

Design, conduct and critically evaluate a close-to-practice research project focusing on the model of the transformative teacher in developing practice that has a positive impact on the learner.

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1. Purpose of the Research

This essay aims to explore the benefits and drawbacks of using English in German language classrooms. This research will follow a case study approach and will be exploratory with the possible outcome of formulating a hypothesis for further research.

This research topic was chosen due to lesson observations carried out in a school which showed that English is predominantly used in modern foreign classrooms in that school despite the curriculum for Wales's claim of the usage of communicative language teaching (CLT) (Fitzpatrick et al., 2018).

Due to this, this research explores the thoughts and feelings of predominantly using English in a German classroom from the viewpoint of pupils and teachers. The gathered data will later be set in context with literature to be able to make recommendations for the future. Therefore, the research question is:

What are the perceived benefits and drawbacks of using English in a modern foreign classroom from the viewpoint of pupils and teachers?

The researcher is based in a secondary school in South Wales that caters to 1.221 pupils of which 229 are in sixth form (Estyn, 2020). 3% of the learners are classed as EAL learners (English as an additional language) (Estyn, 2020) in comparison to the national average of 19.5% (Strand and Lindorff, 2021).

2. Case Study

According to the Cambridge Dictionary (2022), a case study is defined as "[...] giving information about the development of a person, group or thing [...]". Gerring (2004) refers to it as an intensive study of a case. Whereas Yin (2017) states that it is used to understand phenomena (descriptive) completely or to clarify a situation (exploratory).

Exploratory case studies are used when the researched phenomena are deemed too complex for a survey, and there is no predetermined outcome (Yin, 2017). Therefore, this case study followed the exploratory approach because it aimed to explore the perception of pupils and teachers regarding target language usage.

The benefits of a case study are the proximity to a real-life situation and the possibility of studying a phenomenon or case while it is unfolding in practice (Yin, 2017; Flyvbjerg, 2006). This opportunity allows the researcher to gather data on a highly individual case and to see the big picture of the chosen case of phenomena (Yin, 2017, Flyvbjerg, 2006).

However, due to the highly individual nature of a case study, validity and reliability are considerable challenges to this type of research (Flyvbjerg, 2006; Quintão, Andrade, Almeida, 2020).

2.1 Validity

One of the main concerns in using case studies for research is validity because the findings and recommendations are not confirmable or deniable (Yin, 2017). Flyvbjerg (2006) further criticises that the process of data collection and analysis can be biased towards the researcher's opinions and not reflect the true feelings of the research objects. Another potential issue along those lines is that the researcher might be in the room, which can lead participants to answer differently than they would otherwise (Leung, 2015).

Validity used to mean to test what you are supposed to test and nothing else (Wallace, 1997). This type of validity is called internal validity, which means that any findings are based on the study and not because of something else (Quintão, Andrade, Almeida, 2020).

However, in more recent years validity has started to mean a multitude of other things as well as the previous meaning (Quintão, Andrade, Almeida, 2020). Validity now also encompasses external and construction validity. External validity is considered with the applicability of the research findings acknowledging that the findings are dependent on various factors including the cases and protocol put in place (Quintão, Andrade, Almeida, 2020).

Construction validity can be ensured by obtaining different views on the same case and by triangulation of the research findings (Quintão, Andrade, Almeida, 2020). In this case study interviews, questionnaires and literature will be used to ensure construction validity by using a data triangulation approach which will be discussed in the following.

2.2 Data Triangulation

Data triangulation is a method of collecting data using two or more approaches. This helps to improve the accuracy and reliability of the data, especially in qualitative research (Cohen et al.,

2018). Data triangulation also has the advantage of eliminating researcher bias, which is a drawback of case studies. (Cohen et al., 2018).

Yin (2017) mentioned 4 different types of triangulation:

1. through multiple sources
2. insolvent of different evaluators
3. multiple perspectives on the same data set
4. through different complementary methods

Due to the constraints in time and length of this assignment, only two triangulation methods have been used. Different sources (pupils, teachers, and literature) and different methods (survey and interview) have been used in an attempt to make the study valid.

2.3 Reliability

Reliability is one of the biggest drawbacks in case study research since it cannot be replicated in the same way. (Flyvbjerg, 2006). Another problem is that the findings and recommendations are not confirmable or deniable (Flyvbjerg, 2006; Cohen et al., 2018).

However, through data triangulation, and using questionnaires a degree of reliability can be achieved. Another way of achieving reliability is the exact discretion of the intentions of the case study and the questions used to make it replicable (Quintão, Andrade, Almeida, 2020).

3. Research method

The first step in the research was to define the sample of the case study. Cohen et al. (2018) recommend a sample size of at least thirty and the sample should represent the population being targeted.

There are 174,133 students in secondary education in Wales (GOV.Wales, 2021) but only 5,203 have taken a modern foreign language in GCSE (Collen et al., 2021). There are 324 schools in Wales, and if each school would offer a modern foreign language class, that class size would be on average 16 students. However, some schools do not offer classes or offer more than one language, reducing the amount of students further.

This led to my sample being composed of only 10 students and one teacher. Due to the small sample, this research is not representative on the whole, but it does reflect the population of students and teachers in modern foreign language education.

Two methods were used to make the case study valid: a questionnaire and an interview. The information gathered through these methods was used together with the literature review to undertake data triangulation. The following section will explain the research methods and acknowledge their limitations.

3.1 Questionnaire

The data from the school's pupils was gathered via Google Forms, a web-based tool, that allowed for easy completion of the survey.

