

Appendix

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Appendix 1 – Pupil interview questions.

Interview questions for pupils.

Notes:

Explain to pupils the purpose of the interview and inform the pupils that they can end their participation at any point during the interview. Explain the use of the happy/sad face card. Check throughout the interview that the pupils are happy/willing to continue. Ensure all pupils have a chance to answer every question.

Key questions:

Q.1a - Do you ever mark your own work in class?

If yes,

Q.1b – How do you do this? Can you give examples?

Q2. Do you think marking your own work helps you learn?

Q.3. Do you prefer marking your own work or when your teacher marks your work?

Prompt: Can you extend? Is there a reason you feel this way?

Q4. Do you know what it means to peer assess/peer mark work?

Prompt: Ask pupils to expand their answers (reword the question if needed eg do you ever mark your classmates work?

Q5. A Do you like marking your classmates work?

Prompt: Are there any reasons for this?

Q6. How do you feel when classmates mark your work?

Prompt – Why do you feel this way?

Questions to ask if there is additional time:

Q.: Would you like to mark your own work and your classmates work more?

Prompt: Are there any reasons for this?

Q. How often would you say you mark your own or your classmates work?

Prompt: every day? Every week? Etc

Appendix 2 – Pupil interview transcripts

Pupil interview transcripts

Data has been colour coded into different themes for ease of analysis:

	Provides opportunities for independence and to take responsibility
	Peer and self-assessment help to identify next steps
	Peer and self-assessment build friendship/trust between classmates.
	Pupils prefer to have friends mark their work than other classmates.
	Pupils prefer to have peers or themselves to mark work rather than teachers.
	Pupils prefer the teacher to mark their work.
	Definitions and examples of peer and self-assessment.

Interview 1:

Sample/group: 4 pupils: Pupil A, B, C and D.

Time taken for interview: 8 minutes, 59 seconds.

Interviewer: I have asked you to be here today with me as because I am doing some research for my teaching practice, and I would like to hear some of your views, thoughts, and ideas on some of the work that you do in class. So, I am going to be asking you a few questions, if there are any questions that you think are a bit difficult or you are not really sure about just let me know and I will try to reword them. Try to be as honest and open as you can, what you say won't be shared with your teachers. You can decide to not take part in the interview at any point, so if you do not want to answer any questions anymore or not take part you have the right to do that. You can tell me that that you do not want to take part anymore and you can go back to class or there is a card here which has a happy face on one side and a sad face on the other. If you decide to not take part anymore you can flip the card to show the sad face, there will be no negative consequences if you decide to do that. Okay, are you all happy and willing to take part?

All pupils: Yes/yeah (nods of heads)

Interviewer: So, let's start with the first question. Do you ever mark your own work in class?

All pupils: Yeah/yes.

Pupil A: Like with spelling tests.

...Other pupils nod in agreement with Pupil A

Pupil B: Yeah, spelling tests and maths tests.

Pupil C: yeah, we mark maths work.

Interviewer: So, how would you mark the work? Can anybody give me any examples?

Pupil A: We get a green pen and miss gives us the answers.

Pupil C: Or we um we just work them out with our like fingers and if you get them wrong you write the correct answers.

Pupil B: Or miss puts them on the board.

Pupil C: Yeah.

Interviewer: What about you Pupil D, have you got anything you would like to add?

Pupil D: No, I can't think of anything else.

Interviewer: Okay, thank you for your answers. Do you think that marking your own work helps you to learn?

All pupils: Yeah.

Pupil B: It helps us become quite independent.

Pupil C: Yeah, it does. It helps you become independent and stuff.

Pupil A: And um, and if you get it wrong sometimes you have to like, if you get it wrong you know for next time.

Interviewer: Pupil D, have you got anything you would like to add?

Pupil D: Not really, it just makes us more independent.

Interviewer: Okay. Thank you for those answers. Do you prefer to mark your own work or when your teacher marks your work?

Pupil D: When the teacher marks work.

Pupil A: I'd rather mark my own work.

Pupil C: Yeah, I like to.... (Stops talking as another pupil joins in)...

Pupil B: So, in Maths I'd rather the teacher mark my work but in spelling I'd rather mark my own.

Pupil D: I'd rather the teacher mark both of them. So all of them.

Interviewer: Thankyou. Could you repeat what you said please pupil C?

Pupil C: I um, I love to mark my own because it helps us become more independent.

Interviewer: Great, thank you. Do you know what it means to peer assess?

