

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.

Delete the Guidance Notes at the end of the form BEFORE submitting your application

SECTION A: About You (Principal Researcher)

Full Name:		Suzanne Elisabeth Perkins			
Tick all boxes which apply:		Member of staff:	☐	Honorary research fellow:	☐
Undergraduate Student	☐	Taught Postgraduate Student	☒	Postgraduate Research Student	☐
Faculty/School/Centre:		University of Wales, Trinity St David			
Campus:		Swansea			
E-mail address:		1903640@student.uwtsd.ac.uk			
Contact Telephone Number:		07972919698			
For students:					
Student Number:		1903640			
Programme of Study:		PGCE Primary			
Director of Studies/Supervisor:		Mrs Catherine Morgan & Mrs Lillian Martin			

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): Approval in principle must be obtained from the relevant source prior to seeking ethical approval	Research Degrees Committee		☐		
	Faculty Research Committee		☐		
	Other (write in) Senior Mentor – Natalie Smith		☒	13/12/19	

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, 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.	
UWTSD Research Ethics & Integrity Code of Practice	☒
UWTSD Research Data Management Policy	☒
BERA Research 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 and confirmation this person has consented to their personal data being shared as part of this collaboration.					
Institution					
Contact person name					
Contact person e-mail address					
Has this individual consented to sharing their details on this form?		YES	☐	NO	☐
Are you in receipt of a KESS scholarship?		YES	☐	NO	☐
Is your research externally funded		YES	☐	NO	☐
Are you specifically employed to undertake this research in either a paid or voluntary capacity?	Voluntary	YES	☐	NO	☐
	Employed	YES	☐	NO	☐
Is the research being undertaken within an existing UWTSD Athrofa Professional Learning Partnership (APLP)	If YES then the permission question below does not need to be answered.	YES	☒	NO	☐
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

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 improve discussions through the use of diamond nine?		
Proposed start date:	06/01/20	Proposed end date:	07/02/20
Introduction to the Research (maximum 300 words) Ensure that you write for a <u>Non-Specialist Audience</u> when outlining your response to the three 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 <u>Existing Research</u> has informed the proposed activity and explain • <i>What the research activity will add to the body of knowledge</i> • <i>How it addresses an area of importance.</i>			
Purpose of Research Activity To observe how children discuss with one another and determine whether the use of a diamond nine improves that discussion process providing opportunities for debate and reasoning. The research question regarding improving discussion has been chosen due to its intrinsic link to a number of the pedagogical principles set out by Professor Donaldson in Wales' impending education reform. The particular principles this strategy of using the diamond nine addresses is that good teaching and learning encourages collaboration and also means employing a blend of approaches including those that promote problem solving, creative and critical thinking. The diamond nine is a ranking strategy whereby information is prioritized in ordered of importance. The desire is to see this strategy enhancing children's ability to focus on a particular topic and debate the order of importance they feel is appropriate, presenting their reasons clearly and rationally whilst acknowledging differences of opinions. With these skills developed it is expected that children will be able to accommodate the perspectives of others whilst practicing the skills of negotiation and ultimately seeking group consensus. The research question regarding improving discussion has been chosen due to it's intrinsic link to a number of the pedagogical principles set out by Professor Donaldson in Wales' impending education reform. The particular principles this strategy of using the diamond nine addresses is that good teaching and learning encourages collaboration and also means employing a blend of approaches including those that promote problem solving, creative and critical thinking. The diamond nine is a ranking strategy whereby information is prioritized in ordered of importance. The desire is to see this strategy enhancing children's ability to focus on a particular topic and debate the order of importance they feel is appropriate, presenting their reasons clearly and rationally whilst acknowledging differences of opinions. With these skills developed it is expected that children will be able to accommodate the perspectives of others whilst practicing the skills of negotiation and ultimately seeking group consensus. (this box should expand as you type)			

Research Question

How can we improve discussions through the use of diamond nine?

(this box should expand as you type)

Aims of Research Activity

The main aim of this research is to observe how children discuss within a group and establish whether the use of a diamond ranking strategy improves the level of discussion. A key feature to recognise this improvement will be to see children not only discussing but debating and reasoning with one another showing a development of being open and respectful of others' opinions.