However, online storage presents challenges in terms of data protection (Cohen et al., 2018). No email addresses or names were saved, and the data collected will be deleted either after passing the module or the latest in July 2024 to ensure confidentiality and anonymity. Additionally, all data is stored behind a firewall and password protection, as detailed in Appendix 4.

3.1.1 Question Design

The majority of the questions were close-ended to ensure the interpretation of the questions by all participants. Closed-ended questions have the advantage of reducing the likelihood of participants skipping questions (Harrison, 2007). Questions that asked for further details were open-ended, however, these questions were treated as additional information and were not used for the core research.

As this research is part of a degree, time and more importantly deadlines were an issue (Wallace, 1997), therefore having used an online questionnaire, reduced the time spent on gathering data. Another advantage is that it takes less time to interpret data when using closed-ended questions (Harrison, 2007). Furthermore, Google Forms has an embedded function to make graphs and compare data further reducing the workload.

However, data gathered this way only gives a simple statistic, because questions can be interpreted differently and there might not be enough answer options to truly reflect the feelings of the participant (Cohen et al., 2018).

Due to this limitation, the option of giving additional details was offered after each question in case students wished to express themselves differently in addition to giving their opinion with close-

ended questions (Cohen et al., 2018). Because this survey was filled out by pupils it was important to give the option of “not having an opinion”, “not knowing the answer” or “not applicable” as children are more likely to write something/click something than not respond (Cohen et al., 2018).

3.1.2 Administering the Questionnaire

The questionnaire was completed by pupils in the presence of the researcher which made it possible to answer any queries or uncertainties (Cohen et al., 2018).

Furthermore, it ensures a good response rate and completion of the data gathering on one occasion (Cohen et al., 2018). However, having the researcher present can put participants under pressure in terms of completing the questionnaire (Cohen et al., 2018).

To alleviate these issues students were made aware of the fact that there are no consequences for not participating or leaving the questionnaire without finishing (see Appendix 2). Furthermore, participants were informed of the purpose of the research on the cover letter of the questionnaire (see Appendix 2). According to Cohen et al. (2018), a cover letter should provide:

- the title
- the researcher
- the purpose
- the importance and benefits
- assurance of confidentiality and anonymity

These points were covered in the cover letter (see Appendix 2).

3.1.3 Ethics

To comply with ethical guidelines, consent and assent were ensured before and during the research.

The school participating in the research project has parental approval in place for students who want to take part in school projects. This research, therefore, is using the parental approval that has already been given by parents.

Pupils were asked to give assent at the beginning of the questionnaire. They were able to leave the questionnaire at any point without repercussions. Additionally, they were able to skip certain questions or make use of the attentional options as discussed before. As the research, I was not

able to see if students left or skipped questions until the end of the questionnaire ensuring that students were not pressured into answering.

In addition, their anonymity and confidentiality were protected by the usage of acronyms (class X), moreover, no names or email addresses were saved when pupils completed the questionnaire.

3.1.4 Reliability and Validity

One of the main issues while using a questionnaire is the low return rate (Cohen et al., 2018), which can make validity difficult. This was addressed by the researcher being in the room, so all pupils (who wanted to participate) completed the questionnaire concurrently. As this questionnaire was anonymous, it encouraged more honest responses (Cohen et al., 2018). However, the downside of this anonymity is that it becomes difficult to detect false or dishonest answers.

Another challenge with questionnaires is that respondents may interpret questions differently which can lead to distortion of data (Cohen et al., 20018). To address this issue, it was important to pilot the questionnaire before conducting the actual data collection. This helped to ensure better reliability, validity and usability (Morrison, 1993). Additionally, the research was in the room to clear up any misunderstandings.

Based on Cohen et al. (2018), the sample size is a crucial aspect when designing a questionnaire and a case study. A sample that is too small or large can potentially distort the collected data and interrupt the analysis process (Morrison, 1993). However, since the case study was solely focused on the perceptions of pupils and teachers and no statistical analysis was conducted, the relatively small sample size did not have an impact on this particular case study.

3.2 Interview

An interview is used to gather information about a specific topic (Tuckman, 1972), and identify variables and relationships within and outside of the topic (Cohen et al., 2018). The following section will discuss the interview process, the strengths and limitations, the design of interview questions, and the interview itself. It will also explore the reliability and validity of interviews and will probe briefly into ethical considerations.

3.2.1 Design and Interviewing

The interviews were held with a guide approach. In this approach, the topic (English use in German classroom) is known to the interviewee and they would receive an outline of the interview (Cohen et al., 2018). In the interview itself, the interviewer decides on the sequencing of the questions.

While this approach has the advantage of getting comprehensive data from the participant, it has the disadvantage of repeatability. Since the interviewer is free to sequence the question as it fits the purpose it may result in widely different responses from different interviewees (Cohen et al., 2018) and the results would be difficult to compare.

According to Hannock et al. (2021), there are several guidelines a researcher should follow:

1. Identify key participants
2. Develop an interview guide
3. Consider the setting of the interview
4. Find a way to record data
5. Follow legal and ethical requirements

The participant for this case study was the class teacher of year X, the participant will be called Y. Due to time constraints and the limitations of the assignment, only one interview partner was selected. Y was chosen because their opinions were valuable in answering the research question, and they possess significant experience in the field that was researched. The questions for the interview guide were designed ahead of time to gain valuable insight into the research matter (Hannock et al., 2021). The majority of the questions were open-ended because they are flexible, allow for testing and allow for going into depth (Cohen et al., 2018).

