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

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 ***MyTSD Doctoral College Portal*** at (https://mytsd.uwtsd.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@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.

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:		Linghua Zeng			
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:	Education and humanity
4	Campus:	Swansea
5	E-mail address:	2308290@student.uwtsd.ac.uk
6	Contact Telephone Number:	7775582763
	For students:	
7	Student Number:	2308290

8	Programme of Study:	EdD
9	Director of Studies/Supervisor:	Dr Julia Holloway

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	☐		
		Dr Julia Holloway	☒	**19/5/2025**	

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	*Bera(2024) ethical guidelines for educational research*	☒

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**	☐
	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:	Investigating the Implementation of a Kindergarten-Based Curriculum in a Guilin Preschool: A Qualitative Case Study		
2	Proposed start date:	20/5/2025	Proposed end date:	29/9/2025
	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:** *Purpose of Research Activity* *Proposed Research Question* *Aims of Research Activity* *Objectives of Research Activity* Demonstrate, briefly, how **<u>Existing Research</u>** has informed the proposed activity and explain *What the research activity will add to the body of knowledge* *How it addresses an area of importance.*			
3	**Purpose of Research Activity** The purpose of this research is to gain an in-depth understanding of how a kindergarten-based curriculum is implemented in a selected kindergarten in Guilin, China. In recent years, kindergarten curricula in Guilin have gradually shifted from traditional collective teaching methods towards child-centred approaches that observe children to discover their needs. This approach is known as the kindergarten-based curriculum. The kindergarten-based curriculum places the kindergarten as the main body, with children and teachers forming its dual core. The development of this curriculum requires the participation of all kindergarten education staff in curriculum formulation, assessment, and related activities (Huang & Wu, 2020; Chen & Yan, 2001). Scholarly research emphasises that when implementing kindergarten-based curricula, various resources should be fully utilised, including: local cultural resources, natural resources, parental wisdom resources, and recycled materials from everyday life (Hao, 2014). Curriculum development requires teachers to observe children in daily activities, identify children's needs, utilise the most appropriate resources, and guide children's development (Chen, 2016; Zhong, 2023). However, little empirical research has been conducted to explore the practical execution and challenges faced by teachers and school managers in this transitional phase. Most of the literature on kindergarten-based curricula in Guilin, available in CNKI (China National Knowledge Infrastructure), primarily focuses on how local Zhuang culture is integrated into kindergarten programmes. However, there remains a significant research gap regarding the current state of kindergarten-based curricula in Guilin's kindergartens. This study not only aims to enhance understanding of the present curriculum practices in kindergartens across Guilin but also seeks to fill the existing research gap by providing empirical data. Furthermore, it intends to support early childhood education practitioners in Guilin by identifying current challenges and contributing to the improvement of local curriculum development. (this box should expand as you type)			
4	**Research Question** 1. How is the kindergarten-based curriculum implemented in the selected kindergarten in Guilin? 2. What challenges do teachers face during the implementation of the kindergarten-based curriculum?			

	3. How do kindergarten managers support teachers in developing and executing the kindergarten-based curriculum? (this box should expand as you type)
5	**Aims of Research Activity** This research aims to observe and document how kindergarten-based curricula are structured, delivered, and adapted within daily teaching practices. It seeks to investigate the challenges that teachers encounter in implementing this approach, particularly in balancing traditional teaching methods with more flexible, child-centred learning models. Furthermore, the study aims to understand how school leaders support teachers during this transition and manage necessary curriculum adjustments. By providing practical insights and reflective analysis from the perspective of frontline practitioners in Guilin, this research aspires to contribute to the limited empirical literature on kindergarten-based curriculum implementation in this region. (this box should expand as you type)
6	**Objectives of Research Activity** To address the research aims and answer the proposed research questions, this study will employ a combination of non-participant observation, document review, and semi-structured interviews. Each method is strategically selected to collect relevant data and provide comprehensive insights into the implementation and challenges of the kindergarten-based curriculum in Guilin. 1.To observe how the kindergarten-based curriculum is implemented in daily teaching and classroom routines. This objective will be achieved through non-participant observation. I will observe teachers during routine activities, focusing on how they design and deliver the curriculum, respond to children's needs, and make adjustments in real-time. These observations will help to capture authentic classroom interactions and the practical application of curriculum principles. 2.To understand the structural design and local cultural integration of the kindergarten-based curriculum. To meet this objective, I will conduct a document review of curriculum plans, lesson designs, activity schedules, and classroom layouts. This will provide insight into the planned structure of the curriculum and how local resources, particularly elements of Zhuang culture, are incorporated into learning activities. 3.To explore the perspectives of teachers and managers regarding the implementation of the kindergarten-based curriculum. This objective will be fulfilled through semi-structured interviews with six teachers and two managers. The interviews will focus on understanding their strategies, challenges, and experiences in implementing the curriculum. I will also explore how the shift from traditional methods to child-centred practices is managed and supported by the school. 4.To identify the challenges faced by teachers during the implementation process and explore how these are addressed. This objective will be addressed through a combination of non-participant observations and interviews. Classroom observations will reveal practical barriers during teaching, while interviews will allow teachers to reflect on their experiences and share the strategies they employ to overcome these challenges. 5.To examine how kindergarten managers support teachers in developing and executing the curriculum. This objective will be achieved through interviews with managers and a document review of relevant internal policies and training programmes. The aim is to understand how leadership provides resources, guidance, and professional development to facilitate curriculum delivery. By employing these methods, the study aims to provide a well-rounded analysis of how the kindergarten-based curriculum is structured, delivered, and supported in Guilin, while also identifying practical challenges and areas for improvement. (this box should expand as you type)
	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	This study adopts a Qualitative Case Study Design, informed by Constructivist and Interpretivist philosophical frameworks. These theoretical foundations assert that knowledge is co-constructed through social interactions and individual experiences, rather than existing as independent objective facts (Creswell, 2023; Mukherji & Albon, 2023). According to the definition of a kindergarten-based curriculum, it is primarily constructed by the kindergarten itself, with the collective contribution of all educational stakeholders. The curriculum is developed based on the experiences, daily practices,

