

Trinity St David Swansea Campus

Appendix- Module ECPP7001-C

Nathan Goodman

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APPLICATION FOR ETHICAL APPROVAL

In order for research to result in benefit and minimise risk of harm, it must be conducted ethically. A researcher may not be covered by the University's insurance if ethical approval has not been obtained prior to commencement.

The University follows the OECD Frascati manual definition of **research activity**: "creative work undertaken on a systematic basis in order to increase the stock of knowledge, including knowledge of man, culture and society, and the use of this stock of knowledge to devise new applications". As such this covers activities undertaken by members of staff, postgraduate research students, and both taught postgraduate and undergraduate students working on dissertations/projects.

The individual undertaking the research activity is known as the "principal researcher".

Ethical approval is not required for routine audits, performance reviews, quality assurance studies, testing within normal educational requirements, and literary or artistic criticism.

Please read the notes for guidance before completing ALL sections of the form.

This form must be completed and approved prior to undertaking any research activity. Please see Checklist for details of process for different categories of application.

SECTION A: About You (Principal Researcher)

Full Name:	Nathan Goodman		
Tick all boxes which apply:			
Member of staff:	☐	Student:	☒
Honorary research fellow:	☐		
Faculty/School/Centre:	Yr Athrofa		
Campus:	SA1		
E-mail address:	1800134@student.uwtsd.ac.uk		
Contact Telephone Number:	07763016047		
For students:			
Student Number:	1800134	Undergraduate	☐
Programme of Study:	PGCE-Primary	Taught Postgraduate	☒
Director of Studies/Supervisor:	Catherine Morgan	Research	☐

SECTION B: Approval for Research Activity

Has the research activity received approval in principle? (please check the Guidance Notes as to the appropriate approval process for different levels of research by different categories of individual)	YES	☒	NO	☐
				Date
If Yes, please indicate source of approval (and date where known):	Research Degrees Committee	☐		
	Faculty Research Committee	☐		

	Other (write in) Catherine Morgan	☒	18/1/19
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Approval in principle **must** be obtained from the relevant source prior to seeking ethical approval.

SECTION C: External Ethical Guidance Materials

Please list the core ethical guidance documents that have been referred to during the completion of this form (including any discipline-specific codes of research ethics, and also any specific ethical guidance relating to the proposed methodology). Please tick to confirm that your research proposal adheres to these codes and guidelines.	
BERA (2018) Ethical Guidelines for Educational Research	☒
UWTSD Research Ethics & Integrity Code of Practice	☒
EWC Ethical Practice Guidelines	☒

SECTION D: External Collaborative Research Activity

Does the research activity involve collaborators outside of the University?	YES	☐	NO	☒
If Yes, please provide the name of the external organisation and name and contact details for the main contact person:				
Institution				
Contact person name				
Contact person e-mail address				

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

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

SECTION E: Details of Research Activity

Indicative title:	How can we promote engagement through specific auditory behaviour strategies in a KS2 classroom?		
Proposed start date:	February 2019	Proposed end date:	March 2019
Purpose of research activity (including aims and objectives) Outline the purpose, aims and objectives of the research activity, including key research questions. Show briefly how existing research has informed the proposed activity and explain what the research activity will add and how it addresses an area of importance. (Maximum 300 words)			
This research focuses on 'How can we promoting engagement through specific auditory behaviour strategies in a key stage 2 classroom (KS2)?'. We have chosen this topic due to our experiences in our personal teaching experience (PTE 1), each member of the group found difficulties with classroom behaviour strategies. The auditory behavioural strategies we are going to trial are; • A Catchphrase- To gain attention. (E.g. Hocus pocus' Classroom response 'Everybody focus') • Music (A certain song) to indicate when to start tidying the room. • Noise sensor- for the pupils to monitor their noise levels and take responsibility to ensure effective teaching and learning within the classroom.			
Welsh Government (2012) suggest that the best learning can occur when the teacher has successfully placed effective behaviour management strategies. Our aim is to become better practitioners by exploring different behaviour strategies to create a positive learning culture to promote engagement through classroom management			

Having a variety of effective behaviour strategies will allow us to manage a classroom effectively to promote good behaviour and create ambitious, capable learners to ensure they are ready to learn throughout their (QTS, 2009; Donaldson, 2015).

The research is important because it will help to identify whether the behaviour strategies put in place are effective and can have a positive impact on teaching and learning. This will enable us to improve our future practice according to the QTS standards.

(this box should expand as you type)

Proposed methods

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. (Maximum 600 words)

How we will choose our participants

As part of the research we have chosen to select 2 participants (1 girl and 1 boy per researcher) who display difficulties in engaging, from the guidance of the class teacher.

Lesson Study

For this research we will be using a lesson study approach as one of the tools based on Peter Dudley's research. Dudley (2011) suggests that by using the Lesson Study will enhance teacher's professional development, therefore by using this tool it will allow us to improve, innovate and transfer practice more effectively. The lesson study will also support with planning collaboratively, teaching, observing and analysing learning. Our lesson study will allow the participants to have a voice in conjunction to the United Nation Rights of Children (UNCRC) article 12. Our method consists of, one research partner teaching whilst the other two researchers observe and will not participate. Observations will be carried out as part of the Lesson study tool. Benefits of observation, is that it is naturalistic; the participants are in their own environment (classroom) so they are more likely to react in a realistic and genuine way, feeling secure and comfortable.