Pupil A: Yes.

(Other pupils nod heads in agreement)

Pupil A: When somebody else, like your friend, helps you, um mark your work.

Pupil B: Yeah, so you mark your own work when you self-assess and give it over to them to peer assess.

Pupil C: Yeah.

interviewer: Okay, and pupil D have you got an answer or a different explanation?

Pupil D: Um, no. Just the same as what they said.

Interviewer: Okay. Can you think of any ways in which you mark your classmates work?

Pupil A: If they um, if they don't add it, you add a dot or a cross and if they get it right we check it to make sure its right and give it a tick.

Pupil C: If they get it wrong and they don't know, you can help like help them work it out or something.

Pupil A: It's really nice peer assessing other work because you can tell them what they need to do next time, and you can help them like to learn.

Pupil B: And I say it helps to build trust.

Pupil A: Yeah.

Pupil B: Which makes more friends.

Pupil A: Lots more friends because um, because if you start to trust somebody you start talking more and become friends.

Interviewer: Thank you for those answers, Pupil D have you got anything to add?

Pupil D: No.

Interviewer: Okay. Are we all okay to continue?

All pupils: Yes/ yeah, I'm okay.

(nods of heads)

Interviewer: Do you like marking your classmates work?

Pupil C: I do.

Pupils A and B: Yes.

Pupil D: No.

Interviewer: Can you tell me more about that pupil D, are there any reasons you don't like marking your classmates work?

Pupil D: I just don't like it.

All Pupils laugh

Interviewer: Okay. And Pupils A, B and C you all said you like to mark your classmates work, are there any reasons for this?

Pupil A: Because I like marking my friends work and its just really nice that we both mark it at the same time.

Pupil B: Yeah, luckily, I sit next to my friends so if I mark my friends work then you know, but if somebody, um if somebody else marks my work then I don't really feel that comfortable with them marking my work because I can't really trust them much.

Interviewer: so that kind of links into the next question which is how do you feel when classmates mark your work?

Pupil B: Um, Alright.

Pupil C: I feel like okay, but not um like great when they mark it.

Pupil A: I'd rather my friends mark my work because I have all my friends on my table and some on different tables. But, um I would rather like my table mark it and sometimes, maybe a couple off the other tables because it's like you know them and they are friends so you can trust them to check it properly, not just think what they think.

Pupil B: Luckily, I'm on a table and pretty much everyone on that table is our friend.

Pupil A: Yeah.

Interviewer: And what do you think Pupil D? How do you feel when classmates mark your work?

Pupil D: I don't mind who does it I just want it done. *Laughs*

Interviewer: Pupil C, have you got anything you would like to add?

Pupil C: Um, no.

Pupil A: But, if you let different people, um, if you let different people mark it you never know you could make a new friend too.

Interviewer: That's interesting, thank you those answers. Are we all still okay to keep going?

All pupils: Yeah/Yes.

Interviewer: So, would you like to mark your own work and your classmates work more?

Pupils A and C: Yeah/yes.

Pupil D: No.

Pupil B: Um, I like it how it is right now, just like frequently but not like all the time.

Pupil A: Yeah, it's fun like that, but I would like to see it more a bit though. It's really fun when you do it though.

Interviewer: Okay, thank you. Can you give me any reasons why you wouldn't like to do it more Pupil D?

Pupil D: No, not really.

Interviewer: Okay. How often would you say you mark you own work, or your classmates work in class?

Pupil D: I don't know.

Pupil B: Quite frequently.

Pupil A: Maybe like, quite frequently, maybe like sometimes like when I do it Wednesday.

Pupil C: At least like five or six times a year, I think. Or more than that.

Pupil B: *Laughs* Maybe that's like marking your classmates work, it doesn't happen as frequently.

Pupil C: Yeah, marking your classmates work.

Pupil B: But like when you mark your own work it's like quite often.

Interviewer: So, how many times a week would you say mark your own work?

Pupil A: Well, we do spelling, we do um, maths, like maths driving tests.

Pupil B: Maybe like four.

Pupil C: Yeah.

Interviewer: Pupil D, have you got an answer? How many times a week would you say you mark your own work?

Pupil D: I have no idea.

Interviewer: That's okay. Does anyone have anything else they would like to say or any other information that you think would be useful.

Pupil A: Oh, um, about like if you get it wrong, you put a full stop, um not a full stop...

Pupil B: A little dot.