and interactions of those involved. Therefore, this paradigm enables an in-depth exploration of how teachers interpret and implement the curriculum, as well as how managers support this transition. This allows me to gain a better understanding of the current situation of the kindergarten-based curriculum in the selected kindergarten.

Case Study Approach
This study selects one kindergarten in Guilin that is currently implementing a kindergarten-based curriculum as the research subject. The case study approach allows for an in-depth exploration of complex phenomena within a specific context, which is particularly suitable for understanding curriculum implementation and management support in educational research (Yin, 2018). Through the integration of multiple data sources, including Non-participant Observation, Semi-structured Interviews, Document Review, and the Mosaic Approach, the study aims to comprehensively present the process of curriculum design and execution.

Inductive Approach
This study adopts an Inductive Approach for data analysis. Unlike traditional hypothesis-driven research, the inductive method allows themes and patterns to emerge organically from the collected data (Thomas, 2006). As I am currently unfamiliar with the state of the kindergarten-based curriculum in the selected kindergarten, this method enables me to conduct open-ended exploration and use the collected data for analysis and generalisation.

1. Non-participant Observation
To understand how the kindergarten-based curriculum is implemented in daily teaching activities, I will employ Non-participant Observation. The observation targets include daily teaching activities in Nursery Class, Reception Class, Foundation Year Class, focusing on:

- How teachers design and implement teaching activities;
- Teacher-child interaction patterns;
- How teachers observe children during daily routines, identify their needs and reactions, and adjust the curriculum accordingly;
- Potential challenges teachers may encounter during their daily teaching.

Non-participant observation allows for the natural state of the teaching environment to be preserved while minimising researcher intervention, thereby ensuring the authenticity of the data (Cohen, Manion & Morrison, 2018; Patton, 2015). This method not only provides real data for the semi-structured interviews but also addresses Research Question 1 and Research Question 2.

2. Semi-structured Interviews
To gain a deeper understanding of teachers' and managers' perspectives on the kindergarten-based curriculum and the challenges they encounter during implementation, I will conduct Semi-structured Interviews. With the support of the kindergarten, I will purposefully select six teachers (two from each age group) and two managers (the principal and the curriculum coordinator) to participate in the interviews, based on voluntary consent.
The interview content will focus on:

- Their understanding of curriculum goals and design;
- Challenges encountered during implementation;
- The support provided by managers to teachers;
- Issues identified during non-participant observations.

Semi-structured interviews are guided by a general interview outline but allow for flexibility to explore emerging topics during the conversation (Bryman, 2016; Kvale & Brinkmann, 2009). This method primarily addresses Research Question 2 and Research Question 3.

3. Document Review
To better understand the structure and implementation of the curriculum, I will conduct a Document Review. This includes:

- Teaching plans and curriculum outlines;
- Activity schedules and classroom designs;
- Environmental layouts and curriculum displays.

