

**Professional and Pedagogic Studies: Researching
the Learning: what, how and why am I teaching?**

Module: ECAD7004

**APPENDICES: How do Year 2 students' play experiences
in the classroom contribute to the learner's holistic
development?**

Appendix 1: Consent form and information sheet**CONSENT FORM**

PROJECT TITLE: How do Year 2 students' play experiences in the classroom contribute to the learner's holistic development?

Name of Researcher: Isobel O'Sullivan

Please initial box

1. I confirm that I have read and understand the information sheet dated 23.4.24 for the above study.

☐

2. I understand that my child's participation is voluntary and that I am free to withdraw my child from the study at any time, without giving any reason.

☐

3. I understand that my child can choose to withdraw at any time, without giving a reason.

4. I understand that the information given by my child will be used in a university assignment.

☐

5. I understand that my child's name will not appear at any time.

☐

6. I agree for my child to take part in the above study.

☐

Child's name

Parent signature

Date

When completed, please return to class 6 by the of

Thank you.

23.4.24

INFORMATION SHEET

PROJECT TITLE: How do Year 2 students' play experiences in the classroom contribute to the learner's holistic development?

Dear Parent / Guardian,

My name is Isobel O'Sullivan and I am studying for a PGCE qualification at Yr Athrofa, University of Wales Trinity Saint David. I am currently a student teacher within and am teaching in your child's class.

I would like to invite your child to participate in my research project for my university assignment. I am researching how children learn through play and which skills this develops. Through your child's participation, I hope to gain valuable insights into the cognitive, social, and emotional skills that are fostered and developed through play, contributing to a deeper understanding of the role of play in early childhood education.

I will be observing how the learners interact with each other and the classroom environment. I will also ask the learners some questions about their play experiences and preferences, to gain their perspectives on the learning process.

All names will be kept strictly confidential and will only be known by myself. Your child's participation in this study is completely voluntary so you or your child can withdraw from the study at any stage. Your child will also be asked to give their assent before the beginning of the study.

After careful and precise analysis of the data obtained from the observation and interviews, I would be happy to provide you with a copy of the findings at your request. The results of the research will be discussed in a university assignment that will contribute to my PGCE course. The results of this study will be stored on my laptop and all raw data will be destroyed once the assessment has been marked.

I thank you in advance for your time. If any questions do arise, feel free to contact me at your convenience.

Yours sincerely,

Isobel O'Sullivan

Appendix 2: Interview Questions

General Understanding of Play:

What does "play" mean to you?

Can you tell me about some of your favourite play activities in the classroom?

Benefits of Play:

Why do you think it's important to play in school?

How does playing with your classmates make you feel?

Learning Through Play:

Do you learn new things when you play? What kinds of things?

Do you think play helps you learn?

Can you share something you have learnt while playing?

Emotional Development:

How does playing with your friends make you feel? Why?

How do you think playing helps you learn new things or understand things that are difficult?

Have you ever felt frustrated or upset while playing? What happened, and how did you sort it out?

How do you feel when you solve a problem or complete something challenging while playing?

Social Development:

How do you and your friends decide what to play?

What do you do if someone wants to join your game?

Do you think playing with your classmates helps you get along better with them? Why or why not?

Physical Development:

What kinds of physical activities do you enjoy doing during playtime?

Do you think playing helps you stay healthy? How?

Problem-Solving and Creativity:

Can you tell me about a time when you had to solve a problem while playing?

How do you use your imagination when you play?

Can you tell me about a problem you solved while playing or something that made you sad that you sorted out? How did you figure it out?

Teacher Support:

Do you like it when teachers join in and play with you? Why or why not?

How do you feel when teachers watch you play?

Favourite Play Experiences:

Can you describe a play activity you really enjoy in the classroom?

What makes that activity fun for you?

Changes Over Time:

Do you think you've gotten better at playing since the beginning of the school year? How?

Have you noticed any changes in how you and your friends play together?