(this box should expand as you type)

Objectives of Research Activity

- Observe how frequently each child within a group speaks and contributes to the discussion.
- Observe whether the use of the diamond nine encourages all pupils to participate within the discussion.
- Ascertain whether children feel the use of the diamond nine has improved their level of discussion.
- Ascertain if children feel that using the diamond nine has helped them think more critically about a topic.
- Establish whether the use of diamond nine in a group provides opportunities for children to gain a better understanding of alternative opinions.
- Provide an understanding and create a culture of cooperation within a group setting.

(this box should expand as you type)

Proposed methods (maximum 600 words)

Provide a brief summary of all the methods that **may** be used in the research activity, making it clear what specific techniques may be used. If methods other than those listed in this section are deemed appropriate later, additional ethical approval for those methods will be needed.

Prior to any formal research beginning, each child within the class will receive a letter outlining to their parents exactly what the research being undertaken is and the methods that their children will be subjected to. The parents will be required to sign the letter giving formal consent and return it to myself. I will also explain to each of the groups being observed and children being interviewed the intentions of the research project and gain each of the children's assent prior to progressing with the observations and interviews.

The research will be conducted through the means of a lesson study which allows the technique of the diamond nine to be developed or improved with facts based on the experience within a live classroom setting. (Dudley, 2014) The study will consist firstly of planning a lesson with my research partner that includes a period of discussion using a diamond nine for the group activity. Two lessons will be taught incorporating this strategy the first being taught by myself with my research partner observing and then we will exchange roles for the second lesson.

Throughout the lessons the observer will be sat with a group of children that will include at least one of the children chosen to be interviewed. Each child within the groups will be those who have received consent to take part in this research despite not all of them being interviewed. Provided a sufficient number of children assent and gain consent to the process the chosen interviewees will be situated in different groups in order for the research findings to be wider in scope.

The observation schedule will concentrate on how many times each child within the group speaks and contributes to the discussions, with these comments being indicated in the form of a tally chart. The observer will also pick up on any key points or comments that draw their attention, along with the child's level of engagement with the group. Points that may be of interest are whether any children are interrupting, dominating conversation or showing minimal engagement following another pupil exhibiting those behaviours towards them. The same observation schedule will be used consistently for the group activity being observed only.

Following the completion of the first lesson a period of reflection will occur in order to inform the revising and adjustment of the second lesson. The period of reflection will primarily be based around Brookfield's four lenses reflections model with reflections from the self, peer, student and theorists. This reflections model has been chosen as each of the lenses covers each area which is deemed important within this research project. Firstly, it is beneficial for us as practitioners to critically reflect on our own thoughts and feelings towards the lesson in order to continue our own professional development.

Listening to pupil voice is crucial within education and therefore gaining the insight of the pupils themselves will prove invaluable as a means of reflection. This student reflection lens will be completed through the use of focus group interviews which are deemed the best interview process given the natural and informal nature in which it can be conducted. This environment is more likely to suit the children in question and enable them to feel freer to speak openly about their experience of using the diamond nine. This interview method has also been chosen due to the time constraints on the research which we are unable to alter.

The proposed interview structure will follow a structured format, with the freedom to become semi-structured given the age range and school setting in which the research is taking place. Finally, reflections based upon current literature and theories will also be undertaken in order to influence our next steps with current and up to date valid research in order to improve and refine my practice and lesson plan for the second lesson within this research project. The process will then be repeated after this second lesson in order to obtain a greater sample of data.

(this box should expand as you type)

Location of research activity

Identify all locations where research activity will take place.

The research and observation will be carried out in a KS2 phase within a primary school located in the City and County of Swansea. The class is made up of mixed ability children ranging from years 4, 5 and 6.

(this box should expand as you type)

Research activity outside of the UK

If research activity will take place overseas, you are responsible for ensuring that local ethical considerations are complied with and that the relevant permissions are sought. Specify any local guidelines (e.g. from local professional associations/learned societies/universities) that exist and whether these involve any ethical stipulations beyond those usual in the UK (provide details of any licenses or permissions required). Also specify whether there are any specific ethical issues raised by the local context in which the research activity is taking place, for example, particular cultural and/or legal sensitivities or vulnerabilities of participants.

(this box should expand as you type)

Use of documentation not in the public domain: Are any documents <u>NOT</u> publicly available?	NO	☐
	YES	☐

If Yes, please provide details here of how you will gain access to specific documentation that is not in the public domain and that this is in accordance with prevailing data protection law of the country in question and England and Wales.