Document analysis supplements observational and interview data, enabling me to comprehend the differences between the formal structure of the kindergarten-based curriculum and its practical

	operation (Bowen, 2009). This method is directly related to Research Question 1, providing formal records of how the curriculum is designed and executed. It also supports Research Question 3 by identifying resources and understanding how managers provide support to teachers. 4. Mosaic Approach With consent, I will use my mobile phone to take photographs of classroom displays, activity areas, and environmental layouts as visual records of curriculum implementation. This method aligns with the Mosaic Approach (Alison,2018), which illustrates curriculum localisation and environmental configuration from a spatial and material perspective. Additionally, during daily activities, I will take photographs to support my observation logs, ensuring that important behaviours and setups are not missed. All photographs will be pixelated to protect children's identities, and consent will be obtained from kindergarten managers, teachers, students, and their parents before any data collection begins. Furthermore, photographs taken for observation purposes will only be used as memory aids for my observation logs and will not be included in the final analysis. All photographic data will be destroyed and deleted after the completion of the course. Alison Clark (2018) 'Book review: Listening to Young Children: a Guide to Understanding and Using the Mosaic Approach. London: Jessica Kingsley ISBN: 9781909391260', *Scottish Journal of Residential Child Care*. CELCIS. Available at: https://doi.org/10.17868/strath.00084542. Bowen, G.A. (2009) 'Document Analysis as a Qualitative Research Method', *Qualitative research journal*, 9(2), pp. 27–40. Available at: https://doi.org/10.3316/QRJ0902027. Bryman, A. (2016) *Social research methods*. 5th ed. Oxford ; Oxford University Press. Cohen, L., Manion, L. and Morrison, K. (Keith R.B.) (2018) *Research methods in education*. Eighth edition. London: Routledge. Creswell, J.W. and Poth, C.N. (2023) *Qualitative inquiry and research design : choosing among five approaches*. Fifth edition. Thousand Oaks, California: Sage. Kvale, S. (2009) *InterViews : learning the craft of qualitative research interviewing*. 2nd [rev.] ed. London, [etc: Sage. Mukherji, P. and Albon, D. (2023) *Research methods in early childhood : an introductory guide*. 4th edition. London ; SAGE Publications Ltd. Patton, M.Q. (2015) *Qualitative research & evaluation methods : integrating theory and practice : the definitive text of qualitative inquiry frameworks and options*. 4th ed. Thousand Oaks, Calif: SAGE Publications, Inc. Thomas, D.R. (2006) 'A General Inductive Approach for Analyzing Qualitative Evaluation Data', *The American journal of evaluation*, 27(2), pp. 237–246. Available at: https://doi.org/10.1177/1098214005283748. Yin, R.K., Campbell, D.T. and Sage Publications, publisher (2018) *Case study research and applications : design and methods*. Sixth edition. Thousand Oaks, California: SAGE Publications, Inc. (this box should expand as you type)
	Location of research activity Identify all locations where research activity will take place.
8	a kindergarten located in Guilin, Guangxi Zhuang Autonomous Region, China. (this box should expand as you type)
	Research activity outside of the UK If research activity will take place overseas, you are responsible for ensuring that local ethical considerations are complied with and that the relevant permissions are sought. Specify any local guidelines (e.g. from local professional associations/learned societies/universities) that exist and whether these involve any ethical stipulations beyond those usual in the UK (provide details of any licenses or permissions required). Also specify whether there are any specific ethical issues raised by the local context in which the research activity is taking place, for example, particular cultural 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	The research will be conducted in China, where the researcher resides and is culturally and linguistically competent. There are currently no formal national-level ethical approval systems required for small-scale educational research within Chinese kindergartens, but local institutional permission will be obtained from the participating kindergarten. Written consent will be collected from all participants, including parents or guardians for any observation involving children. Special attention will be paid to cultural expectations around privacy, hierarchy, and parental authority, which may influence participation and disclosure. All data will be anonymised and treated confidentially in accordance with UK ethical standards. *(this box should expand as you type)*

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. *(this box should expand 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:		
	(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: Document review – including curriculum plans, teaching activity records, and environment-related materials (subject to school permission and anonymisation). Mosaic Approach – visual documentation of classroom artefacts, learning environments, and activity areas to capture the spatial and material dimensions of the kindergarten-based curriculum. All photographs will focus on the environment and curriculum-related displays, excluding identifiable images of children. (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?	Kindergarten Teachers (n = 6): Two teachers will be selected from each of the three age groups—Nursery Class, Reception Class, and Foundation Year Class—to ensure comprehensive representation of curriculum implementation across different developmental stages. Management Personnel (n = 2): This includes the kindergarten principal and the head of the curriculum team, both of whom will provide insights into curriculum design, resource allocation, and the support structures available for teachers. Additional Participants (up to 2): During fieldwork, if nursery assistants or university student interns are identified as actively involved in curriculum delivery, and they express willingness to participate, they may be invited for brief, focused interviews. Such inclusion will be contingent on the relevance of their roles to the study and proper ethical consent. Thus, the total number of participants is estimated to be a maximum of 10, subject to actual field conditions. *(this box should expand as you type)*
11	Who will the participants be?	Kindergarten teacher, head of teaching and research group, head of kindergarten, parents of students, nursery assistants，University student Interns in the Kindergarten *(this box should expand as you type)*
12	How will you identify the participants?	I will adopt a purposive sampling strategy for participant identification and recruitment, with the support of the kindergarten administration. All participants will be provided with a written information sheet detailing the study's purpose, procedures, and ethical considerations. Prior to participation, they will be required to sign an informed consent form. The recruitment process will be conducted in a neutral and transparent manner, ensuring voluntariness and avoiding any form of pressure or dependency. Kindergarten Teachers (n = 6): Participants will be recommended by the principal or the head of the curriculum team. Two teachers will be selected from each of the three classes (Nursery Class, Reception Class, and Foundation Year Class) to ensure that the curriculum implementation across different age groups is adequately represented. All selected teachers will have core teaching responsibilities and be capable of providing first-hand insights into curriculum delivery, challenges, and adaptations. Management Personnel: This group includes the kindergarten principal and the head of the curriculum team. These two participants, as representatives of the kindergarten's management, will provide strategic and