Is there anything you wish we could do differently during playtime or exploring time to make it even more fun or helpful for your learning?

What do you like to play with?

Appendix 3: Observation form structure**Emotional Development:**

Demonstrates awareness and management of emotions.

Shows empathy and consideration towards peers.

Displays resilience and persistence during play activities.

Expresses a range of emotions appropriately.

Not evident (0)

Emerging (1)

Developing (2)

Proficient (3)

Exemplary (4)

Social Development:

Engages in cooperative play with peers.

Demonstrates sharing, turn-taking, and conflict resolution skills.

Communicates effectively with others during play.

Shows inclusivity and invites others to join activities.

How does the play experience contribute to the student's social interactions and relationships?

Not evident (0)

Emerging (1)

Developing (2)

Proficient (3)

Exemplary (4)

Physical Development:

Demonstrates gross motor skills during physical play (e.g., running, jumping, climbing).

Demonstrates fine motor skills during manipulative play (e.g., drawing, building with blocks).

Shows balance, coordination, and control in movement.

Uses equipment and materials safely and appropriately.

How does the play experience enhance the student's physical abilities and coordination?

Not evident (0)

Emerging (1)

Developing (2)

Proficient (3)

Exemplary (4)

Cognitive Development:

Engages in imaginative and creative play scenarios.

Demonstrates problem-solving skills during play activities.

Shows curiosity and exploration in discovering new play possibilities.

Uses language and symbolic representation in play.

How does the play experience stimulate the student's cognitive skills and understanding?

Not evident (0)

Emerging (1)

Developing (2)

Proficient (3)

Exemplary (4)

Appendix 4: 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 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:	Isobel O'Sullivan			
2	Tick all boxes that apply:	Member of staff:	☐	Honorary research fellow:	☐
	Undergraduate Student	☐	Taught Postgraduate Student	☒	Postgraduate Research Student
3	Institute/Academic Discipline/Centre:	Yr Athrofa - Centre			
4	Campus:	Swansea Campus			
5	E-mail address:	2300084@student.uwtsd.ac.uk			
6	Contact Telephone Number:				
For students:					

April 2022*

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PG2 Ethical Approval Form

	Prifysgol Cymru Y Drindod Dewi Sant University of Wales Trinity Saint David	PG2 / E1 FORM
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7	Student Number:	2300084
8	Programme of Study:	PGCE Primary
9	Director of Studies/Supervisor:	Stephen Hadley / Sonny Singh

SECTION B: Approval for Research Activity

1	Has the research activity received approval in principle? (please check the Guidance Notes as to the appropriate approval process for different levels of research by different categories of individual)	YES	☒	NO	☐
2	If <u>Yes</u> , please indicate source of approval (and date where known): <i>Approval in principle must be obtained from the relevant source prior to seeking ethical approval</i>	Date			
	Research Degrees Committee		☐		
	Institute Research Committee		☐		
	Other (Stephen Hadley)		☒		14.3.2024

SECTION C: Internal and External Ethical Guidance Materials

	Please list the core ethical guidance documents that have been referred to during the completion of this form (including any discipline-specific codes of research ethics, location-specific codes of research ethics, and also any specific ethical guidance relating to the proposed methodology). Please tick to confirm that your research proposal adheres to these codes and guidelines. You may add rows to this table if needed.	
1	UWTSD Research Ethics & Integrity Code of Practice	☒
2	UWTSD Research Data Management Policy	☒
3	Bera (2018) <i>Ethical guidelines for Educational Research, Fourth Edition (2018)</i>	☒

SECTION D: External Collaborative Research Activity

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

1	Institution	
2	Contact person name	
3	Contact person e-mail <u>address</u>	
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 UWTS D ~~Athrofa~~ Professional Learning Partnership (APLP)?	If <u>YES</u> then the permission question below does not need to be answered.	YES	☐	NO	☐
9	Has permission to undertake the research has been provided by the partner organisation?	(If YES attach copy) If NO the application cannot continue	YES	☐	NO	☐