According to Cohen et al. (2018), interviews are not merely data collections but rather social encounters. Thus, it is essential to create an appropriate atmosphere which allows participants to speak freely (Cohen et al., 2018). In order to obtain high-quality information, Hannock et al. (2021) suggest a private, neutral and distraction-free location.

For this research, the interview was conducted in the classroom of Y in a free lesson to minimise interruption of school life and to have a private room.

However, it needs to be acknowledged that the room was not entirely neutral or distraction-free, but due to the set-up of the school, this was the best possible location as it minimised interruptions and saved Y's time.

Choosing recording methods is a compromise between the richness of data and the comfort of the participants (Cohen et al., 2018). Handwritten records are less intrusive but they may lack detail (Hannock et al., 2021). The interview could be recorded to have the opportunity to go through the answers in depth (Cohen et al., 2018). However, Seth et al. (2022) estimate that for every hour of interview, 10 hours of transcription are required. Therefore, handwritten notes will be used in place of transcription for this case study.

However, the loss of valuable information such as tone of voice, emphasis, exact wording or mood (Cohen et al., 2018) amongst other things needs to be acknowledged and considered when analysing the gathered data.

Lastly, the interview needs to adhere to ethical rules, for example: an interviewee should not be deceived and an interviewee should be protected (Hannock et al., 2021). According to Cohen et al. (2018), there are three main areas of ethical issues:

1. Informed consent
2. Confidentiality
3. Consequences of the interview

Y is over 18 years old, therefore they were able to give consent, furthermore, they were fully informed about the purpose of the research and made aware that there were no consequences to either not participating or to leaving the interview at any point. The confidentiality and anonymity of Y were ensured by using aliases (Y and class X), moreover, any information was kept in password-protected files which will be deleted by the 31st of June 2024. These three ethical issues were addressed fully in the ethics form (Appendix 4).

3.2.2 Reliability and Validity

Research bias is a persistent challenge to the validity of the research (Cohen et al., 2018). To mitigate bias, interviewers need to avoid seeking answers to validate their own beliefs, and reduce misunderstandings and expectations (Cohen et al., 2018). As this case study is focused on the feelings and opinions of the participants and no measuring took place the interviewer's beliefs were reduced as no hypothesis is trying to be proven. Possible misunderstandings were mitigated by piloting the interview questions. Silverman (1993) mentioned that piloting the interview and training interviewers can help achieve reliability.

However, as this interview was carried out in the form of a guided interview, reliability is difficult to achieve due to the possibility of changes in wording and sequencing of questions. The interview questions are in Appendix (1) to achieve reliability and validity.

4. Data presentation and analysis

Peel (2020) suggested a 6 step process in gathering and analysing data when using a thematic data analysis approach:

1. Collecting
2. Engaging with data
3. Coding data
4. Generating code categories
5. Conceptualising themes
6. Contextualising and representing the findings

However, when qualitative data is being analysed it is likely to not be completely accurate as the researcher brings their preconceptions and preferences into it (Cohen et al., 2018). Therefore, the validity of the research is based on the detailed understanding of the data that was collected and analysed (Duran et al., 2006). Furthermore, the researcher needs to be self-aware and monitor the process closely (Peel, 2020) for the analysis to be valid.

4.1 Engaging and Coding Data and Categorization

To set out the data to be analysed, Braun and Clark (2006) suggest becoming familiar with the data by re-reading the gathered data and taking notes on any observations. The next step then is to create initial codes and labels to represent the features of the data (Braun and Clarke, 2006). These codes are building blocks to identify patterns and their underlying meaning (Clarke and Braun, 2017). Merriam (2009) suggests identifying meaningful segments of the data that reveal any information relevant to the research question.

Once these codes are made the researcher can identify ideas and concepts (Braun and Clarke, 2006) and reduce the codes into categories (Creswell, 2013). After the data has been condensed into a more manageable size they can then be conceptualised and contextualised to present the findings.

4.2 Conceptualisation and Contextualisation

In stage 5 the data codes are scrutinised for meaningful patterns, which will be defined and put in relation to literature (Braun and Clarke, 2006). The final step is to combine the different sets of data (Braun and Clare, 2006) and present a detailed picture (Crewell, 2013) of the data gathered in

the form of graphs, tables and networks (Miles et al., 2014). From this presentation, it is then possible to draw conclusions and recommendations for the future.

5. Literature review

Since the late 19th century language teaching has had many different approaches and methods (Richards, 2015). It started with the grammar-translation method (Richards, 2015), which focused on translating on paper between languages. The emphasis was on reading and writing (Lightbrown and Spada, 2006), there was no importance placed upon speaking.

This method fell out of favour at the start of the 20th century, as people travelled more and needed to communicate face-to-face. Out of this necessity, the direct method was introduced. This method moved away from translating and was based on the idea that language can be learnt inductively through immersion and direct exposure to the target language. The goal was to minimise the usage of the learners' native language (Richards, 2015).

However, in the 1920s the usage declined significantly since it required teachers to have high levels of teaching skills and language fluency, furthermore, there were fewer resources to support teachers. At that time, a new method was introduced that focused on the gradual build-up of words and structures and was a reading-based approach (Cook, 2008).

Following on from this approach, the audio-lingual method was designed (Richards, 2015). The audio-visual method was based on oracy. According to this method language learning should be based on listening (input) and speaking (output) (Richards, 2015). It was based on behaviourism insofar that it stressed repetitive drills and pattern practice to develop automatic language responses (Richards, 2015).