		administrative perspectives on curriculum development, localisation, teacher support mechanisms, and the overall curriculum structure. Additional Potential Participants: During the research period, if other individuals closely involved in curriculum implementation are identified—such as nursery assistants, student interns, or temporary project staff—they may be considered for brief interviews. Nursery Assistants: In Chinese kindergartens, each class is typically equipped with nursery assistants responsible for class care and teaching support. If their involvement in curriculum activities is evident, their perspectives could offer valuable insights into daily classroom practices. Student Interns: University student interns often bring fresh perspectives grounded in the latest early childhood education theories. Their observations and experiences within the kindergarten setting could provide additional reflections on curriculum practices and teacher-child interactions. Temporary Project Staff: Occasionally, external experts or researchers may engage with the kindergarten for specialised projects. Such experts often bring an understanding of curriculum development trends in Guilin and may offer strategic insights into the local adaptation of kindergarten-based curricula. If present during the research phase, and with appropriate permissions and voluntary consent, they may be invited for interviews. The inclusion of these additional participants will be strictly controlled, with no more than two individuals planned for participation. Any such invitations will be subject to ethical approval from the kindergarten and will require the same informed consent procedures as the primary participants. *(this box should expand as you type)*

	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			

	Questionnaires will not be used in this study. Therefore, question 19 is not applicable. *(this box should expand as you type)*

	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			
	(this box should expand as you type)			

SECTION H: Anticipated Risks

	Outline any anticipated risks that may adversely affect any of the participants, the researchers and/or the University, and the steps that will be taken to address them. If you have completed a full risk assessment (for example as required by a laboratory, or external research collaborator) you may append that to this form.		
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, transfer of personal data, sensitive organisational information		
	1. Potential Risks for Teachers 1.1 Emotional Pressure and Professional Anxiety During the interview, discussing teaching difficulties and curriculum challenges may trigger work-related stress. Teachers may worry that the interview content could be disclosed to management or colleagues, potentially affecting their professional relationships. Management may pay extra attention to the performance of interviewed teachers, leading to increased work pressure. 1.2 Privacy and Data Security Interview and observation records may contain specific descriptions of teaching details, curriculum adjustments, and student responses, raising concerns about information leakage. Teachers may worry that observation notes might be seen by management or colleagues, leading to misunderstandings or criticism. Even with pixelation, photographed classroom environments might still be	**1**. Data Collection and Privacy Protection Throughout the research process, I will strictly adhere to data protection and privacy safeguarding principles: During observations, I will minimise disruption to normal teaching activities by adopting non-participant observation, only recording teaching interactions and curriculum implementation details, without engaging in conversations with students or teachers. Before observations begin, I will conduct preliminary communication with teachers to clearly explain the purpose of the study, dispel any concerns about being "evaluated," and build basic trust, ensuring they can carry out their daily teaching activities as usual. All photographs taken will be pixelated to avoid displaying identifiable faces, and camera angles will be chosen to avoid disrupting children's activities. Participants will be informed about the purpose of the photographs, ensuring that the images are solely used for observational records and not for publication in academic papers. The data destruction timeline	

recognisable, potentially revealing specific classrooms or activity areas.

1.3 Anxiety from Being Observed

Since the teachers are recommended by the school, being observed during daily teaching may lead to changes in teaching behaviour, making it less natural.

Teachers may be concerned that observational data could be interpreted by management as a performance evaluation, rather than solely for research purposes.

1.4 Time Burden and Teaching Disruption

Interviews and observations may disrupt teachers' daily teaching plans, requiring extra preparation time.

If observations take place during class time, teachers may need to spend more effort stabilising students' emotions and maintaining classroom order.