Pupil A: Yeah, a little dot if it's wrong and you write the answer next to it and if it's right you just tick it.

Interviewer: Thank you for that. Is there anything else?

All pupils: No.

Interviewer: Great, well thank you for meeting with me today and answering some questions.

Interview 2:

Sample/group: Four pupils, Pupil E, F, G and H.

Time taken: Ten minutes and thirty-three seconds.

Interviewer: Okay, so I have asked you all to be here today as I am doing some research, and I would love to hear some of your views and your thoughts about some work that you do in class. So, I will be asking you some questions and if there are any that you do not understand, let me know and I will try to reword them for you. Try to answer honestly, they will not be shared with your teacher. So, you can decide that you would not like to take part in the interview anymore or answer any more questions at any point in the interview. So, you can tell me that you don't want to take part anymore or there is a card here that has a happy face on the front and a sad face on the back that you can flip the card onto to show you don't want to do it anymore. There will be no negative consequences at all if you decide not to take part anymore, that is absolutely okay, and you can just go back to class. So, before we start, are you all happy to take part?

All pupils: Yeah/yes

Interviewer: Yeah? All willing to um, willing to answer some questions?

All pupils: Yes (pupils nod heads).

Interviewer: Okay. So, the first question is do you ever mark your own work in class?

All pupils: Yeah/yes.

Pupil E: It's like sometimes when we do a spelling test, miss will put up all the um, all the answers on the board.

Interviewer: Yeah?

Pupil F: And like sometimes with maths.

Pupil E: Yeah.

Pupil F: Like if miss doesn't want to mark it so, miss will just put all the answers on the whiteboard and then we just mark it, or she she'll have a sheet and then she'll copy it down all the answers and she'll give it out.

Pupil E: Yeah.

Interviewer: Pupils G and H have you got anything to add?

Pupil G: No.

Pupil F: Timetables.

Pupil H: Oh yeah times-tables tests as well.

Pupil E: Maybe you peer someone.

Pupil F: Yeah, peer assess people.

Interviewer: Thank you for those answers. Do you think that marking your own work helps you to learn?

All pupils: Yeah.

Pupil F: So, like if you want to be a teacher it helps you to um, know what you can do when you are older because you're going to do a lot of marking if you're a teacher when you're older.

Interviewer: That's interesting.

Pupil E: You have to have a good tick.

Pupil F: Yeah.

Interviewer: What about you Pupil G, do you think that marking your own work helps you to learn?

Pupil G: Yeah.

Interviewer: Are there any reasons why you think that?

Pupil G: just because like if say you want to be a teacher then you can mark.

Interviewer: And do you have anything to add pupil H?

Pupil H: no *laughs*

Interviewer: Do you think marking your own work helps you to learn?

Pupil H: Yeah.

Interviewer: Okay. Are we all okay to carry on?

All pupils: Yeah

(nods of heads)

Interviewer: Yeah? So, do you prefer to mark your own work or when your teacher marks your work?

Pupil E: I like, I like my teacher to mark it.

Interviewer: Why is that pupil E?

Pupil E: Because then you know like miss will normally put like Ardderchog or like good or well done but I just like to learn what I could do better on next time.

Interviewer: Thank you for that answer. Pupil G, have you got anything you would like to add, do you prefer to mark your own work or when the teacher marks your work?

Pupil G: Yeah, I like to mark my work myself and just because I like doing it.

Interviewer: Yeah? Pupils F and H have you got any answers?

Pupil F: I like to mark my own work because like if you mark your own work, you can get more like independent of marking and then miss doesn't have to do anything.

Pupil E: Yes.

Pupil F: Um, because if miss is um doing something busy you can just mark your own work and miss doesn't have to do it then.

Pupil E: Yeah, that's a good point.

Interviewer: What about you pupil H?

Pupil H: I like marking my own work because if you got an answer wrong and you have to write the number next to it would be like in the same handwriting, but miss's writing might be bigger and different.

Interviewer: Thank you for all of those answers. Do you know what it means to peer assess?

All Pupils: yeah/yeah, we do.

Pupil E: So, it's like when you do some of your work and then you have to ask someone else to like peer assess it. So, peer assess is basically what you call another person who marks it. So, say I'm doing my work and it's like, so we did all about me boxes and you had to peer assess the person. So, you would like write if they were good at your, like if you have got big ideas on what you're talking about and stuff.

