

NAME: Catrin Cullen.

STUDENT NUMBER: 2005652

COURSE: Primary Education with QTS.

ASSIGNMENT TITLE: Design and conduct a small-scale research study, and critically evaluate the impact of chosen research tools and data/findings on the learner and on your professional practice.

Appendix 1 – Ethics Form



PG2 / E1 FORM

APPLICATION FOR ETHICAL APPROVAL

RESEARCH STUDENTS

This form is to be completed by the student within **SIX** months for full-time students and **TWELVE** months for part time students, after the commencement of the research degree or following progression to Part Two of your course.

Once complete, submit this form via the [MyTSD Doctoral College Portal](https://mytsd.uwtsd.ac.uk) 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:	Catrin Cullen			
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, <u>Yr Athrofa</u>			
4	Campus:	Carmarthen			
5	E-mail address:	2005652@student.uwtsd.ac.uk			
6	Contact Telephone Number:	07908609775			

For students:		
7	Student Number:	2005652
8	Programme of Study:	BA Primary Education with QTS
9	Director of Studies/Supervisor:	Dr Sioned V Hughes

SECTION B: Approval for Research Activity

1	Has the research activity received approval in principle? (<u>please</u> check the Guidance Notes as to the appropriate approval process for different levels of research by different categories of individual)	YES	☒	NO	☐
2	If <u>Yes</u> , 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	☐	Date	
		Institute Research Committee	☐		
		Other (write in) ECAD5010 Module lead - Sioned Hughes	☒	25.04.23	

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 Ethical Guidelines for Educational Research, fourth edition (2018) ☒

SECTION D: External Collaborative Research Activity

If there are external collaborators then you should gain consent from the contact persons to share their personal data with the university. If there are no external collaborators then leave this section blank and continue to section E.

1	Institution	
2	Contact person name	
3	Contact person e-mail address	
4	Is your research externally funded?	YES ☐ NO ☐
5	Are you in receipt of a KESS scholarship?	YES ☐ NO ☐
6	Are you specifically employed to undertake this research in either a paid or voluntary capacity?	Voluntary YES ☐ NO ☐
7		Employed YES ☐ NO ☐
8	Is the research being undertaken within an existing UWTSD <u>Athrofa</u> ?	If <u>YES</u> then the permission question YES ☒ NO ☐

	Professional Learning Partnership (APLP)?	below does not need to be answered.				
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 <u>Yes</u> , 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 your experiences of using assessment for learning strategies in a KS2 classroom?			
2	Proposed start date:	02.05.23	Proposed end date:	15.05.23	
	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 <u>explain</u> <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 this research day is to understand how different research tools are used in practice, for example, how questionnaires and interviews are used to gather and collect relevant data. - In addition, the purpose is to establish how <u>AfL</u> strategies are used in the school, which are used and when they are used. - To develop my own research literacy skills.				
4	Research Question What are your experiences of using assessment for learning strategies in a KS2 classroom?				
5	Aims of Research Activity - To explore staff and learners' perceptions and understanding of using <u>AfL</u> strategies in the classroom - To understand the staff and <u>learners</u> experiences of using the strategies. - To critically evaluate the different research tools, those being – questionnaires and interviews.				