2. Potential Risks for Management Personnel

2.1 Professional Reputation and Policy Conflicts

Managers may worry that the information shared during interviews could be interpreted externally as poor management.

If discussions around localising the curriculum are perceived as conflicting with broader educational policies, it may trigger internal questioning or criticism.

2.2 Privacy and Data Protection

Document reviews may involve internal operational details and policy documents, which could risk data leakage if not handled properly.

Managers might be concerned about how internal documents are handled by the researcher, particularly whether they are shared with external parties.

Potential Risks for Parents

3.1 Privacy and Information Security

The study involves photographing classroom environments, which may include images of children. Parents may worry about their child's information being exposed.

Even if images are pixelated, there remains a risk that specific activity areas or classrooms could still be identified.

Other Risks Associated with Interviews

4.1 Time Pressure

Participants may need to adjust their work schedules to accommodate the interview process, potentially disrupting their regular tasks.

4.2 Safety Risks

will be clearly communicated to alleviate concerns. If any photos are considered for public display, I will first communicate with the kindergarten and relevant personnel to ensure proper permissions are obtained.

All interviews will be conducted in a private and quiet space to ensure they are not interrupted by others. Interview content will be strictly confidential, known only to me and the interviewee, with no disclosure to third parties.

If participants have concerns about the interview content, they may request to review the transcripts of their own interview. I will arrange an appropriate time to show them their records, and participants will have the right to propose modifications if any ambiguous points are identified.

2. Interview and Observation Scheduling

All interview and observation arrangements will be fully communicated with participants before the study begins, ensuring that their daily teaching schedules are not disrupted.

I will provide several flexible time slots for participants to choose from, as well as options for on-site interviews or online interviews. Participants can select the method that best suits their convenience.

For online interviews via WeChat voice call, consent will be obtained beforehand, and participants will be informed in advance. All audio recordings will be securely stored to prevent external interference.

The duration of each interview will be controlled within 30 to 45 minutes, and I will fully respect participants' schedules to avoid disruptions to their regular teaching activities.

3. Data Storage and Security Measures

All collected data, including recordings, photographs, and observation notes, will be stored on an encrypted personal computer with dual password protection.

The device will be secured with anti-loss and anti-theft measures, such as avoiding the use of public networks for data transmission and preventing external copying.

Document review will only include non-sensitive materials, and any documents containing personal identity information will be de-identified.

The unified data destruction timeline will be: within one month after the research concludes and the final assessment grades are confirmed, all data will be thoroughly deleted, including recordings, notes, and photographs.

4. Venue Selection and Safety Assurance

	The location and environment of the interview may pose safety risks. Conducting interviews in remote areas may be unsuitable, and being alone during interviews may pose risks to both the participant and the researcher. 4.3 Venue Privacy and Interview Environment If the interview is conducted within the kindergarten premises, there is a risk of unintentional interruptions or conversations being overheard by others. If other staff members overhear the interview content, the participant may face additional questions or misunderstandings from colleagues. *(this box should expand as you type)*	All on-site interviews will be conducted in safe and private meeting rooms or offices, ensuring they are not interrupted by other personnel. During the interview, I will select rooms with windows and allow participants to decide whether to keep the window open or the door ajar, providing a sense of comfort and alleviating concerns about being alone. If participants feel more comfortable, they may choose to invite a colleague or a manager to accompany them during the interview, enhancing their sense of safety and trust. If a WeChat voice interview is selected, it will be arranged in a secure and private environment on both ends to ensure confidentiality. 5. Informed Consent and Withdrawal Mechanism Before the research officially begins, each participant will receive a written Participant Information Sheet, clearly outlining the purpose of the study, the research process, data handling, and the withdrawal mechanism. I will explain the contents of the consent form step by step, addressing any questions participants may have to ensure full understanding of the process. Participants will be informed that they have the right to withdraw from the study at any time, without providing a reason, and with no consequences. If a participant chooses to withdraw, all data related to them will be deleted within 24 hours, and the participant will be notified of the data removal. During the interview, if participants are uncomfortable with any question, I will inform them that they do not need to answer, and I will not follow up on that question a second time. 6. Document Review and Confidentiality Handling All materials collected during document review, including photos, will not contain children's personal information; only curriculum implementation, environmental settings, and activity plans will be recorded. After collection, the information will be available for review by the kindergarten and relevant personnel to ensure accuracy and transparency. All document records will be securely destroyed within one month after the research concludes and the final assessment grades are confirmed. No digital or paper-based copies will be retained.