However, none of the previous methods took into consideration the cognitive part of learning a language. Due to this, a new approach was introduced in the 1970s. This approach focuses on the notion that language is built and learners' mental skills, memory and problem-solving skills are integral to learning a language (Richards, 2015; Lightbrown and Spada, 2006). In this approach, learners readjust the learnt content to accommodate new information (Richards, 2015).

These theories started falling out of favour in the 1970s (Richards, 2015) because new paradigms came in language theory and language learning theory. Cognitive and interactive views challenged the behaviourist view of repetition and mimicking (Lightbrown and Spada, 2006). Language was therefore not seen as a combination of fixed patterns and rules but also as a cognitive process

(Richards, 2015). Out of these changes, *communicative* teaching and the method of communicative language teaching (CLT) emerged. This theory is still in use now in Wales and is one of the methods for modern foreign language teaching (Fitzpatrick et al., 2018). Another method invented was content and language-integrated learning (CLIL) (Richards, 2015). The idea behind this theory is that students learn a language better when they use the language to acquire information (Richards, 2015). Nowadays it is used to teach certain subjects through the medium of a second language (Richards, 2015; Coyle et al. 2010). For example, they were learning Biology through the medium of German rather than through English.

5.1 Current Methods in Wales

When CLT appeared linguists concluded that grammar-based methods are only focusing on grammatical competence but forgetting about proficiency (Richards, 2015).

Therefore, they wanted to include a communicative part, so that students would be able to for example narrate things, and make complaints or suggestions (Richards, 2015). In other words, they wanted students to be able to interact in the target language in everyday situations.

The starting point for curriculum and lesson planning was no longer grammar, but the usage of the language in different situations (Cook, 2008).

Common activities in the classroom are information gap-fills, jigsaw activities or task-completion activities. These different activities all have in common the need to communicate in some way to fulfil the task. It is making use of collaborative learning in pairs and small groups (Richards, 2015)

CLIL and CLT are part of the new curriculum for Wales (Hwb, 2024) as they create opportunities for language development during meaning-focused activities. In CLIL the learner is supposed to create their knowledge rather than just acquire it (Richards, 2015).

All the approaches and methods discussed so far differ much from each other, however, they have in common, except for the grammar-translation method, an emphasis on the target language (Cook, 2008).

6. Results

The following will analyse the results from the research and put them in relation to the literature to give recommendations for the future.

In class X, students speak Welsh, English and German; 22% also speak a fourth language. Therefore, most of them are familiar with learning languages and have most likely found their preferred method of learning.

The students enjoy learning about the differences between German and Welsh cultures. One student particularly likes that the class size is smaller, which allows for more individual attention and teamwork. The focus on multilingualism and cultural acceptance aligns with the Curriculum for Wales and its goal of creating a society that values diversity and embraces new ideas (Hwb, 2024).

During classes, the students estimate that they use English between 50% - 70% of the time (Figure 1). However, their teacher claimed that the true figure was closer to 90%. Occasionally, a lesson is taught predominantly in German. Nevertheless, 77,8% of the students would like to use more German in their lessons to be better prepared for the world outside of school.

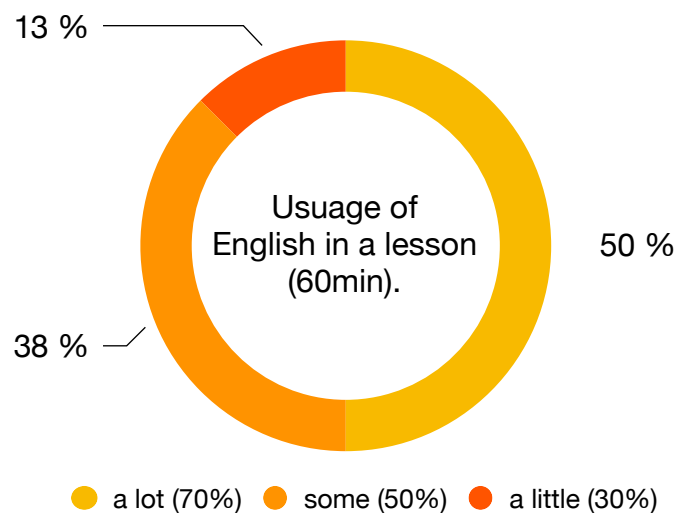


Figure 1

The reasons for the usage of English are multifaceted, but they come back to one central theme: *understanding*; according to the views of teachers and students. Some of the students mentioned that they found it easier to understand German grammar, could participate more actively in class and improve on grammar rules and gender usage easier when they were taught through the medium of English.

Lightbrown and Spada (2006), Richards (2015), and Cook (2008) agree that for time-saving and grammar understanding amongst other things, the usage of the first language can have benefits that should be explored.

However, the students also acknowledge some of the drawbacks of using English. Some of the answers included difficulty learning the pronunciation, the challenge is not as high, and there is an over-reliance on English and not being used to speaking in German. Some of the literature suggests

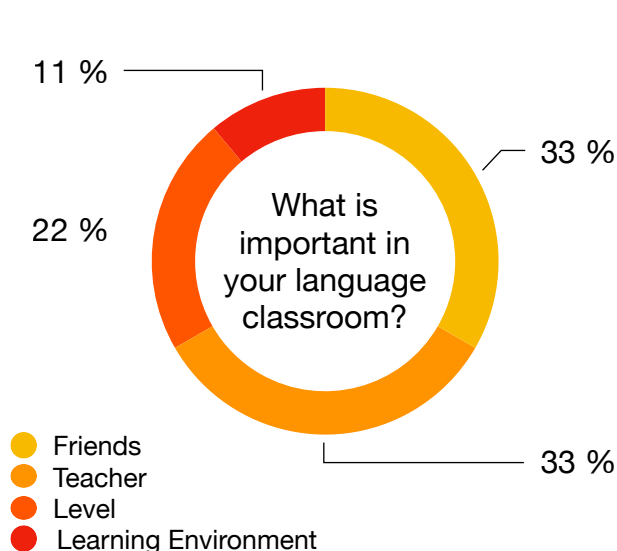
that over-reliance on using their first language can inhibit the ability to learn a second language to a high degree (Richards, 2015; Cook, 2008)