	To further develop personal knowledge and understanding of AfL and to improve professional practice from the information received during the research day.
6	Objectives of Research Activity - To explore the peer assessment AfL strategy and understand how it is used in the school. - The questionnaire will give clear information on what the teachers know about peer assessment and how they use it in their classroom. - The interviews will allow the researcher to understand what the pupils know about peer assessment and if they enjoy using it.
	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	Interviews – 8 pupils from year 3 to year 6 will be involved in a semi-structured interview where they will be invited to respond to key questions relating to peer assessment in the classroom. For example: 'Do your friends mark/assess your work?', 'Do you prefer it if your teacher or your friends mark your work?'. These interviews will be conducted in an informal setting in the school, where there will be windows and doors open for safety of the children. The interview will be confidential, and I will not be writing down any names during the interview. The pupils will be made aware that they are able to withdraw from the interview at any stage, and I will be checking that they are comfortable with the questions throughout the entire interview. Questionnaires – 4 staff will be answering the questionnaire – 1 teacher from year 3, year 4, year 5 and year 6. Some questions will be: 'Do you use AfL strategies in the classroom?' and 'On average, how long do you give pupils to act on feedback given from using peer assessment?'. The questionnaires will be sent to these teachers via email and there is no requirement for the teachers to fill out their name. The answers from the questionnaires will remain confidential as I will not be aware who has answered each questionnaire. When emailing the teachers, I will be asking for their consent to fill the questionnaire. As I am using both interviews and questionnaires to gather information, the approach used is called the Mosaic Approach as I am collecting data from two different sources, on the same topic.
	Location of research activity Identify all locations where research activity will take place.
8	The research activity will take place in a school with around 250 pupils from Nursery – Year 6 (including two STF classes). Each year group has 20-30 children, and there is only one class for each year group.
	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 <u>research</u> then please state this.
9	N/A

10	Use of documentation not in the public domain: Are any documents NOT publicly available?	NO	☐
		YES	☐
11	If <u>Yes</u> , 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	☐	☐
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:		
	<i>(this box should expand as you type)</i>		

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? 12 participants
11	Who will the participants be? Questionnaires: Year 3 teacher Year 4 teacher

		Year 5 teacher Year 6 teacher <i>Interviews:</i> 2 children from year 3 2 children from year 4 2 children from year 5 2 children from year 6
12	How will you identify the participants?	The class teachers from year 3-6 will be selected to complete the questionnaire. I will have 1 boy and 1 girl from each year group to complete the interviews. These children will be randomly selected to ensure there is no favouritism, and each child has an equal opportunity to take part.

	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			

(this box should expand as you type)

SECTION H: Anticipated Risks

Outline any anticipated risks that may adversely affect any of the participants, the researchers and/or the University, and the steps that will be taken to address them. If you have completed a full risk assessment (for example as required by a laboratory, or external research collaborator) you may append that to this form.					
1	Full risk assessment completed and appended? <table border="1" style="float: right;"> <tr> <td>Yes</td> <td>☐</td> </tr> <tr> <td>No</td> <td>☐</td> </tr> </table>	Yes	☐	No	☐
Yes	☐				
No	☐				
2	Risks to participants For example: sector-specific health & safety, emotional distress, financial disclosure, physical harm, transfer of personal data, sensitive organisational information				
	<table border="1" style="width: 100%;"> <tr> <td style="width: 50%;"> Risk to participants: - The research may affect pupil's self-esteem by not being chosen as a participant in the research. - Pupils may feel under pressure to give the correct answer to the questions. </td> <td style="width: 50%;"> How you will mitigate the risk to participants: - I will ensure to explain to the pupils that only two children from each class are being selected and the children will be selected at random. - I will also ensure not to ask any leading questions and instruct the children that they can answer truthfully say whatever they think is right. </td> </tr> </table>	Risk to participants: - The research may affect pupil's self-esteem by not being chosen as a participant in the research. - Pupils may feel under pressure to give the correct answer to the questions.	How you will mitigate the risk to participants: - I will ensure to explain to the pupils that only two children from each class are being selected and the children will be selected at random. - I will also ensure not to ask any leading questions and instruct the children that they can answer truthfully say whatever they think is right.		
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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				
	<table border="1" style="width: 100%;"> <tr> <td style="width: 50%;"> Risk to the investigator: There is a possibility that pupils in the classroom will accuse the researcher of favouritism if they are not selected for interviewing. </td> <td style="width: 50%;"> How you will mitigate the risk to the investigator: I will follow the UWTSD and BERA ethical guidelines when conducting primary research in a school and ensure the children are aware that the children will be randomly selected for the interview. </td> </tr> </table>	Risk to the investigator: There is a possibility that pupils in the classroom will accuse the researcher of favouritism if they are not selected for interviewing.	How you will mitigate the risk to the investigator: I will follow the UWTSD and BERA ethical guidelines when conducting primary research in a school and ensure the children are aware that the children will be randomly selected for the interview.		
Risk to the investigator: There is a possibility that pupils in the classroom will accuse the researcher of favouritism if they are not selected for interviewing.	How you will mitigate the risk to the investigator: I will follow the UWTSD and BERA ethical guidelines when conducting primary research in a school and ensure the children are aware that the children will be randomly selected for the interview.				
5	University/institutional risks For example: adverse publicity, financial loss, data protection				
	<table border="1" style="width: 100%;"> <tr> <td style="width: 50%;"> Risk to the University: The researcher needs to ensure that the relationship between the school and university maintains good. Due to this the researcher needs to behave professionally at all times. </td> <td style="width: 50%;"> How you will mitigate the risk to the University: I will behave in a professional manner, at all times. I will also collect my data on a password protected file and all data will be confidential and anonymous. I will ensure not to fabricate or falsify any results or manipulate the research. </td> </tr> </table>	Risk to the University: The researcher needs to ensure that the relationship between the school and university maintains good. Due to this the researcher needs to behave professionally at all times.	How you will mitigate the risk to the University: I will behave in a professional manner, at all times. I will also collect my data on a password protected file and all data will be confidential and anonymous. I will ensure not to fabricate or falsify any results or manipulate the research.		
Risk to the University: The researcher needs to ensure that the relationship between the school and university maintains good. Due to this the researcher needs to behave professionally at all times.	How you will mitigate the risk to the University: I will behave in a professional manner, at all times. I will also collect my data on a password protected file and all data will be confidential and anonymous. I will ensure not to fabricate or falsify any results or manipulate the research.				