Pupil F: And it's like um, so say if you peer assess someone, they're doing their work and if they are doing something incorrectly, you can just put a dot there and they know what they can do better next time. So, they can include it in their work so their work will be much better.

Interviewer: Thank you. Have you got anything you would like to add pupil G and H?

Pupil G: Um, no.

Pupil H: No.

Interviewer: Okay. Are we all okay to keep going?

All pupils: Yeah.

Interviewer: Okay. Do you like marking your classmates work?

All pupils: Yeah.

Interviewer: Are there any reasons why?

Pupil E: Well, sometimes if you're learning, its nice to do something different. So, if you're doing your work maybe it would be nice to do something different instead of miss marking your work.

Pupil F: **Because sometimes you can be really responsible for people**, because that, if they mark your work and you don't mark their work, like they've been doing more than you. So, if you both mark each other's work, you will both be happy with each other then.

Interviewer: Thank you. Pupil G, what about you? Do you like marking your classmates work?

Pupil G: Yeah, um I like marking other people's work.

Pupil E: **And you might make some new friends.**

Pupil G: And if you like, it's like if say I didn't know, and if someone next to me had it right it's good as well, because it could be the other way around or something.

Pupil E: Yeah, because you could learn.

Pupil G: Yeah.

Interviewer: How about you pupil H, do you like marking your classmates work?

Pupil H: Yeah.

Interviewer: Are there any reasons for that?

Pupil H: No, not really.

Interviewer: Okay. How do you feel when classmates mark your work?

Pupil F: Um, good. But like if they like rush then it doesn't look very nice, but if they take their time, it will be much better for it to be in your work. Because then it's good to take it to the teacher because the teacher will be happy with all of you.

Pupil E: Also, sometimes if other people mark your work, sometimes if they rush it's quite bad because say they get it wrong, they might mark it as right and you will never learn. And that is kind of cheating.

Interviewer: Thank you. How about you pupil H, how do you feel when classmates mark your work?

Pupil H: Happy.

Interviewer: Why do you feel happy?

Pupil H: I just do.

Interviewer: And what about you pupil G?

Pupil G: I feel happy as well when they mark my work. Yeah, I don't know why.

Interviewer: Thank you for your answers. Would you like to mark your own work and your classmates work more?

All pupils: Yeah.

Pupil E: Yeah. I like to mark someone else's work because sometimes miss does it all the time sometimes so then you get a bit bored, but then she will be like oh! You can mark your own your partners work today.

Pupil F: And like maybe sometimes if you mark the same persons work every time, maybe sometimes you could switch with people.

Interviewer: So, you would like to mark different classmates work each time?

Pupil F: Yeah, so you could work, um so you can mark everyone's work on your table, so then you can have everyone to mark each other's work.

Interviewer: Pupils G and H, have you got an answer? Would you like to mark your own and your classmates work more often?

Pupil G: Yeah.

Pupil H: um, yeah.

Interviewer: Okay, and how often would you say you mark your own work, or your classmates work in class?

Pupil H: About once twice a week.

Pupil F: Um, like the teacher marks our work mostly but they want us to be more independent with our work. So, miss wants us to do it, um, together so we get more independent so we can get better at marking and looking at each other's work.

Pupil E: Yeah, we have been doing it more this week, especially with our maths questions. Miss will pass around this sheet for each table.

Pupil H: Yeah. We normally mark our spelling tests and maths tests every week.

Pupil G: Yeah.

Interviewer: So how many times a week do you do spellings and maths tests?

Pupil G: One.

Pupil F: Um, like two times a week. So, miss will put, um, so say if we do it one week, miss will release more spelling for the next week and it's good if you practice and you can get them all right and if you practice your times tables. There's different maths groups.

Interviewer: Thank you. So, final question, does anyone have anything they would like to add about peer and self-assessment? Any more information that you can think of?

Pupil F: Um, not really.

Pupil E: No.

Interviewer: No? Okay, well thank you for taking some time to answer these questions.

Appendix 3 – Staff questionnaire

What are staff perceptions of peer and self assessment?

This questionnaire contains questions relating to Assessment for Learning

This questionnaire will take between 5-10 minutes to complete. Participation is completely voluntary, and you can withdraw at any time. You will complete the questionnaire anonymously and all information will be kept confidential and in accordance with the Data Protection Act (2018). Thank you for taking part in the research.