The teacher also drew attention to the increased content of the GCSE and A-level examinations and the changes in what the students need to know (Blow and Myers, 2022). Y also mentioned that due to the intricacies of understanding and teaching the German language, it is impossible to cover all the content while speaking exclusively in German as understanding and teaching through a second language takes longer (Richards, 2015).

According to the students they spent approximately 15 minutes on reading, 20-30 minutes on writing, 10 minutes on translation tasks, and the remaining time was dedicated to speaking activities or games. This teaching approach contradicts the vision of the Curriculum for Wales, which emphasises communication as a priority (Hwb, 2024) and their proposed approach of CLT and CLIL (Fitzpatrick et al., 2018).

However, the teacher was not aware of that and explained that the classes are taught with the GCSE and A-level exams in mind, therefore all tasks mimic the exam and are not focused on communication. This is in part due to the amount of content they have to cover (Blow and Myers, 2022). The teacher said: “We teach for exams, not communication” (Teacher Interview, 2024).

Another reason Y advocated for not using German in class was the lower resilience of learners (Estyn 2020) and that students were scared of making mistakes. Y said, “They’d rather not do something than do it wrong.” (Teacher Interview, 2024). Linked to this, the teacher sees a problem with students not realising the importance of learning a foreign language as they believe that everyone speaks English, even though only 18.07% of the world’s population speaks English (Dyvik, 2024).



Generally speaking for the students of this school it is important to have a good teacher and friends and to achieve a good level (Figure 2). The main drawbacks they see are their lack of hearing and using German and their reliance on English which are some of the drawbacks of the literature as mentioned. The positive points are the ease of communication and the amount of work that can be done in a class which the teacher agreed with.

Figure 2

7. Conclusion

In conclusion, the administration of the survey and the interview worked well and neither students nor the teacher had problems in answering the questions. The wording of the questions was understood by both and relevant data was collected.

However, the sample of the study was very small, therefore a generalisation is hard to archive. Additionally, Flvybjerg (2006) said that case studies are impossible to generalise, however, Cohen et al. (2018) said that they can be generalised if the reader can see the application of the study. In this context, the reader needs to understand the small class sizes across Wales in modern foreign languages to see the application of the study.

In conclusion, the methods chosen for the case study were reliable and valid to the degree described. However, a more structured interview with a set sequence of questions would have helped keep the interview concise and focused on the topic as well as increasing the validity and reliability. Since the interview was semi-guided it digressed from the actual topic at times.

This research has helped me to advance my knowledge of conducting research and archiving one of professional teaching standards. The strand “wider reading and research findings” details the engagement with research in the community (Welsh Government, 2019). However, in the future, I would not use a case study approach as it is somewhat unreliable and not replicable. An action research approach might give similar results but have fewer issues with reliability and validity (Meyer, 2000). For that, I will focus my professional learning on acquiring the skills to do this type of research rather than use a case study approach.

8. Recommendations

Based on this report the recommendations for the future would be to use more German in the class as it is a focus in the new curriculum for Wales but students also expressed their wish to use more German. This could happen by scheduling speaking slots every class so students are prepared for it which could might help them overcome their reliance on English.

In terms of professional training, teachers could look at “English as a Second Language” (ESL) teaching in which even A1 (absolute beginners) are taught through the target language rather than through their native language without taking significantly more time.

In terms of the GCSE content, there is nothing the school or the teacher can do to reduce it. The GCSE will be changed this year (Walker, 2022) so there might be a reduction in content or a

different exam composition that will result in more focus being placed on communication rather than studying for an exam.

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1. Questions for the interview (translated into English)

1. What language is used mostly in classes?
2. Why do you choose _____ mostly in classes?
3. What are the reasons for and against using English or German predominately?
4. What do you use each language for?
5. What are some common problems in classes?
6. What is the most important thing in language classes?
7. Have language classes changed over the years?
8. What do you think about the new GCSEs? Will it help students?

What are the perceived benefits and drawbacks of using English in a modern foreign classroom from the viewpoint of pupils and teachers?

Dear Participant:

My name is Sarah Kabsch and I am currently studying at University of Wales Trinity Saint David. For my final assignment, I am exploring the usage of English in German language classes. Because you are a student of German, I am inviting you to participate in this exploratory research by completing the attached survey.

The research question for this essay is:

What are the perceived benefits and drawbacks of using English in a modern foreign classroom from the viewpoint of pupils and teachers?

The following questionnaire will require approximately 10 minutes to complete. In order to ensure that all information will remain confidential, please do not include your name. The gathered information will be shared with the University in the form of an essay; all raw data will be deleted no later than July 2024.

The participation is voluntary; you can refuse to participate at any time and leave the survey without repercussion.

Thank you for taking the time. If you would like a summary of the findings of this study please let me know (by either telling me directly) or by sending me an email to 2308186@student.uwtsd.ac.uk.

If you require additional information or have questions, please let me know.

