2020) *Advantages and Disadvantages of Questionnaires*. Available at: <https://accountlearning.com/advantages-and-disadvantages-of-questionnaires/> (Accessed: October 22, 2020)

BERA (2019) *Ethical Guidelines for Educational Research*. London: BERA

Barbour, R. (2018) *Doing Focus Groups*. 2nd ed. London: Sage Publications

Barnardos (2016) *The Key Person Approach: Positive Relationships with Children in the Early Years*. Available at: http://www.donegalchildcare.com/wp-content/uploads/2015/08/Barnardos_KeyPersonBooklet_final-draft.pdf (Accessed: October 25, 2020)

Bernard, H. (2013) *Social research methods: Qualitative and quantitative approaches*. London: Sage Publications

Bignell, S. (2018) *Autism, Asperger's & ADHD: What You Need to Know. A Guide for Parents, Students and other Professionals*. Nottingham: My Child Services Publishing

Cache (2018) *The Real Impact of Underfunding in Early Years*. Available at: <https://www.cache.org.uk/news-media/the-real-impact-of-underfunding-in-early-years> (Accessed: October 23, 2020)

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