1. Do you use AFL within your classroom?

☐ Yes

☐ No

2. Rank the four elements of AFL in order from most to least effective?

Sharing criteria with learners

Use and quality of talk/questioning

Use and quality of feedback

Peer and self assessment

3. What are your reasons for this ranking?

Enter your answer

4. How often do you use peer and self assessment in lessons?

Never

Rarely

Sometimes

Often

Very often

☐

☐

☐

☐

☐

5. To what extent do you agree that peer and self assessment is helpful in aiding pupil progression?

- ☐ Strongly agree
- ☐ Agree
- ☐ Neutral
- ☐ Disagree
- ☐ Strongly disagree

6. From your own experience, what do you think the benefits of using peer and self assessment are?

Enter your answer

7. From your own experience, what do you think the limitations of using peer and self assessment are?

Enter your answer

8. Which do you think is more effective?

- ☐ Peer assessment
- ☐ Self assessment
- ☐ Both are equally effective

9. What is the reasoning behind your answer for question 8?

Enter your answer

10. Do you believe your learners are confident in their understanding of peer and self assessment?

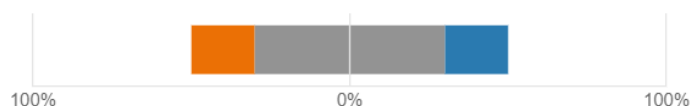
- ☐ Yes
- ☐ No
- ☐ Maybe/somewhat true

Appendix 4 – Responses to question 4 of the questionnaire.

4. How often do you use peer and self assessment in lessons?

[More Details](#)

■ Never ■ Rarely ■ Sometimes ■ Often ■ Very often



Appendix 5 – Responses to question 2 of the questionnaire.

2. Rank the four elements of AFL in order from most to least effective?

6 Responses

Rank Options

First choice ■ ■ ■ Last choice



Appendix 6 – Responses to question 3 of the questionnaire.

3. What are your reasons for this ranking?

5 Responses

ID ↑	Name	Responses
1	anonymous	In my phase I feel sharing the SC with class is far more beneficial as they are still learning strategies and need reminders.
2	anonymous	Peer and self assessment don't have as much impact
3	anonymous	Experience of impact on outcomes
4	anonymous	I don't tend to use peer and self assessment as much as I use the others
5	anonymous	Rich vocabulary and quality questioning can deepen understanding and provides pupils with a high quality scaffolded approach when learning a new concept.

Appendix 7 – Responses to question 6 of the questionnaire.

6. From your own experience, what do you think the benefits of using peer and self assessment are?

5 Responses

ID ↑	Name	Responses
1	anonymous	A child can use their knowledge to see if a friend has included all the right criteria to achieve the skill. Assesses their knowledge too
2	anonymous	It really helps them reflect on where they are on their learning. Peer assessment is also good to get the children talking about each other's learning. They are also much better at spotting mistakes in each other's work rather than their own!
3	anonymous	Children do value their peers input and scientific research has shown they listened more to their peers than teacher input
4	anonymous	Students take control of their own learning
5	anonymous	Provides learners with opportunities to share their skills, to look at other examples of work and to decide what they feel their next steps should be.

Appendix 8 – Responses to question 8 of the questionnaire.

8. Which do you think is more effective?

[More Details](#)

● Peer assessment	0
● Self assessment	3
● Both are equally effective	3



Appendix 9 – Responses to question 9 of the questionnaire.

9. What is the reasoning behind your answer for question 8?

5 Responses

ID ↑	Name	Responses
1	anonymous	Depends on the ability of the children
2	anonymous	They can be better and worse depending on the scenario or how they are used.
3	anonymous	Using a success criteria provides children with a guide and they can self assess against it successfully
4	anonymous	I find that children don't like making each others work, they tend to make unfair comments to each other
5	anonymous	Pupils need to share ideas and take advice, however also need to be able to discuss what they feel they are could at and what possible targets could be.

Appendix 10 – Responses to question 7 of the questionnaire.

7. From your own experience, what do you think the limitations of using peer and self assessment are?

5 Responses

ID ↑	Name	Responses
1	anonymous	May have a child assessing your work who doesn't have the knowledge to do it correctly
2	anonymous	It isn't as impactful as some children (especially lower ability children) don't know what to write. It is better the older the children get.
3	anonymous	Hard for lower ability children
4	anonymous	Pupils are not experienced in marking their own or each others work
5	anonymous	Sometimes difficult to find a variety of ways to self and peer assess.

Appendix 11 – Responses to question 10 of the questionnaire.