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

10	Does this organisation have its own ethics approval system?	YES	☐	NO	☐
	If <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:	How do Year 2 students' play experiences in the classroom contribute to their holistic development?			
2	Proposed start date:	March 14th 2024	Proposed end date:	July 31 st 2024	
	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 <u>Existing Research</u> 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 is to find out how play experiences in a Year two classroom contribute to the learner's holistic development. I will explore how play develops the learners emotional, social, physical, and cognitive development through observation and semi structured interviews.				
4	Research Question How do Year 2 students' play experiences in the classroom contribute to their cognitive, social, emotional, and physical development?				
5	Aims of Research Activity The overall driving force of my research is to explore and understand the relationship between Year 2 students' play experiences in the classroom and their holistic development. Existing research suggests that play based learning can enhance academic readiness by providing a solid foundation for future learning. It fosters a positive attitude towards learning, curiosity, and intrinsic motivation, which are essential for academic success. Existing longitudinal studies have shown that children who engage in high quality play experiences during early childhood demonstrate better academic achievement, social competence, and emotional well-				

	being later in life. I want to investigate how various forms of play, activities, and interactions within the classroom environment contribute to the overall growth and development of Year 2 students in multiple dimensions, including cognitive, social, emotional, and physical aspects. This will contribute to the existing body of knowledge that emphasises the significance of play in educational settings.
6	Objectives of Research Activity I will identify the types of play experiences within the Year 2 classroom environment, including structured and unstructured play, cooperative play and imaginative play. I will investigate the impact of play experiences on multiple domains of holistic development, including cognitive, social, emotional, and physical aspects. I will gather this through observations of classroom activities and play experiences to document student behaviour and interaction as well as a discussion with the class teacher. Understanding will be developed via focus reading of professional and academic literature. The findings from this research will be used to develop my own further, professional practice on understanding the fundamental role that learning through play has on a child's development, so that I <u>can</u> further develop my own, personal pedagogy.
	Proposed methods (maximum 600 words) Provide a <u>brief summary</u> 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	The learners have access to a variety of play activities around the class daily. I will use the technique of observational study that will involve systematically observing Year 2 students documenting their reactions and interactions during their play experiences in the classroom environment. This method will allow for direct observation of natural behaviour without external influence as I will not participate, I will just position myself at the side of the classroom. I will also conduct a semi-structured focus group interview with some pupils in the classroom to collect qualitative and quantitative data on their experiences. I will ask them questions focused on how different activities made them feel, what they enjoyed playing with, and if they think their play has improved since joining Year 2. I will make them feel at ease by it being in an informal and casual setting. I will guide the discussion, but I will not influence learners' responses. Additionally, a semi-structured interview will be conducted with the class teacher to gain their perspective on the role of play in the classroom and its impact on students' holistic development. This interview will provide qualitative data on the teacher's observations, experiences, and beliefs regarding play-based learning. I will gain consent and assent, additionally all participants have a right to withdraw at any time. Before participants provide consent, thorough arrangements will be made to ensure they are fully informed about what is involved in participating in the study. For the Year 2 students, verbal explanations will be provided in age-appropriate language, detailing the purpose of the study, what participation entails, and explaining their right to withdraw at any time without consequence. Additionally, a detailed email will be sent to the class teacher outlining the study's objectives, methodology, and the role of the teacher and students in the research process. The email will also include a request for the teacher's consent to participate in a semi-structured interview. Consent forms will be sent to parents or guardians of the students, providing comprehensive information about the study, its purpose, potential risks and benefits, and the rights of participants. The consent forms will clearly outline how their child's data will be handled. Parents will be encouraged to read through the information carefully and sign the consent forms to indicate their agreement for their child's participation in the study. Only after receiving verbal consent from learners, email consent from the class teacher, and written consent from parents or guardians will data collection begin.