To ensure we minimise limitations we will be working in a team of three and will discuss how we will obtain the information. We will use the Leuven scale of engagement to ensure we all observe within the same way.

Semi-structured Interviews

Semi-structured interviews will also be used after the lesson study has been carried out, the interviews will follow a set of open-ended questions, which will allow us to further explore the answers if needed to. Allowing the interviewees to have freedom in their responses, however as the interviewer will keep the focus due to having a set interview schedule (Freestone, 2012). Semi-structured interviews tool will support us by following the same set structure throughout, at the same time this will allow us to appear competent and confident in knowing what we are looking for during an interview. For accuracy we may record the semi-structured interviews as it is difficult to focus on participants and accurately write down what they are saying. The group interviews are suitable for the age of the children in the context of this research.

Reflection

As part of our reflection process we will be using Brookfields (1995) four lenses model:

1. Autobiographical lens (Self-review)
2. Students' views
3. Colleagues' views
4. Theoretical views

We have chosen this model as this will allow us to analyse our findings from different perspectives (Self, participants, peers and previous research and literature). Brookfield (1995)'s model allows us to reflect using a clear structure to follow. In addition, this model will allow us to gain an overall view of our research after the events that have taken place.

(this box should expand as you type)

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Location of research activity Identify all locations where research activity will take place.
The research will take place within three Primary schools across the south Wales area; Cardiff, Bridgend and Porthcawl. The Cardiff school is an urban based school with approximately 530 pupils on roll at the school. The second school is in the seaside town of Porthcawl and comes under the Bridgend County Borough Council (BCBC) and has approximately 470 pupils on roll. Finally, the third school is also in BCBC and is made up of approximately 300 pupils.
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 sensitivities or vulnerabilities of participants.
N/A (this box should expand as you type)

SECTION F: Scope of Research Activity

Will the research activity include:	YES	NO
Use of a questionnaire or similar research instrument?	☐	☒
Use of interviews?	☒	☐
Use of diaries?	☐	☒
Participant observation with their knowledge?	☒	☐
Participant observation without their knowledge?	☐	☒
Use of video or audio recording?	☒	☐
Access to personal or confidential information without the participants' specific consent?	☐	☒
Administration of any questions, test stimuli, presentation that may be experienced as physically, mentally or emotionally harmful / offensive?	☐	☒
Performance of any acts which may cause embarrassment or affect self-esteem?	☐	☒
Investigation of participants involved in illegal activities?	☐	☒
Use of procedures that involve deception?	☐	☒
Administration of any substance, agent or placebo?	☐	☒
Working with live vertebrate animals?	☐	☒
Other primary data collection methods, please explain in this box	☒	☐
Personal reflections.		

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

Who are the intended participants:	YES	NO
Students or staff at the University?	☐	☒
Adults (over the age of 18 and competent to give consent)?	☐	☒
Vulnerable adults?	☐	☒
Children under 18?	☒	☒
Prisoners?	☐	☒
Young offenders?	☐	☒
Those who could be considered to have a particularly dependent relationship with the investigator or a gatekeeper?	☐	☒
People engaged in illegal activities?	☐	☒
Others (please identify):	☐	☒

Participant numbers and source

Provide an estimate of the expected number of participants. How will you identify participants and how will they be recruited?

The whole class will be observed as part of normal classroom practice. However, the main focus will be on 2 selected children within each lesson. As part of the research we have chosen to select 2 participants 1 boy and 1girl per researcher, who display difficulties in engaging from the guidance of the class teacher.

These 2 pupils are intended to be a representative sample of each class, they will be interviewed in a semi-structured interview following the lesson. Consent and assent procedures will be followed prior to observation and to interview (See section I).

this box should expand as you type

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

(this box should expand as you type)

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

SECTION H: Anticipated Risks

Outline any anticipated risks that may adversely affect any of the participants, the researchers and/or the University, and the steps that will be taken to address them.	
If you have completed a full risk assessment (for example as required by a laboratory, or external research collaborator) you may append that to this form.	
Full risk assessment completed and appended?	
Yes	☐
No	☒
Risks to participants For example: emotional distress, financial disclosure, physical harm, transfer of personal data, sensitive organisational information	
Any research completed will follow the guidelines of BERA (2018), UWTSD Research Ethics & Integrity Code of Practice and EWC Ethical Practice Guidelines. Throughout our research the schools will be identified as school 1, 2 and 3 and the participants will be identified as child A and B. All of which will be complying with ethical issues regarding confidentiality and anonymity. According to BERA (2018). All participants will have the right to withdraw at any time during the research. The researchers will follow Safeguarding policies of UWTSD and the schools who are participating in the research, if at any time any disclosures are made. Children may feel left out due to not being chosen for the interview, to avoid this situation we will mention to children that the choice was made by the class teacher. The learners have an ongoing assent through verbal conversation and body language. (this box should expand as you type)	
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 (this box should expand as you type)	
Risks to investigator For example: personal safety, physical harm, emotional distress, risk of accusation of harm/impropriety, conflict of interest	
The research shall be conducted during school hours and within the school that the selected children are from. When conducting semi-structured interviews, the whole group shall be in the room along with the participants, the door will be left open to allow members of staff to freely look in room, this will lower the risk of accusations. Consent of the whole class shall be asked to allow for participants not being in whilst the research is being conducted, this allows us the opportunity to continue with the research. The learners have on going assent through verbal conversation and body language, with the participants well-being taking priority over any research. (this box should expand as you type)	
University/institutional risks For example: adverse publicity, financial loss, data protection	
The research will be taking place in partnership schools of the University. Therefore, these schools have supported students like us before. We will ensure to up hold the good name of the university by conducting a professional attitude. We will adhere to all guidelines; BERA/EWC/UWTSD. There will be no financial risk to the institute as there is no cost or monies involved in the conducting of the research. We will ensure all data is stored anonymously and in coherence of BERA (2018). On an encrypted password protected university server. Therefore, if found, no connection can be made to the	