6	Environmental risks For example: accidental spillage of pollutants, damage to local ecosystems	
	Risk to the environment: I will be undertaking my research in the school building, resulting in no risks being made to the environment.	How you will mitigate the risk to environment: 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.	001799665472		

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
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.
	My module lead and module tutors will be informed of the research I will be undertaking and will see the interview/questionnaire questions beforehand, to ensure they are appropriate. I will be asking for consent from the school to conduct this research, by asking each teacher if they are happy to complete the questionnaire, and asking each pupil if they are comfortable with partaking in the interview. I will continue to check with the participants if they are comfortable throughout conducting my research, and if they want to withdraw then they will be able 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.
	I will ensure that no names are mentioned in the assignment, and when the research is being discussed, I will name the children 'child a', 'child b' etc. In addition, I will ensure not to name the school. I will be doing this to ensure that confidentiality is maintained and no harm will be caused to the pupils or the school.

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 (<u>i.e.</u> 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 <u>why not</u> .		
	<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.uwtsd.ac.uk/). If <u>no</u> please explain. (Most relevant to academic staff)		
	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.uwtsd.ac.uk/library/research-data-management/)	YES	☐
27	Confirm that you are aware that you need to keep all data until after your research has completed or the end of your funding	YES	☐

SECTION K: Declaration

The information which I have provided is correct and complete to the best of my knowledge. I have attempted to identify any risks and issues related to the research activity and acknowledge my obligations and the rights of the participants. In submitting this application I hereby confirm that I undertake to ensure that the above named research activity will meet the University's Research Ethics and Integrity Code of Practice which is published on the website: https://www.uwtsd.ac.uk/research/research-ethics/		
1	Signature of applicant:	C. Cullen Date: 25/04/2023

For STUDENT Submissions:

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

For STAFF Submissions:

4	Academic Director/ Assistant Dean:	Date:
5	Signature:	

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

☒	I have read the guidance notes supplied before completing the form.
☒	I have completed ALL RELEVANT sections of the form in full.
☒	I confirm that the research activity has received approval in principle
☐	I have attached a copy of final/interim approval from external organisation (where appropriate)
☐	I have attached a full risk assessment (where appropriate) ONLY TICK IF YOU HAVE ATTACHED A FULL RISK ASSESSMENT
☒	I understand that it is my responsibility to ensure that the above-named research activity will meet the University's Research Ethics and Integrity Code of Practice.
☒	I understand that before commencing data collection all documents aimed at respondents (including information sheets, consent forms, questionnaires, interview schedules etc.) must be confirmed by the DoS/Supervisor, module tutor or Academic Director.