10. Do you believe your learners are confident in their understanding of peer and self assessment?

[More Details](#)

● Yes	1
● No	1
● Maybe/somewhat true	4



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:	xxxxxx			
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:	Initial Teacher Education, Yr Athrofa
4	Campus:	Carmarthen
5	E-mail address:	xxxxxxx
6	Contact Telephone Number:	xx
For students:		
7	Student Number:	xxxxxx
8	Programme of Study:	BA Primary Education with QTS
9	Director of Studies/Supervisor:	xxxxxx

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) ECAD5010 Module lead		☒	18.01.24		

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	BERA, (2018), <i>Ethical Guidelines for Educational Research</i>	☒

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	N/A
---	-------------	-----

2	Contact person name	N/A				
3	Contact person e-mail address	N/A				
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	Voluntary	YES	☐	NO	☒
7	a paid or voluntary capacity?	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 staff and year five pupils' perceptions of peer and self-assessment?		
2	Proposed start date:	24.01.24	Proposed end date:	19.02.24
	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 The purpose of my research is to: • investigate an area of assessment for learning to improve my practice. • To trial and evaluate various research methods in investigating an area of AfL, this being peer and self-assessment.			
4	Research Question What are staff and year five pupils' perceptions of peer and self-assessment?			
5	Aims of Research Activity			

	• To further develop my research skills by trialling and evaluating different research tools. • To explore staff and pupils' perceptions of peer and self-assessment. • To gain a deeper understanding and develop knowledge of assessment for learning, particularly the use of peer and self-assessment, to improve my professional practice.
6	Objectives of Research Activity • To use a mosaic approach to gather data for my research study. This approach will consist of two research tools to gather data. The first research tool will be a questionnaire and the second research tool will be a semi-structured focus group interview. I will use these research tools to gather both quantitative and qualitative data. • To interview pupils and collect data from staff to capture their views about peer and self-assessment. • To critically reflect on the process of using different research tools to collect data. • To explore how peer and self-assessment is used by staff within the research school and its impact on the learners.
	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	To conduct the research, I will be adopting a mosaic approach. The first tool I will be using is an online questionnaire. The questionnaire will be sent out to all teachers within the school. The questionnaire consists of ten questions to ensure that it is not too time-consuming for the teachers. It will take approximately five to ten minutes to complete. The staff will be made aware that they do not have to complete the questionnaire if they do not wish to. The questionnaire will take between 5 to 10 minutes to complete, the teachers will be informed that they do not have to participate if they do not wish to. The second tool used will be semi-structured interviews. I intend to interview two focus groups, consisting of around four pupils each from year 5. The pupils will be invited to respond to several key question such as 'Do you like marking your peers' work?'. The pupils will be selected at random, using lollipop sticks with the names of the pupils who have been given blanket consent by the school to participate. The group interviews will take up to ten to fifteen minutes each to ensure that pupils are not missing much time from their lessons and are not answering questions for a long period time. I will audio record the interview, making notes during the interview and will transcribe the recording. I will conduct the interviews in an informal setting in a spare room within the classroom. The pupils will be made aware that they do not need to participate and can stop answering questions at any time during the interview. I will verbally ask the pupils if they are willing to participate. A reversable card (with a happy face on one side and sad face on the other side) will be provided to pupils as an option to use to withdraw their participation. No names will be recorded. If it is not possible to interview the pupils, an interview will be conducted on a member of a staff. There will be questions prepared for this if this occurs.

	Location of research activity Identify all locations where research activity will take place.
8	The research will take place in a medium/large urban school within South Wales.
	Research activity outside of the UK If research activity will take place overseas, you are responsible for ensuring that local ethical considerations are complied with and that the relevant permissions are sought. Specify any local guidelines (e.g. from local professional associations/learned societies/universities) that exist and whether these involve any ethical stipulations beyond those usual in the UK (provide details of any licenses or permissions required). Also specify whether there are any specific ethical issues raised by the local context in which the research activity is taking place, for example, particular cultural and/or legal sensitivities or vulnerabilities of participants. If you live in the country where you will do the research then please state this.
9	N/A <i>(this box should expand as you type)</i>

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

	Does your research relate to one or more of the seven aims of the Well-being of Future Generations (Wales) Act 2015?	YES	NO
12	A prosperous Wales	x	
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:		
	A prosperous Wales - One aim of the Well-being of Future Generations Act, 2015, involves creating a society which develops a skilled and well-educated population. This research study aims to develop professional practice in order to improve learner outcomes.		