university, schools or participants. Which would ensure no adverse publicity, shame or humiliation can be had.

(this box should expand as you type)

Adverse outcomes

List measures put in place to limit any adverse effects or outcomes of research activity where appropriate. Include any emergency protocols.

Prior to research, protocols will be carried out such as giving out consent forms to parents of the all participants', this will allow us to know out of the whole class who has given consent to being involved with the research. As part of the research we will be asking the whole class for consent as this will avoid any issues regarding participants being absent. If in any situation if a child's well-being is being affected during the research they will be removed from the research, and all data collected from them will be deleted. At the same time if in any case of a fire in the participating schools in the research, the research will be ceased and will commence at a later date.

(this box should expand as you type)

Disclosure and Barring Service

If the research activity involves children or vulnerable adults, a Disclosure and Barring Service (DBS) certificate must be obtained before any contact with such participants.

YES

NO

N/A

Has a DBS certificate been obtained?

☒

☐

☐

SECTION I: Feedback, Consent and Confidentiality

Feedback What feedback will be provided to participants, how will this be done and when? Once the findings have been completed, feedback will be given to participants, class teacher and headteacher if requested. Only feedback about themselves. (this box should expand as you type)
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. Seeking informed consent- A letter will be sent out to all parents within the classrooms the research will be undertaking, asking if they and their child are happy to participate in the planned research. If a consent form isn't handed in, then we shall assume consent has not been given and they will not be allowed to take part within the research. Seeking on going assent by learners- The learners have on going assent through verbal conversation and body language, with the participants well-being taking priority over any research. (this box should expand as you type)
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. Throughout the research the schools will be identified as school 1,2&3 and the participants will be identified as child A & B. The real identity of the schools and participants will never be mentioned. (this box should expand as you type)

SECTION J: Data Protection and Storage

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

	YES	NO
Does the research activity involve personal data (as defined by the Data Protection Act)? <i>“personal data” means data which relate to a living individual who can be identified—</i> <i>(a) from those data, or</i> <i>(b) from those data and other information which is in the possession of, or is likely to come into the possession of, the data controller, and includes any expression of opinion about the individual and any indication of the intentions of the data controller or any other person in respect of the individual.</i>	☐	☒
If YES, provide a description of the data and explain why this data needs to be collected:		
(this box should expand as you type)		
Does it involve sensitive personal data (as defined by the Data Protection Act)? <i>“Sensitive personal data” means personal data consisting of information as to –</i> <i>(a) the racial or ethnic origin of the data subject,</i> <i>(b) his political opinions,</i> <i>(c) his religious beliefs or other beliefs of a similar nature,</i> <i>(d) whether he is a member of a trade union (within the meaning of the Trade Union and Labour Relations (Consolidation) Act 1992),</i> <i>(e) his physical or mental health or condition,</i> <i>(f) his sexual life,</i> <i>(g) the commission or alleged commission by him of any offence, or</i> <i>(h) any proceedings for any offence committed or alleged to have been committed by him, the disposal of such proceedings or the sentence of any court in such proceedings.</i>	☐	☒
If YES, provide a description of the data and explain why this data needs to be collected:		
(this box should expand as you type)		
Will the research activity involve storing personal data on one of the following:	YES	NO
Manual files (i.e. in paper form)?	☐	☒
University computers?	☐	☒
Private company computers?	☐	☒
Home or other personal computers?	☐	☒
Laptop computers/ CDs/ Portable disk-drives/ memory sticks?	☐	☒
“Cloud” storage or websites?	☐	☒
Other – specify:	☐	☒
For all stored data, explain the measures in place to ensure data confidentiality, including details of password protection, encryption and anonymisation:		
Whilst I will not be collecting and personal or sensitive data, the data I will collect will be protected on the password protected machine. The school and participants shall not be mentioned (this box should expand as you type)		
Will the research activity involve any of the following activities:	YES	NO

Electronic transfer of data in any form?	☐	☒
Sharing of data with others at the University?	☒	☐
Sharing of data with other organisations?	☐	☒
Export of data outside the European Union or importing of data from outside the UK?	☐	☒
Use of personal addresses, postcodes, faxes, emails or telephone numbers?	☐	☒
Publication of data that might allow identification of individuals?	☐	☒
Use of data management system?	☐	☒
Data archiving?	☒	☒
If YES to any question, please provide full details, explaining how this will be conducted in accordance with the Data Protection Act (and/or any international equivalent):		
Data will be shared with research partner in order to discuss and analyse results. However, the data shared will ensure participants are not identifiable. Data will be stored securely by the research partner within the school within they're working, and this will be stored in a password protected laptop. It will be kept until the completion of the PGCE course. (this box should expand as you type)		

List all who will have access to the data generated by the research activity:
Each partner will take responsibility for data collected within his/her school.
(this box should expand as you type)
List who will have control of, and act as custodian(s) for, data generated by the research activity:
Nathan Goodman (Me)
(this box should expand as you type)
Give details of data storage arrangements, including where data will be stored, how long for, and in what form. Will data be archived – if so how and if not why not.
In reference to UWTSD Data Management Policy. 4.5- Research data must be stored in a managed environment that protects against data loss and corruption, unauthorised access and modification, and complies with relevant legal, regulatory, contractual, and other obligations for the period that it needs to be kept. 4.14- If research data and records are to be deleted or destroyed, this should be done so in accordance with concern for confidentiality and security.