		(this box should expand as you type)
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	
	The study does not address sensitive issues (e.g. abuse, criminal activity, drug use) and is not expected to elicit disclosures of such nature. If any concerns arise unintentionally (e.g. comments about institutional malpractice), these will be raised with the research supervisor and handled according to the University's ethical guidance. Participants will be informed via the consent process that any illegal disclosures may require reporting. *(this box should expand as you type)*	
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: 1. Physical Health & Safety Risks Conducting long non-participant observations and writing observation logs afterward may lead to physical fatigue and discomfort. Handling a large volume of interview content and performing data coding and analysis could result in physical strain and exhaustion. During in-person interviews, there may be potential safety risks if the researcher is alone with the participant in isolated locations. 2. Emotional and Psychological Risks Managing and analysing a large amount of interview and observation data may cause mental stress and emotional fatigue. In semi-structured interviews, encountering emotional fluctuations, expressions of dissatisfaction, or emotional venting from participants could create psychological pressure. Listening to negative stories or hearing about teachers' difficulties during interviews may lead to emotional resonance, affecting the researcher's own emotions. Observing conflicts among children, teacher anxiety, or managerial struggles during classroom activities may induce psychological stress. If participants explicitly refuse to answer certain questions, it may lead to awkwardness and affect the flow of the interview. If participants express dissatisfaction with management policies or curriculum implementation, the researcher might face challenges in presenting these views without causing tension with the kindergarten administration.	*How you will mitigate the risk to the investigator:* Throughout the research process, I will adopt a series of systematic and well-structured measures to minimise various potential risks, ensuring my own health and safety, the security and confidentiality of data, and the efficiency of time management. 1. Physical Health and Safety Protection During non-participant observations, I will schedule reasonable time slots to avoid prolonged continuous observation, ensuring sufficient breaks to alleviate physical fatigue. Additionally, I will plan observations strategically, focusing on key activities to minimise unnecessary data collection and physical strain. During the observation period, I will select safe and open environments, such as public activity areas in the kindergarten or monitored classrooms, to ensure quick assistance in case of emergencies. During interviews, I will prioritise locations with windows or semi-open spaces, allowing participants to choose whether to keep the door open or invite others to accompany them, reducing the risks associated with being alone during interviews. 2. Emotional Pressure and Psychological Well-being Management To mitigate emotional pressure during interviews and data processing, I will: Allocate work time reasonably, avoiding long periods of data processing and setting phased goals with appropriate breaks. When faced with participants' emotional venting or negative sentiments, I will adopt an empathetic listening strategy without becoming emotionally involved, maintaining a professional distance to reduce psychological impact.

	3. Data Handling, Security & Confidentiality Risks Recording and analysing detailed information involving children, teachers, and management require strict anonymisation, the removal of personal identifiers, and stringent data security measures. A large volume of collected interview recordings, observation notes, and photographs, if lost or leaked, could pose significant privacy risks to participants. 4. Time Management and Conflict Risks The researcher needs to balance the scheduling of observations, interviews, and data processing; poor time management could disrupt research progress. Interview and observation schedules need to align with teachers' daily teaching routines. Insufficient communication may disrupt their teaching plans and add to their workload. Improper time arrangements could also lead to coordination issues with management, potentially affecting the smooth progress of the study. *(this box should expand as you type)*	During observations and interviews, if I encounter conflicts or negative emotions, I will record them objectively but avoid intervening on the spot, thus maintaining neutrality and avoiding entanglement. 3. Data Handling and Security Management To ensure the security and confidentiality of all data collected during the research, I will: Store all data, including recordings, photographs, and observation notes, on an encrypted and double password-protected personal device, preventing unauthorised access. Data transmission will be conducted offline, avoiding the use of public networks to reduce the risk of data leakage. For personal information of participants, I will de-identify the data in a timely manner, using non-identifiable codes. The original personal information files will be stored separately and encrypted with passwords. In subsequent research stages, only anonymised data will be used. During data analysis, all identifiable information will be de-identified in advance, ensuring that interview content is solely used for academic research and will not be exposed or misused. After completing each interview, participants will have the opportunity to review their own interview transcripts. If any part is inaccurate or potentially misleading, they may request modifications or deletions. 4. Time Management and Coordination To ensure the smooth progress of the research, I will: Confirm suitable time slots with all participants in advance, offering flexible options, including on-site interviews or WeChat voice interviews. Control interview duration to 30–45 minutes, minimising disruptions to teachers' daily teaching schedules. All observation and interview arrangements will be confirmed one week in advance with the relevant individuals to avoid conflicts with lesson schedules. I will create a detailed time management plan, listing the objectives and deadlines for each phase of the research to ensure timely data collection, processing, and analysis. If any conflicts arise with teachers' teaching tasks, I will proactively adjust the schedule to avoid interrupting their daily routines.