Sincerely,

Sarah Kabsch

2308186@student.uwtsd.ac.uk

University Tutor:

Jo Bamsey

jo.bamsey@uwtsd.ac.uk

1. Do you speak any other languages apart from (English, Welsh) and learning German?

2. What do you enjoy most in your language classes?

3. How much English do you use in your language classes?

Mark only one oval.

☐ mostly English (90%)

☐ a lot (70%)

☐ some (50%)

☐ a little (30%)

☐ occasionally 5 - 10

☐ none (0%)

☐ I don't have an opinion

☐ I don't know

☐ Not applicable

☐ Other: _____

4. Would you like to give any additional information?

5. What are the advantages of using English in class?

(bullet points is enough)

6. What are the disadvantages of using English in class?

(bullet points is enough)

7. Do you want to use more/less German?

Mark only one oval.

- ☐ Yes
- ☐ No
- ☐ I don't have an opinion
- ☐ I don't know
- ☐ Not applicable

8. What are the most common tasks you do in class?

Tick all that apply.

- ☐ translation
- ☐ reading
- ☐ speaking
- ☐ games
- ☐ listening
- ☐ I don't have an opinion
- ☐ I don't know
- ☐ Not applicable
- ☐ Other: _____

9. How much time do you spent on the actives mentioned in the previous question?

Mark only one oval per row.

	5 min	10 min	15 min	20 min	30 min	40 min	50 min	60 min
Reading	☐	☐	☐	☐	☐	☐	☐	☐
Writing	☐	☐	☐	☐	☐	☐	☐	☐
Translation	☐	☐	☐	☐	☐	☐	☐	☐
Games	☐	☐	☐	☐	☐	☐	☐	☐
Listening	☐	☐	☐	☐	☐	☐	☐	☐

10. Can you think of any other activities you do? And if yes, how much time do you spent doing them?

11. What do you think is most important in your language classes?

Mark only one oval.

- ☐ friends
- ☐ teacher
- ☐ high grades
- ☐ fun
- ☐ level (e.g. how well you can speak the language)
- ☐ I don't have an opinion
- ☐ I don't know
- ☐ Not applicable
- ☐ Other: _____

12. Would you like to give any other information?

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Parent / Carer Acceptable Use Agreement

Digital technologies have become integral to the lives of children and young people, both within schools and outside school. These technologies provide powerful tools, which open up new opportunities for everyone. They can stimulate discussion, promote creativity and stimulate awareness of context to promote effective learning. Young people should have an entitlement to safe internet access at all times.

This Acceptable Use Policy is intended to ensure:

- that young people will be responsible users and stay safe while using the internet and other communications technologies for educational, personal and recreational use.
- that school systems and users are protected from accidental or deliberate misuse that could put the security of the systems and users at risk.
- that parents and carers are aware of the importance of online safety and are involved in the education and guidance of young people with regard to their on-line behaviour.

The school will try to ensure that students / pupils will have good access to digital technologies to enhance their learning and will, in return, expect the students / pupils to agree to be responsible users. A copy of the Student / Pupil Acceptable Use Agreement is attached to this form, so that parents / carers will be aware of the school expectations of the young people in their care.

Parents/Carers are requested to sign this form below to show their support of the school in this important aspect of the school's work.

Parent / Carers Name

Student / Pupil Name

I know that my son / daughter has signed an Acceptable Use Agreement and has received, or will receive, on line safety education to help them understand the importance of safe use of technology and the internet – both in and out of school.

I understand that the school will take every reasonable precaution, including applying monitoring and filtering systems, to ensure that young people will be safe when they use the internet and ICT systems. I also understand that the school cannot ultimately be held responsible for the nature and content of materials accessed on the internet and using mobile technologies.

I understand that my son's / daughter's activity on the ICT systems will be monitored and that the school will contact me if they have concerns about any possible breaches of the Acceptable Use Agreement.

I will encourage my child to adopt safe use of the internet and digital technologies at home and will inform the school if I have concerns over my child's online safety.

Signed

Date

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:	Sarah Kabsch			
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:	Yr Athrofa - centre
4	Campus:	Swansea
5	E-mail address:	2308186@student.uwtsd.ac.uk
6	Contact Telephone Number:	

For students:		
7	Student Number:	2308186
8	Programme of Study:	PGCE in secondary education
9	Director of Studies/Supervisor:	Jo Bamsey

SECTION B: Approval for Research Activity

1	Has the research activity received approval in principle? (please check the Guidance Notes as to the appropriate approval process for different levels of research by different categories of individual)	YES	☒	NO	☐
					Date
2	If Yes, please indicate source of approval (and date where known): Approval in principle must be obtained from the relevant source prior to seeking ethical approval	Research Degrees Committee	☐		
		Institute Research Committee	☐		
		Other (write in) Jo Bamsey	☒	14/03/24	

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	British Educational Research Association (2018) <i>Ethical guidelines for educational research</i> , 4th edn. Available at: https://www.bera.ac.uk/researchers-resources/publications/ethical-guidelines-for-educational-research-2018 [Accessed 14 March 2024]	☒

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:	What are the perceived benefits and drawbacks of using English in a German (year 10) language classroom from the viewpoint of pupils and teachers.			
2	Proposed start date:	08/04/24	Proposed end date:	31/06/24	
Introduction to the Research (maximum 300 words per section) Ensure that you write for a <u>Non-Specialist Audience</u> when outlining your response to the points below: <i>Purpose of Research Activity</i> <i>Proposed Research Question</i> <i>Aims of Research Activity</i> <i>Objectives of Research Activity</i> Demonstrate, briefly, how Existing Research has informed the proposed activity and explain <i>What the research activity will add to the body of knowledge</i> <i>How it addresses an area of importance.</i>					
3	Purpose of Research Activity To explore the perceived benefit and drawbacks of using English in a modern foreign language classroom. (this box should expand as you type)				
4	Research Question What are the perceived benefits and drawbacks of using English in a German (year 10) language classroom from the viewpoint of pupils and teachers. (this box should expand as you type)				