SECTION K: Declaration

The information which I have provided is correct and complete to the best of my knowledge. I have attempted to identify any risks and issues related to the research activity and acknowledge my obligations and the rights of the participants. In submitting this application I hereby confirm that I undertake to ensure that the above named research activity will meet the University's Research Ethics and Integrity Code of Practice	
Signature of applicant:	Date: 18/01/19

For students:

Teacher/ Senior mentor or Headteacher:	
Signature:	
Date:	21/01/19

For staff:

Head of School/Assistant Dean:	
Signature:	
Date:	

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

☒	I have read the guidance notes supplied before completing the form.
☒	I have completed ALL RELEVANT sections of the form in full.
☒	I confirm that the research activity has received approval in principle
☐	I have attached a copy of final/interim approval from external organisation (where appropriate)
☐	I have attached a full risk assessment (and have NOT completed Section H of this form) (where appropriate)
☒	I understand that it is my responsibility to ensure that the above named research activity will meet the University's Research Ethics and Integrity Code of Practice.
☒	I understand that before commencing data collection all documents aimed at respondents (including information sheets, consent forms, questionnaires, interview schedules etc.) must be confirmed by the DoS/Supervisor, module tutor or Head of School.

RESEARCH STUDENTS AND STAFF ONLY

All communications relating to this application during its processing must be in writing and emailed to pgresearch@uwtsd.ac.uk, with the title 'Ethical Approval' followed by your name. You will be informed of the outcome of your claim by email; therefore it is important that you check your University and personal email accounts regularly.

STUDENTS ON UNDERGRADUATE OR TAUGHT MASTERS PROGRAMMES should submit this form (and receive the outcome) via systems explained to you by the supervisor/module leader.

This form is available electronically from the Academic Office web pages:

<http://www.uwtsd.ac.uk/academic-office/>

Application Process

All staff research projects and all research students must submit the Ethical Approval Form to the **University Ethics Committee** via the Academic Office (pgresearch@uwtsd.ac.uk). Staff research directly in relation to personal study for taught undergraduate or Masters programmes should be submitted via the Faculty procedures explained below.

Taught masters and taught undergraduate research Ethical Approval Forms are considered **within Faculties**. Faculties will provide details of the specific processes for this. Where the Ethical issues within any single ethical application are of particular concern the Faculty will refer these to the University Ethics Committee. Any student activity that involves the collection of primary data needs to undergo Ethical approval, this includes assignment work as well as dissertations.

Notes for guidance in completion of this form

Section A: About You

Please complete all relevant sections

Section B: Approval for research activity

Research proposals must be approved in principle before applying for Ethical Approval. The proposal approval only becomes final when the ethical approval is received.

The process for proposal approval varies according to the individual and programme of study:

- Research students, by application on form PG1 to the Research Degrees Committee
- Taught students by review of research proposal within Faculties (Faculties provide specific details of these processes)
- Staff, by agreement by the Head of School/Assistant Dean

Section C: External Ethical Guidance materials

Many discipline areas are required to operate with the discipline specific codes of research ethics (for example health, psychology, education etc.), any such codes must be listed and you must tick to confirm that you have consulted with these.

Section D: External Collaborative Research Activity

Provide details of the external collaborative partners, where appropriate you might want to submit a copy of the external collaboration agreement with the Ethical Approval Form. If the partner requires the research to be subject to its own internal Ethical approval process then please provide details of that process and a copy of any final (or interim) approvals received from the organisation.

Section E: Details of Research Activity

Remember that the individuals reviewing this Ethical Approval Form may not have seen your research proposal, and also may not be experts in the specific area of your research. The information provided should therefore be jargon free and clearly stated.

Indicative Title: please use the same title as used on the research proposal.

Purpose: the Ethical approval process will want to ensure that the methods you propose are adequate and appropriate to address the research aims and objectives. Excessive additional data collection can be seen as unethical.

Proposed Methods: the Ethical approval process seeks to ensure that you understand the methods that are intended, and that the implementation of those methods will be appropriate and without unnecessary impact on respondents. Please be specific.

Location: this needs to mention geographical location and also local situation (for example, within Local Authority Offices in Cardiff, using a private room but close to other individuals). If you are collecting data within an organisational setting then you need to explain the permissions that you have obtained to do this.

Research Activity outside of the UK: please complete this section in detail, and note any guidance you have received. Also describe your own familiarity (or not) with the location that you will be utilising.

Section F: Scope of Research Activity

Please tick ALL of the research activities that might be undertaken. If any additional types of activity are intended then please add an extra box and describe these.