	ensuring that all participants have provided full consent in accordance with ethical and legal standards. (this box should expand as you type)
	Location of research activity Identify all locations where research activity will take place.
8	Primary school in South Wales (this box should expand as you type)
	Research activity outside of the UK If research activity will take place overseas, you are responsible for ensuring that local ethical considerations are complied with and that the relevant permissions are sought. Specify any local guidelines (e.g. from local professional associations/learned societies/universities) that exist and whether these involve any ethical stipulations beyond those usual in the UK (provide details of any licenses or permissions required). Also specify whether there are any specific ethical issues raised by the local context in which the research activity is taking place, for example, <u>particular cultural</u> 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	 (this box should expand as you type)

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

	Does your research relate to one or more of the seven aims of the Well-being of Future Generations (Wales) Act 2015?	YES	NO
12	A prosperous Wales	☐	☒
13	A resilient Wales	☒	☐
14	A healthier Wales	☐	☒
15	A more equal Wales	☐	☒
16	A Wales of cohesive communities	☐	☒
17	A Wales of vibrant culture and thriving Welsh language	☐	☒
18	A globally responsible Wales	☐	☒
19	If YES to any of the above, please give details: I am investigating how children learn through play in a Year 2 class situated in Wales. I will be researching how play-based activities develop <u>learners</u> skills, including how play develops their resilience. (this box should expand as you type)		



SECTION F: Scope of Research Activity

	Will the research activity include:	YES	NO
1	Use of a questionnaire or similar research instrument?	☐	☒
2	Use of interviews?	☒	☐
3	Use of focus groups?	☒	☐
4	Use of participant diaries?	☐	☒
5	Use of video or audio recording?	☐	☒
6	Use of computer-generated log files?	☐	☒
7	Participant observation with their knowledge?	☒	☐
8	Participant observation without their knowledge?	☐	☒
9	Access to personal or confidential information without the participants' specific consent?	☐	☒
10	Administration of any questions, test stimuli, presentation that may be experienced as physically, mentally or emotionally harmful / offensive?	☐	☒
11	Performance of any acts which may cause embarrassment or affect self-esteem?	☐	☒
12	Investigation of participants involved in illegal activities?	☐	☒
13	Use of procedures that involve deception?	☐	☒
14	Administration of any substance, agent or placebo?	☐	☒
15	Working with live vertebrate animals?	☐	☒
16	Procedures that may have a negative impact on the environment?	☐	☒
17	Other primary data collection methods. Please indicate the type of data collection method(s) below.	☐	☒
	Details of any other primary data collection method: (this box should expand as you type)		

If NO to every question, then the research activity is (ethically) low risk and **may** be exempt from **some** of the following sections (please refer to Guidance Notes).

If YES to any question, then no research activity should be undertaken until full ethical approval has been obtained.

SECTION G: Intended Participants

If there are no participants then do not complete this section, but go directly to section H.

	Who are the intended participants:	YES	NO
1	Students or staff at the University?	☐	☒
2	Adults (over the age of 18 and competent to give consent)?	☐	☒
3	Vulnerable adults?	☐	☒
4	Children and Young People under the age of 18? (Consent from Parent, Carer or Guardian will be required)	☒	☐

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			
 (this box should expand as you type)				

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"> <tr> <td>Yes</td> <td>☐</td> </tr> <tr> <td>No</td> <td>☒</td> </tr> </table>	Yes	☐	No	☒
Yes	☐					
No	☒					
2	Risks to participants For example: sector-specific health & safety, emotional distress, financial disclosure, physical harm, transfer of personal data, sensitive organisational information					
	Risk to participants: 1. Physical or psychological harm 2. Emotional distress 3. Potential for discomfort and disagreement amongst participants during the group discussion may be considered harmful to the professional and reputational of individuals in the research.	How you will mitigate the risk to participants: 1) I will ensure I adhere to child protection and safeguarding regulations. I will ensure informed consent and assent process are robust and thorough e.g. clarity regarding the purposes, benefits and risks of taking part in the research, ensuring that young people fully understand their own position in relation to the research, and their right to withdraw from it at any time. I will establish positive communication with parents and any gatekeepers of provision that the young people attend. I will work collaboratively with them in promoting an understanding of the research				