		5. Document Review and Confidentiality Mechanism When reviewing relevant kindergarten documents, I will: Ensure that the documents reviewed do not contain any children's personal information, focusing solely on curriculum design, environmental layout, and activity plans. All reviewed materials will be securely destroyed within one month after the research concludes and final assessments are confirmed, with no electronic or paper copies retained. Before conducting the review, I will confirm with the kindergarten which documents are accessible and obtain formal authorisation. 6. Risk Response and Contingency Planning To manage potential unforeseen circumstances: Before each interview and observation, I will reconfirm the time and location with participants to avoid missing critical data collection opportunities. If unexpected events occur (such as a teacher's sudden leave or classroom adjustments), I will flexibly reschedule the observation or interview, rather than forcing completion. In terms of safety, all on-site observations and interviews will be conducted in pre-arranged, well-known locations; I will avoid travelling alone to unfamiliar or remote areas. *(this box should expand as you type)*
5	**University/institutional risks** For example: adverse publicity, financial loss, data protection	
	Risk to the University: Reputational risk If research data is mishandled, such as failing to adequately protect participant anonymity or if research findings are misrepresented or distorted, it could negatively impact the university's reputation. Failure to strictly adhere to the university's ethical review requirements or employing unapproved research methods during data collection and analysis could lead to ethical issues, potentially damaging the institution's reputation. The research involves collecting interview data from teachers and management staff, as well as classroom observation records. If this data is not properly encrypted, stored, and managed, it could result in information leakage, raising data protection concerns and potentially breaching the university's ethical and data management policies. This, too, could pose a reputational risk for the university.	*How you will mitigate the risk to the University:* I will ensure that all participants' information is strictly anonymised during data collection, storage, and analysis. Real names or identifiable information will not be recorded. Before the research begins, I will communicate thoroughly with my supervisor and the university's ethics committee to ensure that all research designs and data processing comply with the institution's ethical standards. For data storage, I will use encrypted storage devices, and all electronic data will be stored on a password-protected personal computer and a university-approved cloud storage platform to prevent unauthorised access. During the research process, I will perform regular data backups and ensure that sensitive information is not stored on non-encrypted devices. *(this box should expand as you type)*

	(this box should expand as you type)	
6	**Environmental risks** For example: accidental spillage of pollutants, damage to local ecosystems	
	Risk to the environment: Resource Waste and Environmental Impact: If the research relies heavily on paper-based materials, printed documents, or traditional methods of interview recording, it could lead to unnecessary resource consumption, particularly with excessive use of paper. *(this box should expand as you type)*	*How you will mitigate the risk to environment:* I will minimise paper usage by recording all interview notes, observation logs, and document reviews in electronic format, securely stored on encrypted digital devices. Reusable recording tools, such as tablets or laptops, will be used for observation notes to avoid unnecessary paper consumption. At the end of the research, I will ensure that all waste generated during the project is properly disposed of in accordance with the nursery and university's environmental policies, preventing any potential environmental impact. *(this box should expand as you type)*

	Disclosure and Barring Service			
	If the research activity involves children or vulnerable adults, a Disclosure and Barring Service (DBS) certificate must be obtained before any contact with such participants.	**YES**	**NO**	**N/A**
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.	**001240864654**		

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?
	At the conclusion of the research, I will prepare a comprehensive summary of key findings tailored to each participant group. I plan to hold a brief feedback meeting for teachers and managers and. All feedback will be anonymised and shared in accessible language. No identifiable information about individual children will appear in any feedback materials. The session will also include a space for open questions and clarification, should participants wish to follow up on the research. *(this box should expand as you type)*
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.
	Before beginning the study, I will explain the research aims, methods, and ethical principles to all participants through in-person meetings supported by written materials. I will obtain written informed consent from all adult participants, including teachers, managers. For children involved in classroom observation, I will collect written consent from their parents or guardians, coordinated via the school. I will use simple and accessible language in all written documents and explain the content verbally if needed. For parents, consent forms will be distributed and collected by class teachers to protect privacy. I will clarify that participation is entirely voluntary, that participants may withdraw at any time without explanation, and that they may choose not to answer specific questions or be recorded.