If you have answered no to all questions in F then sections G and J do not need to be completed. Section H should be considered, and may be completed. Signatures are still required in section K.

Section G: Intended Participants

Please tick all categories that might apply.

Numbers & Source: if you are using a series of different methods or research activities please list numbers for each stage/phase. Be clear about how you will find respondents. Will you use intermediaries, and if so how? How will you ensure compliance with your sampling strategy?

Information for participants: all participants should be appropriately informed about the research, what is expected of them and what will happen to the information that they provide. The Ethical review process does not ask to see this documentation, but requires this to be reviewed and approved by the Director of Studies in the case of research students, the supervisor/module tutor in relation to students on taught programmes and the Head of School/Assistant Dean in relation to staff research.

Section H: Anticipate Risks

All research carries some level of risk. The answers you provide to questions in this section will be reviewed to ensure that you have an appropriate understanding of the type of risks involved and how you can mitigate against these risks. If you have completed a full risk assessment, as required for example for laboratory work, field work, clinical tests, diving operations, or by a collaborative partner, you may append that to this form. In that case, please tick the box indicating this has been provided. You will not then be required to complete Section H.

Risk to participants Think very carefully about how your actions/questions/discussions might affect the people you are involving as participants. You might identify the risk as small but it would still be a risk. Many types of question have the potential to make respondents less content with their life / job; you need to recognise and try to ameliorate any such effects

If these are business owners, time with you may reduce profit.

In some locations physical risk is very real to both participants and yourself, please consider this.

Risk to you, the researcher Think about where you will meet people, if there are any dangers involved in the location. If you are meeting people as individuals think about using a public place. In general do not visit people in their own homes or remote locations. If you are talking to individuals about certain issues think about how their responses might affect you emotionally. What about the risk of collecting insufficient data?

Risk to the University When undertaking your research, you are acting as a member of the University (student or staff). Professionalism is important, so it is important to be well organised and well prepared. Punctuality, clarity etc. are all part of this. What will you do to ensure this? You must ensure you do not harm the good name of the University in any way and do nothing to undermine the reputation of the research it conducts and sponsors. Upholding high standards of conduct and integrity are vital in this regard. You must also conduct the research in such a way to minimise the potential for claims of negligence made against the University, its researchers and any collaborating individual or organisation. In this respect you should always comply with ethical, legal and professional frameworks, obligations and standards as required by statutory and regulatory authorities, as well as the university's Research Integrity and Ethics Code of Practice. Research misconduct in this respect can take many forms, including:

- fabrication: making up results or other outputs (eg, artefacts) and presenting them as if they were real
- falsification: manipulating research processes or changing or omitting data without good cause
- plagiarism: using other people's material without giving proper credit
- failure to meet ethical, legal and professional obligations: for example failure to declare competing interests; misrepresentation of involvement or authorship; misrepresentation of interests; breach of confidentiality; lack of informed consent; misuse of personal data; and abuse of research subjects or material
- improper dealing with allegations of misconduct: failing to address possible infringements such as attempts to cover up misconduct and reprisals against whistle-blowers

Adverse Outcomes. Think carefully about the possibilities, and cover here

Section I: Feedback, Consent and Confidentiality

Feedback to participants: outline your approach. Will interview transcripts be shared with respondents to check accuracy? Will summaries of questionnaire analysis be made available to respondents in some way? Will an overview report be provided? How and when?

Informed consent: Draft letter / e-mail / or heading (or footer) section of questionnaire must be approved by DoS/supervisor (if research student), supervisor/module tutor if taught student, or Head of School / Assistant Dean if a member of staff.

Confidentiality/Anonymity. Explain clearly how you will ensure confidentiality and anonymity.

Section J: Data Protection and Storage

Before completing this section it is necessary to read the University's Research Data Management information. The questions that follow are designed to ensure compliance with the Data Protection Act as well as established research protocols.

Many research activities will involve electronic transfer of data and use of data management systems in the summarisation and analysis of data. You will need to explain these in relation to compliance with the Data Protection Act.

Think carefully about who will have access to your data, this will include supervisors and examiners. Also that a thesis will be made available via the University library and the British Library system. If you are seeking an access bar for a period of time after completion then mention it here. If you will provide a copy of your findings, or intend to give a presentation, to a facilitating/ supporting/accessing organisation then explain that in this section. But also think about the general principle of data sharing, as explained in the Research Data Management information.

In terms of storage of data please ensure security, and also mitigate against loss of data.

Section K: Declaration

Ensure the appropriate countersignatures have been provided

Look carefully at the checklist and ensure that you comply with and tick all that are relevant to your research.

School 1- Observer form

	1-Music- Mission Impossible	2- Hocus Pocus	3- board noise sensor	Level of Involvement
Child A	4- Respond but not instantly. 5- Quick response but didn't listen to prior instruction and moved when asked to stay. 5- Quick response and tidied up.	Intro- 5- Responded quickly. said phrase and attention on teacher (Carpet time). 5- Said phrase and attention on teacher. Carousel- 4- Responded using eye contact. Didn't say phrase (Maths sheets). 3- Didn't repeat phrase. Continued to focus on ICT task. Reminded by peers to move on. 4- Didn't repeat phrase. looked in the direction of the teacher, giving attention. Plenary- 5- Responded quickly, said phrase and attention on teacher. (carpet time)	Intro- Not needed. Carousel- 4- Involved in task at all times. Very little talk. Not easily distracted by noise around her. Looked at noise sensor when reminded as whole class. carried on with task, with no talking. Plenary- Not needed.	5- Intro- hands up answering questions always wanted to be involved. 5- involved at times, not easily distracted (Maths sheets). 5- Shows greatest involvement. Concentrated and focused (ICT). 5- Plenary- hands up answering question and always wanted to be involved.