5	Aims of Research Activity To achieve a better understanding of the feelings and opinions of teachers and students in regards to the usage of English in a German language classroom. (this box should expand as you type)
6	Objectives of Research Activity 1) conduct a review of relevant literature 2) Select a sample 3) Design an appropriate questionnaire and and interview questions 4) Consider ethical implication 5) Build hypothesis based on the case study for further research (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 research will be using a questionnaire with pupils and a semi-structured interview with a teacher. Questionnaire: A questionnaire was chosen, because it is time efficient and students do not know what they answered respectively. The time the students need to spend on the research is important because I do not want to take too much time away from their learning and their normal class time. Furthermore, a questionnaire is relatively quick to analyse and has a finite amount of data, which is important due to the tight time frame of this assignment and the constraints in length. Students can leave the questionnaire at any point without making it known to other students which will help with them feeling more secure and safe during the data collection. Semi-guided interview I will conduct a semi-guided interview with a teacher to gain honest insight into their thinking about the usage of English in a German class. This method of research was chosen, because it yields high-quality data and the possibility to probe for further answers or clarify any misconception of the question. During the interview, I will be taking notes and not recording the interview to ensure confidentiality but also due to the time frame as the transcription of a one-hour-long interview takes roughly 10 hours. My interview partner has given consent to be interviewed for this research and has been made aware of the purpose of the study. They also know that they can leave the interview at any time and do not need to answer any questions they do not want to answer. (this box should expand as you type)
	Location of research activity Identify all locations where research activity will take place.
8	Secondary School in South Wales (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	(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: (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?	☐	x
7	Those who could be considered to have a particularly dependent relationship with the investigator or a gatekeeper?	☐	x
8	People engaged in illegal activities?	☐	x
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)	☐	x

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?	Questionnaire: Around 10 students in the class I have chosen Semi-guided interview The class teacher of the students who will be participating in the questionnaire <i>(this box should expand as you type)</i>
11	Who will the participants be?	Pupils and a teacher from the secondary school
12	How will you identify the participants?	The students were identified by looking at the language classes in the school and their availability. GCSE and A-level students were not considered due to the approaching exams in May. Students in years 7 - 9 were not considered due to the fact that they did not chose to learn a language but rather have to.

	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?	x	☐	☐
14	Will you tell participants that their participation is voluntary?	x	☐	☐
15	Will you obtain written consent for participation?	x	☐	☐
16	Will you explain to participants that refusal to participate in the research will not affect their treatment or education (if relevant)?	x	☐	☐
17	If the research is observational, will you ask participants for their consent to being observed?	☐	☐	x
18	Will you tell participants that they may withdraw from the research at any time and for any reason?	x	☐	☐
19	With questionnaires, will you give participants the option of omitting questions they do not want to answer?	x	☐	☐
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?	x	☐	☐

21	Will you debrief participants at the end of their participation, in a way appropriate to the type of research undertaken?	☒	☐	☐
22	If NO to any of above questions, please give an explanation			
 <i>(this box should expand as you type)</i>				

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

SECTION H: Anticipated Risks

Outline any anticipated risks that may adversely affect any of the participants, the researchers and/or the University, and the steps that will be taken to address them. If you have completed a full risk assessment (for example as required by a laboratory, or external research collaborator) you may append that to this form.					
1	Full risk assessment completed and appended? <table border="1"> <tr> <td>Yes</td> <td>☐</td> </tr> <tr> <td>No</td> <td>☒</td> </tr> </table>	Yes	☐	No	☒
Yes	☐				
No	☒				
2	Risks to participants For example: sector-specific health & safety, emotional distress, financial disclosure, physical harm, transfer of personal data, sensitive organisational information				
	<table border="1"> <tr> <td> Risk to participants: 1) Participants may feel coerced into participating <i>(this box should expand as you type)</i> </td> <td> How you will mitigate the risk to participants: 1) I will give students the option of participating or not in the questionnaire. They can drop out of the questionnaire any time they want. <i>(this box should expand as you type)</i> </td> </tr> </table>	Risk to participants: 1) Participants may feel coerced into participating <i>(this box should expand as you type)</i>	How you will mitigate the risk to participants: 1) I will give students the option of participating or not in the questionnaire. They can drop out of the questionnaire any time they want. <i>(this box should expand as you type)</i>		
Risk to participants: 1) Participants may feel coerced into participating <i>(this box should expand as you type)</i>	How you will mitigate the risk to participants: 1) I will give students the option of participating or not in the questionnaire. They can drop out of the questionnaire any time they want. <i>(this box should expand as you type)</i>				
3	If research activity may include sensitive, embarrassing or upsetting topics (e.g. sexual activity, drug use) or issues likely to disclose information requiring further action (e.g. criminal activity), give details of the procedures to deal with these issues, including any support/advice (e.g. helpline numbers) to be offered to participants. Note that where applicable, consent procedures should make it clear that if something potentially or actually illegal is discovered in the course of a project, it may need to be disclosed to the proper authorities				