(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 For example, 'focus groups'. Please indicate the type of data collection method(s) in this box and tick the accompany box.	☒	☐
Details of any other primary data collection method: Six children will be chosen to be interviewed in two separate focus groups consisting of three children each. (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

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 and Young People under the age of 18? (Consent from Parent, Carer or Guardian will be required)	☒	☐
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 specifically any group who may be unable to give consent) please indicate here and tick the appropriate box.		
Other – please indicate here: (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?	
How many participants are expected?	There are approximately 26 children within the class the research is being undertaken. <i>(this box should expand as you type)</i>
Who will the participants be?	There will be two groups of children for the observation element of the lesson study, consisting of no more than ten children each. Six children will be chosen to form the two focus interview groups, consisting of three children in each group. <i>(this box should expand as you type)</i>
How will you identify the participants?	Only those children who I have received parental consent for and who have given their own assent to take part within this research project will be placed into a group to be observed by myself and my research partner. The six children who will be chosen as interviewees will also have received the same consent and assent. Throughout both the observation and interviews each child will be free to withdraw their assent. <i>(this box should expand as you type)</i>

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

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

SECTION H: Anticipated Risks

Outline any anticipated risks that may adversely affect any of the participants, the researchers and/or the University, and the steps that will be taken to address them. If you have completed a full risk assessment (for example as required by a laboratory, or external research collaborator) you may append that to this form.					
Full risk assessment completed and appended?	<table border="1"> <tr> <td>Yes</td> <td>☐</td> </tr> <tr> <td>No</td> <td>☒</td> </tr> </table>	Yes	☐	No	☒
Yes	☐				
No	☒				
Risks to participants For example: emotional distress, financial disclosure, physical harm, transfer of personal data, sensitive organisational information					
Risk to Participant: ➤ Pupils self-esteem being affected through not being chosen as a participant of the research. ➤ Emotional distress due to pupils feeling under pressure to give 'correct' answers to questions. ➤ Safeguarding issues. ➤ Anonymity.	How will you mitigate the Risk to Participant: ➤ Every child within the class will receive the information and consent letter in order to decrease the potential feelings of either being left out or marginalised. I will explain the purpose of the research and contents of the letter clearly to the children in order to reassure them there is no positive or negative aspect to being included, it is a neutral study ultimately for the benefit of their future learning experiences. ➤ Firstly, make sure that all children know there are no right or wrong answers to the group activity or interview questions, it is purely their own personal opinions they are being asked to share. I will also ensure that all children know they have the right and opportunity to withdraw from the research at any given time. ➤ Should any disclosures be made during the observation or interview stage of research, the safeguarding officer will be informed as per the schools safeguarding policy. All interviews will also be conducted with my research partner presence in an open classroom environment.				

➤ Disturbance to the ordinary school day. <i>(this box should expand as you type)</i>	➤ All pupils throughout the research project will be referred to only as pupil 1, pupil 2, pupil 3 etc. No names will be included or recorded. ➤ I will endeavour to keep disruption to a minimum and ensure that each child consents to, for example, missing assembly or part of their break times in order to fulfil their part in the research. <i>(this box should expand as you type)</i>
If research activity may include sensitive, embarrassing or upsetting topics (e.g. sexual activity, drug use) or issues likely to disclose information requiring further action (e.g. criminal activity), give details of the procedures to deal with these issues, including any support/advice (e.g. helpline numbers) to be offered to participants. Note that where applicable, consent procedures should make it clear that if something potentially or actually illegal is discovered in the course of a project, it may need to be disclosed to the proper authorities	
<i>(this box should expand as you type)</i>	
Risks to investigator For example: personal safety, physical harm, emotional distress, risk of accusation of harm/impropriety, conflict of interest	
Risk to Investigator: ➤ Allegations from pupils in the classroom whilst completing the research. ➤ Possibility of being accused of favouritism by pupils who are not part of the focus group. ➤ Accusation of fabrication or falsification of data, possible conflict of interest and possible bias in the recording of data. <i>(this box should expand as you type)</i>	How will you mitigate the Risk to Investigator: ➤ At all times I will be joined by my research partner and the class TA will also be present in their usual capacity. ➤ The information letters and consent forms will be handed out to every member of the class giving all children the same opportunity of being part of the research. ➤ There is an agreement in place between myself and my research partner that we will record our findings as accurately as possible. By reflecting on the lessons within 24 hours we will be able to address any such issues should they arise. At least one child from the group will be a member of the focus interview group allowing consistency within the findings to be present. The observer will also only be taking notes from the group they are observing and will not allow any prior knowledge of individuals or input from other groups to feature within their notes. The research project will focus only on the data gathered findings within the two designated research days. <i>(this box should expand as you type)</i>
University/institutional risks For example: adverse publicity, financial loss, data protection	
Risk to University: ➤ The need to uphold the good name of the university ➤ Not falsifying any data which could impact the representation and standards of the university	How will you mitigate the Risk to University: ➤ A professional and committed attitude will be upheld at all times. ➤ All data gathered will be recorded as accurately as possible not taking into account any prior knowledge that may cause bias.