Child B	4- Responded but not instantly. 5- Responded instantly moved to ICT. 4- Didn't respond instantly. Seemed engaged with learning (ICT).	Intro- 5- Responded quickly. said phrase and attention on teacher (Carpet time). 5- Said phrase and attention on teacher. Carousel- 3- Didn't say phrase, watched everyone else and copied (Maths sheets). 3- Didn't repeat phrase. Continued to chat with person next to them. Reminded by peers to move on. 3- Didn't repeat phrase. continued to focus on ICT task. Reminded by peer to move on. Plenary- 5- Responded quickly, said phrase and attention on teacher. (carpet time)	Intro- Not needed. Carousel- 3- holding pencil child B talked and giggling with peers. Easily distracted by any talk around her. Looked at noise sensor when reminded as whole class. Then continued to talk straight after. Plenary- Not needed.	5- Intro- hands up answering questions always wanted to be involved. 3- Easily distracted, giggling and off task talk. But made progress working through sheet (Maths sheets). 5- Shows greatest involvement. Concentrated and focused (ICT). 5- Plenary- hands up answering question and always wanted to be involved.
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Child C	4- Responded but not instantly. 5- Responded by looking up, listened to prior instruction as she carried on with her learning. 5- Quick response and tidied up.	Intro- 5- Responded quickly. said phrase and attention on teacher (Carpet time). 5- Said phrase and attention on teacher. Carousel- 5- Responded using eye contact. Saying phrase (stood next to the teacher). 5- Repeated phrase. attention on teacher (ICT). 4- Didn't repeat phrase. looked in the direction of the teacher, giving attention. (Maths sheets). Plenary- 5- Responded quickly, said phrase and attention on teacher. (carpet time)	Intro- Not needed. Carousel- 4/3- Involved in task at all times. No talk. But easily distracted by noise around her, asking peers to use spy talk. Looked at noise sensor when reminded as whole class. continued to complete task. Plenary- Not needed.	5- Intro- hands up answering questions always wanted to be involved. 5- showed intense involvement of tasks. Completed a number of sheets. Around adult to show completed work. 5- Shows intense involvement. Concentrated and focused (ICT). 5- Plenary- hands up answering question and always wanted to be involved.
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Interview Schedule- School 1

Engagement, thoughts and narrow it down.

1. What did you think about the lesson?

Child A- Liked it, fun, especially liked the carousel.

Child B- It was fun; especially doing the carousel learning.

Child C- I was intrigued by the carousel. Enjoyed using different methods to practise my times tables.

2. What did you enjoy about the lesson?

Child A- Everything!

Child B- ICT, carousel learning and the times table tricks.

Child C- ICT. I liked the way of practising my tables in game form.

3. What didn't you enjoy?

Child A- I didn't like staying on an activity when only the ICT children had to swap.

Child B- The noise level was sometimes too loud. I found it hard to concentrate.

Child C- I found it hard to concentrate with the noise. I like a quiet classroom.

4. What do you think the other children thought about the lesson? Why?

Child A- They chose easy challenges when they should have chosen harder ones.

Child B- I agree with Child A. They stuck to their comfort zone.

Child C- I don't agree with Child A and B. My group seemed to be in the panic zone. One child in particular was losing count using her fingers. She became frustrated.

5. a. What did you think about the mission impossible music? Expand

Child A- liked it. It got us moving and tidying up.

Child B- it was ok. A different song needed, one with words and calming. Too hectic.

Child C- Too chaotic. Some children were being silly- twirling and pretending to have guns. It encouraged them to act silly.

b. What did you think the catch phrase technique? Expand

Child A- liked it. we need to use more catch phrases.

Child B- I like it. everyone stops and looks. I would make the helper heddiw in charge of saying the phrase.

Child C- Sometimes, not everyone listens. However, practise makes perfect.

c. What did you think about the self-regulated noise technique on the white board? Expand

Child A- Didn't always see it straight away. Had to copy others.

Child B- Didn't always take notice of it as I was not looking in the direction of the board.

Child C- I am familiar with this technique, watched the board and reminded my friends if it was 'spy talk'.

6. If you were the teacher and were going to teach this lesson, how could you improve it? Expand-

Child A- I would offer more activities to move too.

Child B- I would use the helper heddiw to help with instructions. They could say the catch phrase, play the music and oversee the tasks.

Child C- I would explain more methods that could be used for your timetables. I would definitely use carousel but encourage the children to be quieter. I would use table monitors to keep the noise level low.

7. How did you feel when these techniques were used?

Child A- I liked them.

Child B- I liked the catch phrase. I really didn't like the mission impossible; it was annoying.

Child C- I felt rushed with the mission impossible music. I liked the catch phrase. I felt enthused with the catch phrase. I liked when everyone joined it.

8. (If any) what technique supported your learning best?

Child A- Catch phrase one.