	<i>(this box should expand as you type)</i>			
4	Risks to the investigator For example: personal health & safety, physical harm, emotional distress, risk of accusation of harm/impropriety, conflict of interest			
	Risk to the investigator: 1) Concerns of coercion 2) Participants may wish to withdraw 3) Confidentiality breach due to data being released accidentally <i>(this box should expand as you type)</i>	How you will mitigate the risk to the investigator: 1) It will be made explicit that participants are free to disengage and that in that event, this will not impact on assessment or outcomes of their programme of study. 2) In the case of withdrawal from the teacher, a new participants will be recruited, if necessary, who will be fully briefed, and whose informed consent will be sought. 3) The research will be stored on the UWTSd cloud and any recordings, data or transcript will be password protected in electronic folders on UWTSd systems and subject to university protocols. However, GDPR statements will be included in any participant information and consent and that the researcher has completed training on GDPR and will ensure that all records are kept in secure cloud locations as a precaution and not on any hard drive. <i>(this box should expand as you type)</i>		
5	University/institutional risks For example: adverse publicity, financial loss, data protection			
	Risk to the University: 1) Reputational damage (Potential complaint against the researcher for causing emotional distress or embarrassment that could cause reputational damage) <i>(this box should expand as you type)</i>	How you will mitigate the risk to the University: 1) I will adhere to UWTSd code of ethics and ensure compliance with data storage regulation. I will ensure that my research methodology is robust and my methods are appropriate. <i>(this box should expand as you type)</i>		
6	Environmental risks For example: accidental spillage of pollutants, damage to local ecosystems			
	Risk to the environment: N/A <i>(this box should expand as you type)</i>	How you will mitigate the risk to environment: <i>(this box should expand as you type)</i>		
	Disclosure and Barring Service			
	If the research activity involves children or vulnerable adults, a Disclosure and Barring Service (DBS) certificate must be obtained before any contact with such participants.	YES	NO	N/A

7	Does your research require you to hold a current DBS Certificate?	☒	☐	☐
8	If YES, please give the certificate number. If the certificate number is not available please write "Pending"; in this case any ethical approval will be subject to providing the appropriate certificate number.	1848673630		

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? On request I will be able to share the headlines of my research findings. <i>(this box should expand as you type)</i>
2	Informed consent Describe the arrangements to inform potential participants, before providing consent, of what is involved in participating. Describe the arrangements for participants to provide full consent before data collection begins. If gaining consent in this way is inappropriate, explain how consent will be obtained and recorded in accordance with prevailing data protection legislation. The school has a consent and data protection form in place, therefore I will be using this. None of the parents of the students that will participating the research have opted out of the schools policies.
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. The questionnaire on Google forms will not ask for names or any identifying information, therefore I as the researcher will not be able to identify them. In the write-up of the research I will refer to the students on a whole without any identifying information. In order to ensure confidentiality of the interview partner I will not mention the name or any other identifying information. In the write-up the interview partner will be referred to as Y. <i>(this box should expand as you type)</i>

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	<i>(this box should expand as you type)</i>		

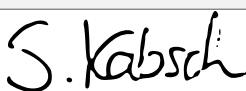
	Does it involve special category data (as defined by the GDPR)?	YES	NO
3	“Special category data” means sensitive personal data consisting of information as to the data subjects’ – (a) racial or ethnic origin, (b) political opinions, (c) religious beliefs or other beliefs of a similar nature, (d) membership 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:		
	All data will be kept in password protected personal computer. All participants will be given a unique identifier to ensure confidentiality and this list will be kept securely in the password protected folder. If any cloud storage is needed, the University Office 365 system will be used, which will be encrypted and the data in the cloud is anonymised. The data will be stored until receipt of the dissertation result and then deleted. Participants will have the right to ask to see what data is held relating to them and these data will be deleted immediately if the participant requests this, in which case the data will not be used in the project. (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?	☐	x
17	Use of personal addresses, postcodes, faxes, emails or telephone numbers?	☐	x
18	Publication of data that might allow identification of individuals?	☐	x
19	Use of data management system?	x	☐
20	Data archiving?	☐	x
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):		
	Each participant's electronic consent form and data from interviews and questionnaire will be stored in a secure place in a password protected personal computer or the University Office 365 system which will be encrypted. All personal identification information will be removed or anonymised during transcription. On receiving the feedback and mark for this piece of work, the signed informed consent forms will be destroyed and all raw data will be deleted. <i>(this box should expand as you type)</i>		
22	List all who will have access to the data generated by the research activity:		
	Only me. <i>(this box should expand as you type)</i>		
23	List who will have control of, and act as custodian(s) for, data generated by the research activity:		
	Nobody.		
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.		
	Each participant's electronic consent form and data from interviews and questionnaire will be stored in a secure place in a password protected personal computer or the University Office 365 system which will be encrypted. All personal identification information will be removed or anonymised during transcription. On receiving the feedback and mark for this piece of work, the signed informed consent forms will be destroyed and all raw data will be deleted. <i>(this box should expand as you type)</i>		
25	Please indicate if your data will be stored in the UWTSD Research Data Repository (see https://researchdata.uwtسد.ac.uk/). If so please explain. <i>(Most relevant to academic staff)</i>		
	<i>(this box should expand as you type)</i>		
26	Confirm that you have read the UWTSD guidance on data management (see https://www.uwtسد.ac.uk/library/research-data-management/)	YES	x
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	x

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:		Date: 14/03/24

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:

x	I have read the guidance notes supplied before completing the form.
x	I have completed ALL RELEVANT sections of the form in full.
x	I confirm that the research activity has received approval in principle
x	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
x	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.
x	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.