SECTION F: Scope of Research Activity **TICK ALL RELEVANT BOXES HERE**

	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 **TICK ALL RELEVANT BOXES HERE**

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?	The questionnaire will be sent to all teachers within the school. I do not have an approximate number/estimate of the number of staff who will fill in the questionnaire. I intend to interview two focus group interviews, consisting of four pupils each.
11	Who will the participants be?	The questionnaire will be sent to staff from all classes/year groups within the school. The staff ages are varied. The Pupils involved in the interviews are in year 5, aged 9-10.
12	How will you identify the participants?	A random sample of pupils will be selected for the focus group interviews. I will lollipop sticks with pupils' names on to collect this sample. The questionnaire will be sent to all teachers within the school.

Information for participants:		YES	NO	N/A
13	Will you describe the main research procedures to participants in advance, so that they are informed about what to expect?	☒	☐	☐
14	Will you tell participants that their participation is voluntary?	☒	☐	☐
15	Will you obtain written consent for participation?	☐	☐	☒

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

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

SECTION H: Anticipated Risks

	Outline any anticipated risks that may adversely affect any of the participants, the researchers and/or the University, and the steps that will be taken to address them. If you have completed a full risk assessment (for example as required by a laboratory, or external research collaborator) you may append that to this form.					
1	Full risk assessment completed and appended?	<table border="1"> <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					
	Risk to participants:	How you will mitigate the risk to participants:				

	The participants may feel under pressure to provide the correct answer to questions or may feel nervous to answer questions honestly. Pupils' self-esteem may be affected if they are not chosen as a participant for the interviews. Pupils' information and data not held as confidential and anonymous.	To avoid this, time will be spent at the beginning to discuss the purpose of the research with the pupils. I will explain to pupils and reassure them that there is no consequence for anything that they say. I will make it clear that I want honest answers. I will use positive body language and wording to ensure that pupils feel safe and comfortable to answer the interview questions. I will also make it clear to the learners that they can refuse to take part and there will be no consequence because of this choice. Throughout the interviews I will continue to ask pupils if they are still willing/comfortable to continue. I will use a reversible card which pupils can use to end their participation. I will reassure the pupils that all their opinions are valued, however there is not enough time to interview them all. I will reassure the pupils that they have been chosen at random. To ensure confidentiality and anonymity, I will not be referring to pupils by their name within my writing. I will be using pseudonyms within my writing.
3	If research activity may include sensitive, embarrassing or upsetting topics (e.g. sexual activity, drug use) or issues likely to disclose information requiring further action (e.g. criminal activity), give details of the procedures to deal with these issues, including any support/advice (e.g. helpline numbers) to be offered to participants. Note that where applicable, consent procedures should make it clear that if something potentially or actually illegal is discovered in the course of a project, it may need to be disclosed to the proper authorities	
	N/A	
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: Potential claims of bias/favouritism by learners who are not chosen to be part of the focus groups. Risk of accusation of fabrication or falsification of data.	<i>How you will mitigate the risk to the investigator:</i> I will reassure the learners that I used a random sample of participants. I will treat all pupils equally and fairly in accordance with the schools' safeguarding policies. If needed, I can ask another member of staff to observe the interview to ensure there is no bias.

		To avoid this, I will not fabricate any results/ data or manipulate the answers from participants. I will also conduct the group interviews in a partially open area. I can ask a member of staff to observe the interview if needed. I will also follow the UWTSD and BERA ethical guidelines when conducting research.
5	University/institutional risks For example: adverse publicity, financial loss, data protection	
	Risk to the University: The reputation of the university is not maintained/upheld. Negative impact on the relationship between the school and university.	<i>How you will mitigate the risk to the University:</i> I am aware, as a student of the university, that I need to uphold the good name and representation of the university by conducting myself and my research in a professional and ethical manner. I will behave in a professional and respectful manner at all times. The data will be kept confidential and anonymous, and I will ensure that the results recorded are true and are not falsified.
6	Environmental risks For example: accidental spillage of pollutants, damage to local ecosystems	
	Risk to the environment: N/A	<i>How you will mitigate the risk to environment:</i> N/A