	If any participant does not wish to be recorded, I will provide a written option for them to indicate this. Should video or audio be permitted, I will ensure that I have obtained the appropriate venue-level approval and participant-specific consent. I will record using a password-protected device, and all recordings will remain accessible only to me. Images of children, if used for observational purposes, will be anonymised through techniques such as pixelation and never published in identifiable form. *(this box should expand 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.
	I will take strong measures to ensure that participants' identities and institutions remain confidential. I will apply pseudonymisation to all individuals and remove or obscure any identifying details (e.g. staff titles, class names, or locations). I will not publish the name of the nursery or the city. Only general descriptive terms will be used. All data will be stored on a password-protected personal device, with no data shared beyond myself and my academic supervisor. I will ensure that participant quotations used in reporting are paraphrased or anonymised where necessary. This will help prevent emotional discomfort and ensure participants' contributions are not linked to them individually. Children's visual data, if collected, will not be identifiable and will only be used for triangulation purposes during analysis. *(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	In this study, I will collect personal data in the form of: • Audio recordings of semi-structured interviews with teachers and managers (with consent); • Photographs of classroom materials, learning environments, and curriculum activities, which may occasionally include images of teachers and children (only with prior consent and appropriate measures to protect anonymity); • Observation notes that may contain contextual references to individuals, classroom interactions, and curriculum implementation details; • Consent forms with names and signatures (held separately from the main dataset). This data is essential to support a rigorous and contextually grounded analysis of how the kindergarten-based curriculum is implemented and experienced in the selected kindergarten. Interview recordings will enable me to accurately transcribe and interpret the perspectives of stakeholders, while photographs will provide visual documentation of curriculum activities and learning environments. Observation notes will serve as critical evidence of classroom practices and teacher-child interactions. Collecting this data will allow for effective triangulation across multiple sources, enhancing the reliability and credibility of the research findings. All data collection will strictly adhere to ethical guidelines, ensuring privacy and confidentiality. Pseudonymisation will be applied to all collected data, and it will be securely stored and used solely for academic assessment within my postgraduate programme. Consent forms will be stored separately and will not be linked to any analysis or publication.		

	(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:		
	To ensure data security, I will store all digital data on a password-protected laptop that is solely used by myself. Personal data (e.g., recordings, observation notes, consent forms) will be pseudonymised shortly after collection. A master file linking participant codes to identities will be stored separately and encrypted. For cloud storage, I will use our university-approved OneDrive account, only uploading files that have been anonymised or pseudonymised. Manual paper files, such as signed consent forms, will be digitised and shredded immediately after secure scanning. Backups will be maintained in encrypted folders, and no physical USB devices or memory sticks will be used unless encrypted. The use of pseudonymisation, password control, and role-based access ensures that participants' confidentiality is strictly preserved throughout the research cycle. All raw data will be retained securely until the end of the module's formal assessment and grade confirmation. After that, unless further ethical use is approved, all personal data will be permanently deleted. *(this box should expand as you type)*		

	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):		
	This project involves the collection of personal data in China, with subsequent processing in the UK. All data handling will comply with the General Data Protection Regulation (GDPR) and the UK Data Protection Act (2018). To ensure compliance and confidentiality, the following steps will be taken: - Audio or video recordings may be captured using a personal mobile phone. This device will be password-protected, and all files will be encrypted where possible. - Immediately after collection, files will be transferred via a secure, encrypted USB cable or Bluetooth connection to a password-protected laptop. The raw data will then be deleted from the mobile phone to prevent duplication or leakage. - Once transferred, data will be pseudonymised and stored in encrypted folders. A separate key file linking pseudonyms to real identities will be stored offline and never uploaded. - Anonymised or pseudonymised versions of the data may be backed up to institution-approved cloud storage (e.g., OneDrive) for redundancy and access during analysis. - No personal addresses, telephone numbers, or unnecessary identifiers will be collected. - All participants will be informed of data handling procedures and will provide written consent prior to data collection. - No data will be shared outside of the named research personnel, and no archival storage is planned. All data will be securely deleted after module assessment and grade confirmation. This workflow ensures that even during mobile-to-laptop transfer, all stages maintain high levels of confidentiality and data protection. *(this box should expand as you type)*		
22	List all who will have access to the data generated by the research activity:		
	Only the researcher *(this box should expand as you type)*		
23	List who will have control of, and act as custodian(s) for, data generated by the research activity:		
	Only the researcher *(this box should expand 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.		
	All data will be stored on a password-protected laptop and backed up to an encrypted, university-approved OneDrive account. Raw data collected from mobile devices (e.g., photos or recordings) will be transferred securely via USB and deleted from the device immediately after transfer.		

	The laptop will remain in the researcher's sole possession and used exclusively for academic purposes. Personal data will be pseudonymised before any form of analysis, and a separate file with identifying details will be kept offline in a secure folder. All data will be retained until the module assessment has been completed and the final grade has been confirmed. No data archiving is planned. Upon completion of the project, all files will be permanently deleted from both local and cloud storage. *(this box should expand as you type)*		
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. (*Most relevant to academic staff)*		
	No *(this box should expand as you type)*		
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**	☒

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:**	Linghua Zeng	**Date:** 9/5/2025

For STUDENT Submissions:

2	Director of Studies/Supervisor:		**Date:**
3	Signature:		

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 ONLY Once complete, submit this form via the **MyTSD 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 pgresearch@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.