➤ Not behaving in a way that could impact the relationship between school and university. <i>(this box should expand as you type)</i>	➤ A professional and committed attitude will be upheld at all times showing respect to my research partner and the children and respecting their rights and opinions at all times. <i>(this box should expand as you type)</i>
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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
Does your research require you to hold a current DBS Certificate?	☒	☐	☐

SECTION I: Feedback, Consent and Confidentiality

Feedback What de-briefing and feedback will be provided to participants, how will this be done and when? At the end of each lesson the class as a whole will be thanked for their participation in the lesson. The group being observed will be thanked by the observer for their input into the activity. Those children who have been selected to be part of the focus interview groups will be given a time in which they all agree to return in order to take part in the interview. <i>(this box should expand as you type)</i>
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. Prior to the research taking place a consent form and information regarding the research will be given to the parents of each child within the class. Before the observation and interviews take place, I will explain in a clear and simple way the process and purpose of each stage. Only children who have parental consent will be chosen and they will each have a card coloured with green on one side and red on the other. At any point within the observation or interview process the child is free to turn the card over to red indicating they would like to withdraw from the process. All consent forms will remain in a secure locked cupboard on the school's premises to ensure data protection. <i>(this box should expand as you type)</i>
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. At no point during the research will children's names or any of their personal information be recorded. All observation notes and interview notes will be conducted in a confidential manner, referring to children as Pupil 1, Pupil 2, Pupil 3 etc. This will be done in order to ensure that no children will be able to be matched to documentation. Raw data stored on a laptop will be password protected. All areas of the research will be acted upon in accordance with the guidelines set out in BERA and UWTSD Research Ethics & Integrity Code of Practice. <i>(this box should expand as you type)</i>

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/>).

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
"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.	☐	☒
If YES, provide a description of the data and explain why this data needs to be collected:		
<i>(this box should expand as you type)</i>		
Does it involve special category data (as defined by the GDPR)?	YES	NO
"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:		
<i>(this box should expand as you type)</i>		
Will the research activity involve storing personal data and/or special category 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 the security of the data collected, data confidentiality, including details of password protection, encryption, anonymisation and pseudonymisation:		
<i>(this box should expand as you type)</i>		

All Data Storage		
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 GDPR and DPA (and/or any international equivalent): (this box should expand as you type)		
List all who will have access to the data generated by the research activity: The only people who will have access to the data obtained within this research will be myself and my research partner. (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: All data will be accessible only by myself and my research partner and will be destroyed of at the first opportunity. (this box should expand as you type)		
Give details of data storage arrangements, including security measures in place to protect the data, where data will be stored, how long for, and in what form. Will data be archived – if so how and if not why not. All raw data will be stored within a secure locked cupboard on the school's premises. The data will not be archived, rather it will be destroyed of at the first opportunity. (this box should expand as you type)		
Please indicate if your data will be stored in the UWTSD Research Data Repository (see https://researchdata.uwt.ac.uk/). If so please explain. <i>(Most relevant to academic staff)</i> (this box should expand as you type)		
Confirm that you have read the UWTSD guidance on data management (see https://www.uwt.ac.uk/library/research-data-management/)	YES	☒
	NO	☐
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	☒
	NO	☐

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:	S E Perkins	Date: 16/12/19
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For STUDENT Submissions:

Director of Studies/Supervisor:		Date:
Signature:		

For STAFF Submissions:

Head of School/Assistant Dean:		Date:
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 (and have NOT completed Section H of this form) (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 Head of School.
☒	I have deleted the guidance notes before submitting the PG2 for consideration