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

SECTION I: Feedback, Consent and Confidentiality

1	Feedback What de-briefing and feedback will be provided to participants, how will this be done and when?
	N/A

	(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.
	A consent form will be completed before the research activities, to allow me to conduct the research. This includes details on the research and the expectations of the participants so that participants are informed. Each pupil considered will have had consent from the school or a parent/guardian, however I will also ask for the pupils' assent, verbally asking the pupils if they are willing to participate in the interview. I will continue to ask pupils if they are okay/willing to continue throughout the interview. I will ensure that the pupils know that they have the right to end their participation/withdraw their assent at any point during the focus group interviews and make it clear that there will be no consequences because of this decision. I will provide a reversible card which the pupils can use to withdraw their participation from the interview. This will have a sad face on one side and a happy face on the other, pupils will be informed that if they wish to withdraw their participation, they can turn the card over to show the sad face. The staff will also be informed that they do not have to participate in the questionnaire if they do not wish to.
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 data will only be accessed by myself and the assessor/supervisor. I will not include any names within my writing, this includes the name of the school, the pupils and the staff. I will instead use pseudonyms to refer to the participants. I will inform the staff and pupils that their names will be kept anonymous.

SECTION J: Data Protection and Storage **NO NEED TO COMPLETE SECTION J**

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

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

	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):		
	N/A <i>(this box should expand as you type)</i>		
22	List all who will have access to the data generated by the research activity:		
	<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:		
	<i>(this box should expand as you type)</i>		
24	Give details of data storage arrangements, including security measures in place to protect the data, where data will be stored, how long for, and in what form. Will data be archived – if so how and if not why not.		
	<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.uwt.ac.uk/). If so please explain. <i>(Most relevant to academic staff)</i>		
	N/A <i>(this box should expand as you type)</i>		
26	Confirm that you have read the UWTSD guidance on data management (see https://www.uwt.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.uwt.ac.uk/research/research-ethics/
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1	Signature of applicant:	XXXXXX	Date: 18/01/24
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For STUDENT Submissions:

2	Director of Studies/Supervisor:	XXXXXX	Date: 18/1/24
3	Signature:	XXXXXXXXXX	

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.

Appendix 13 – copy of school blanket consent form and information letter



Research School Day

BA2

24/01/24

Rationale

Research Day in School is an important element of the **ECAD5010 Module – Researching the Learning – what, how and why am I teaching?** The aim of the module is to **develop student teachers' research skills** by providing opportunities for them to create a questionnaire and interview questions and to trial these research methods in a school (i.e., PTE2 school).

The overarching research question is *'What are learners and staff perceptions of AfL?'* For the assignment, the student teachers will have to choose a particular aspect of AfL (e.g. feedback, questioning) and then **design, trial and critically evaluate their research tools**.

Before the Research Day in School the student teachers will have already designed their research tools (questionnaire and interview questions) and submitted an ethics form.

During the Research Day in School the student teacher should be able to carry out the following tasks:

- Distribute and collect **questionnaires** (school staff and/or pupils)
- **Interview** a group of children (from PTE2 class) and possibly some of the staff

Following the 'Research Day in School', the student teachers will **critically evaluate these research tools**. Their focus will not be on the data they collected but on the research design, i.e. the effectiveness of their research tools.

EWC Code of Conduct:

An expectation of professionalism as outlined in the EWC's code of conduct is expected from all stakeholder participants throughout the Research Day.

<https://www.ewc.wales/site/index.php/en/fitness-to-practise/code-of-professional-conduct-and-practice-pdf.html>

They are also expected to adhere to the **BERA Ethical Guidelines for Educational Research** (2018) <https://www.bera.ac.uk/publication/ethical-guidelines-for-educational-research-2018> and the **UWTSD UWTSD Research Ethics & Integrity Code of Practice**

ECAD5010 Consent Form

Student teachers must gain the following written consent of the head teacher before trialling their research tools.

To be completed by the school:

I agree to _____ as a representative of Yr Athrofa to:

- Take photographs (Tick accordingly)
- Interview
- Take video
- Observe
- Quote school policy documents
- Questionnaires

Name of Head teacher _____ Signed _____

Name of school _____

To be completed by the student teacher:

If I am granted such permission, I agree to abide by the ethics embodied within the EWC Code of Conduct and BERA Ethical Guidelines (2018) and will not distribute any such material to audiences beyond the University authorities without their permission.

Name of student teacher: _____ ed: 18/01/24

Student teacher UWTSD e-r _____ c.uk

Programme (BA Education QTS/ Primary): BA Primary Education with QTS

Date: 18/01/24

Appendix 14 - Happy/sad face card for pupils right to withdraw.