RESEARCH STUDENTS ONLY Once complete, submit this form via the MyTSD Doctoral College Portal at (https://mytsd.uwtsd.ac.uk).
RESEARCH STAFF ONLY All communications relating to this application during its processing must be in writing and emailed to pgresearch@uwtsd.ac.uk, with the title 'Ethical Approval' followed by your name.
STUDENTS ON UNDERGRADUATE OR TAUGHT MASTERS PROGRAMMES should submit this form (and receive the outcome) via systems explained to you by the supervisor/module leader.

Appendix 2 – Consent Form



Research School Day

BA2

02/05/23

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: _____ Signed: _____

Student teacher UWTSD e-mail address: _____

Programme (BA Education QTS/ Primary): _____

Date: _____

A letter for the school to distribute to parents/guardians Classroom-based research with student teachers

Ethical Research

Student teachers may be required to undertake small-scale classroom-based research in order to complete assignments.

The following letter should be made known to parents/guardians so that informed consent or a request to withdraw from the research being undertaken is agreed.

This school is a partner with the professional learning partnership that sits within the **Athrofa** at University of Wales Trinity Saint David in Carmarthen and Swansea. This school offers placements to students who are learning to be teachers. When student teachers work within the school, they are always under the supervision of the class teacher. The purpose of this letter is to inform you that as part of the University-based assessment, the student teacher will be required to evaluate classroom practice. This sometimes takes the form of a written evaluation or assessment of children's work and can also involve asking staff and children about their views. This activity does not differ from usual classroom practice.

If you would like more information about the work taking place in your child's class, please don't hesitate to ask the class teacher. If, following this discussion, you decide you don't want your child to be involved in any classroom-based evaluation undertaken by the student teachers please inform the class teacher.

If you would like more information about the initial education and training of new teachers, please contact the **Athrofa** Professional Learning Partnership through its senior administrator, Christine Rees.

Thank you for taking time to read this information.

Appendix 3 – Interview Questions

Interview for pupils

Interview question: What are your experiences of using assessment for learning strategies in a KS2 classroom?

1. Do your teachers assess your work?

2. Do your friends assess/mark your work?



3. If yes, do you like it when your friends mark your work?

4. How does it make you feel?

5. Do you think it helps you do better work in the future?



If no, would you like it if your friend marked your work?

Explain why.



6. Can you tell me how it makes your future work better?

6. Can you tell me why your work does not get better?

7. Do you prefer if your teacher or your friends mark your work?

8. How could they mark your work better?



What are your experiences of using assessment for learning strategies in a KS2 classroom?

Please could you complete this questionnaire, providing true information.
Please note that all data will remain anonymous.

* Required

1. Do you use AfL strategies in the classroom? * 

☐ Yes

☐ No

2. If your answer is no, please explain. 

Enter your answer

3. What AfL strategies do you use in the classroom? * 

☐ Peer Assessment

☐ Self Assessment

☐ Think-Pair-Share

☐ Exit Card

☐ Traffic Lights

☐ Thumbs Up

☐ Mini-Whiteboards

4. What is your opinion on peer and self assessment as a tool to progress learning? * 

	Very Successful	Partly Successful	Neutral	Not Successful
Peer Assessment	☐	☐	☐	☐
Self Assessment	☐	☐	☐	☐

5. What is your opinion on using the following AfL strategies in the classroom? * 

	Very Useful	Useful	Somewhat Useful	Not Useful
Sharing Success Criteria with Learners	☐	☐	☐	☐
Peer Assessment	☐	☐	☐	☐
Self Assessment	☐	☐	☐	☐

6. Describe your experiences of using peer assessment in the classroom. * 

Enter your answer

7. How important do you think it is to use peer assessment? (1-not important, 10-important) * 

1

2

3

4

5

6

7

8

9

10

8. On average, how long do you give pupils to act on feedback given from using peer assessment? *



☐ 0-5 minutes

☐ 5-10 minutes

☐ 10-15 minutes

9. To what extent does peer assessment benefit your teaching? Explain your answer. * 

Enter your answer

10. If peer assessment does not benefit your teaching, please explain why. 

Enter your answer