Child B- The mission impossible, but I'd use a song with words. But I also like the catch phrase.

Child C- I liked the catch phrase, short and snappy.

School 2- Observer form

	1. Mission Impossible music	2. Hocus Pocus	3. Bell and clapping	Level of Involvement
Child A	5 – Listened well and was quick to respond. Engaged when given introduction. 5 – responded well when tidying up	5 – stopped and said the phrase straight away 5 – said phrase straight away and listened well when challenges were explained 4 – didn't say the phrase straight away was too busy looking for glue to stick sheet in book	5 – stopped and made eye contact with the teacher 3 – reminded time to finish - did not stop continued with work and talking to others	5 – introduction to lesson listened well and was involved with questioning 5 – when completing directed tasks eager to finish
Child B	5 – introduction 3 – tidy up time distracted by others talking and not listening well	4 – talking on few occasions when teacher is explaining 4 – when challenges are explained did not stop straight away but was focused and on track quickly	5 – teacher stops to explain the rules - again stop to listen quickly 3 – reminded time to finish - talking to friends on table	5 – interacted with teacher and engaged when questions were asked 5 – two worksheets completed and moved to challenges quickly
Child C	5 – introduction 3 – tidy up time – didn't stop gluing sheet in book then stopped to talk to others	5 – talking about challenges - stopped to listen quickly	4 – reminded time to finish - a little chatty and a little off task	5 – questioning time was listening but did not put hand up 4 – completed one worksheet over long period of time

Interview Schedule – School 2

Engagement, thoughts and narrow it down.

1. What did you think about the lesson?

Child A – fun got to learn more timetables

Child B – enjoyed the challenges

Child C – Liked it knew what Venn diagrams are

2. What did you enjoy about the lesson?

Child A – liked the emoji sheet as I liked to be challenged in Maths

Child B – happy because I love Maths

Child C – enjoyed the dial a phone worksheet as it helped with learning most of my timetables

3. What didn't you enjoy?

Child A – Venn diagram found it quite boring

Child B – the dial a phone worksheet as I found it quite confusing

Child C - didn't like the mission impossible I found it irritating

4. What do you think the other children thought about the lesson? Why?

Child A – don't really know, I think they thought it was ok

Child B – I think some children liked the lesson and others didn't really enjoy it

Child C – some found it challenging

5. a. What did you think about the mission impossible music? Expand

Child A – it makes me realise that I have to do something but it doesn't make me want to tidy up straight away

Child B – the music it a little boring I prefer the rhumba tidy up song

Child C – irritating and annoying but as soon as I hear it I do tidy up straight away

b. What did you think about the catch phrase technique? Expand

Child A – makes me laugh, but I listen and say everybody focus quickly because it's fun

Child B – it makes me listen straight away I like it when we have to say everybody focus too

Child C – it's different I haven't used this in school before, really like it makes me want to listen because I have to remember to reply back

c. What did you think about the bell as a technique? Expand

Child A – Found it very annoying/irritating it's like someone is ordering food

Child B – yeah I agree don't really like it and sometimes I don't hear it if everyone is quite loud in class

Child C – same it is irritating, when I hear the bell it doesn't make me want to do anything

6. If you were the teacher and were going to teach this lesson, how could you improve it? Expand

Child A – I would give out raffle tickets to the children who are good at listening so that win some kind of prize

Child B – I would give rewards or Dojos to children who are listening well

Child C – I would count in 1, 2, and 3 in Welsh

7. How did you feel when these techniques were used?

Child A – I feel happy when I hear the teacher say Hocus Pocus and I feel good when I have to reply to it

Child B – makes me feel calm when I hear Hocus Pocus

Child C – makes me feel alert and happy when I hear Hocus Pocus

8. (If any) what technique supported your learning best?

Child A – Hocus Pocus because it's fun and makes me feel happy

Child B – Hocus Pocus same it makes stop what I'm doing

Child C – yeah I think Hocus Pocus too because it's the only one I feel happy to listen to

School 3- Observer form

	1-Music-Mission Impossible	2- Hocus Pocus	3- Clapping	Level of Involvement
Child A	5- Very quick to respond to the music and tidy up.	4- Introduction 5- Said the phrase and attention was on teacher straight away. 4- Didn't say the phrase was too focused on finishing her task.	5- Clapped along straight away and responded to teachers' instructions. Did this throughout the lesson.	5- Intro hands up answering questions always wanted to be involved.
Child B	4- Slow to respond to the music- finishing off their work. When they noticed the music, they were quick to tidy.	5- Intro responded well repeated the phrase all attention on class teacher. 5- Throughout the lesson said the phrase and focused his attention on the teacher.	5- Clapped along straight away throughout the lesson, this was very effective and was one of the first to clap along.	5- Wanted to answer questions and be involved constantly. 5- Finished their work very quickly 5- Loves maths stayed on task throughout.
Child C	3- Loved the music started to Dance and eventually tidy.	3- Wouldn't repeat the phrase but would watch everyone else.	5- Very effective clapped along straight away throughout the lesson when the teacher did.	3- Struggled to keep still. Wanted to be involved but would shout out answers and not wait.

Interview Schedule- School 3

Engagement, thoughts and narrow it down.

1. What did you think about the lesson?

Child A- I really enjoyed the lesson, I liked doing the old phone task.

Child B- I really enjoyed the lesson I thought it was hard and good fun but did the work on my own.

Child C- It was okay, I don't really like math's, but I liked the emoji sheet.

2. What did you enjoy about the lesson?

Child A- I enjoyed the emoji task, I thought that was cool and fun.

Child B- I liked the Venn diagrams I found them good they helped me with my timetables.

Child C- I liked the mission impossible music, it was funny, and I could start dancing.

3. What didn't you enjoy?

Child A- Nothing I liked all the lesson.

Child B- Same, nothing I liked all the lesson.

Child C- I don't like math's I find it boring, it could be more fun by playing more games.

4. What do you think the other children thought about the lesson? Why?

Child A- My table all enjoyed the lesson, we all helped each other when we got stuck.

Child B- My table found it easy because we worked as a team helping each other.

Child C- My table thought it was okay we had Mrs helping us, my table like the emoji coloring in.

5. a. What did you think about the mission impossible music? Expand

Child A- I like it, its fun when Mrs plays it and it helps me tidy instead of not listening to music and It being boring when we're tidying.

Child B- I like it, it makes tidying fun. It is a good way of getting my attention.

Child C- I like its good fun and I can dance.

b. What did you think the catch phrase technique? Expand

Child A- Its weird I don't like it, not everyone always says it back.

Child B- I agree it's weird, some people don't say it properly and sometimes people don't say it at all.

Child C- I don't like it, I don't like saying the phrase back. I think the phrase could be more fun, like a phrase from fortnite.

c. What did you think about the clapping technique? Expand

Child A- No I don't like it, it hurts my hands clapping all the time!

Child B- I like it helps me focus and I will always clap along.

Child C- I like it, I like clapping along and when Mrs changes the clap.

6. If you were the teacher and were going to teach this lesson, how could you improve it? Expand-

Child A- I think you could use a song which we could all sing too, that would get my attention and I would sing along.

Child B- I would just stand there until they listen, its their time and learning that they are wasting. I would just add time onto the lesson and keep them in at break or lunch.

Child C- I would just raise my voice and shout to get the class to listen to me.

7. How did you feel when these techniques were used?

Child A- I felt annoyed I only like the mission impossible one, but I think a song with words would be much better.

Child B- I love the mission impossible one I really like that song I like to think I'm a spy and need to tidy up quickly. I feel happy with this one.

C- I feel happy when we do the clapping one because I like to clap along, and it makes me listen best.

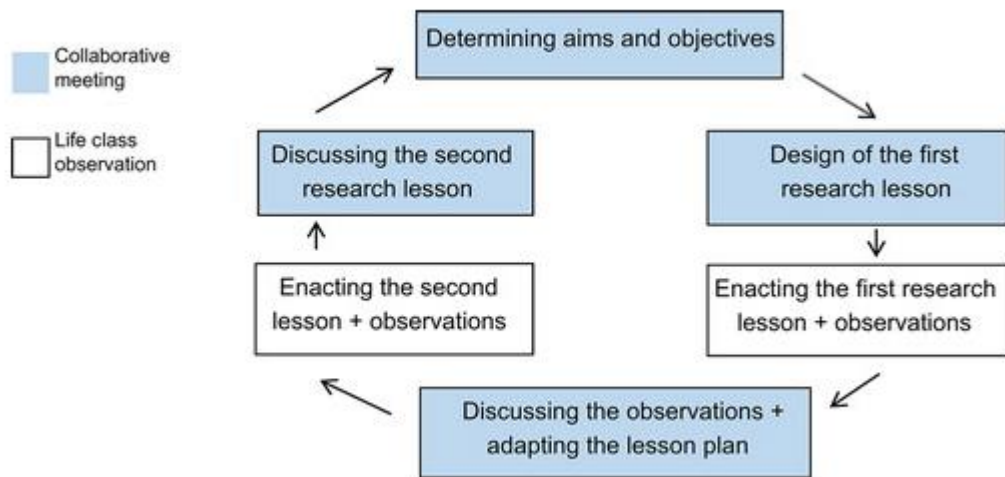
8. (If any) what technique supported your learning best?

Child A- Mission impossible but be better if there were words I could sing to.

Child B- Mission Impossible- I just really like the music when tidying up you can feel the pressure to tidy before the song ends.

Child C- Clapping hands- I like clapping along.

Figure 1 The lesson study cycle based on Stepanek *et al* (2007)



Consent letter to parents University format



Dear Parent/Guardian,

Your child's school is a partner with Yr Athrofa at University of Wales Trinity Saint David in Carmarthen and Swansea. This school offers placements to students who are learning to be teachers.

The student-teacher in your child's class has been given the task of planning, teaching and evaluating one lesson so that he/she can develop specific strategies to improve their own teaching. As part of this, student-teachers will be observing the children's responses and asking some pupils their views on parts of the lesson. This is designed to inform students' own practice and support children's learning.

Any information collected would remain confidential, and both the school and the children would remain anonymous in work produced. The work undertaken would be in line with the University's ethical guidelines. If, at any time, your child does not want to share ideas, they would not be required to do so.

If you are happy for your child to contribute to the project, please complete the parental consent form below and return directly to the school as soon as possible. If you are interested in the outcome of this project or if you have any questions, please contact the University Partnership Office - partnership@uwtsd.ac.uk.

Yours faithfully,

Catherine Morgan
Module lead – The Enquiring Teacher