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	4. Disturbance to relationships 5. Risk that participants may feel coerced into giving positive or biased responses to questions due to relationships and position in the organisation as an <u>employee</u>	purposes, and the rights of the young people participating in it, and those that chose not to do so. I will ensure that interviews are conducted in a safe and private space, in which participants can express themselves freely without fear of recrimination from staff or peers. I will ensure robust procedures for maintaining the confidentiality and anonymity of all participants to the research. I will avoid revealing any stigmatising information regarding any of the participants, ensuring that their participation remains confidential. I will ensure procedures for data storage are in accordance with university procedures and ethical guidelines. 2) I will ensure access to appropriate support should this become evident and reconsider/revise the approach being taken. I will work with gatekeepers in clarifying the availability of support services for those participating in the research. I will work collaboratively with gatekeepers in exploring any issues that may arise in the interviews which may be a cause of distress to each of the young people taking part in the research. I will be clear with the young people regarding the conduct of the interviews, the area to be covered, and their rights to stop the interview or withdraw from it at any time. I will consult with staff, parents/guardians, to gain an understanding of personal circumstances of the young people participating in the research <u>in order to</u> ensure that the interviews are conducted in a sensitive way, and that the interview subject matter does not cause distress. I will ensure, as fully as possible, that participants understand the nature of the research, its purposes, and possible implications <u>in order to</u> avoid misunderstandings and manage expectations. I will ensure regular follow up communication with participants <u>in order to</u> re-affirm consent and to update them on the progress of the research. 3) To avoid discomfort and disagreement during the focus group discussion, I will develop a discussion guide which will define the parameters and scope of the questions <u>being</u> discussed. Participants will be given a participant information sheet intended to <u>remind</u> them of the following: Context and background to the research; Purpose of the discussion; Research questions; Informed Consent; Specific questions/statements to <u>be</u> addressed; Use of the data gathered in the discussion; Closure and briefing on the use of the information and data gathered in the discussion. I will moderate the discussion, providing reminders throughout as to the purpose of the discussion <u>so as to</u> ensure professional decorum is maintained in line with UWTSD codes of conduct. During the discussion about the xxx, if group members begin to be critical in a way that exposes participants to any degree of risk to the reputation of individuals or
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		UWTSD, I will remind group members of their obligations with regards to professional conduct. 4) I will ensure clarity with all young people and staff/gatekeepers regarding the aims and focus of the research. I will minimise disturbance of day-to-day activities within the provision due to the <u>research</u> project. I will ensure confidentiality and anonymity of those <u>participating in the research at all times</u>. I will ensure appropriate and secure storage of data. I will reassure participants that the <u>information</u> that they provide will not be disclosed without their consent. I will ensure interviews are conducted in a suitably confidential environment. I will work with gatekeepers to promote an understanding of the nature of the research, and to gain assurances that the young people's participation in it is fully supported and will not result in recrimination by staff or peers. 5) Prior to the group interview, participants will be provided with <u>a</u> information about the research and then informed consent will be sought. To avoid the risk of participants feeling coerced, a debrief and synopsis transcript of the discussion will be available to participants following the discussion.
3	If research activity may include sensitive, <u>embarrassing</u> 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 <u>actually illegal</u> is discovered in the course of a project, it may need to be disclosed to the proper authorities	
	(this box should expand as you type)	
4	Risks to the investigator For example: personal health & safety, physical harm, emotional distress, risk of accusation of harm/impropriety, conflict of interest	
	Risk to the investigator: 1) Allegations while conducting <u>interviews</u> 2) Accusations of fabrication or falsification of data 3) Concerns of coercion 4) Participants may wish to <u>withdraw</u> 5) A possible conflict of interests between the researcher and participants 6) A confidentiality breach due to data <u>being released accidentally</u> 7) Risks relating to the possibility of unexpected negative emotions of the	How you will mitigate the risk to the investigator: 1) I will ensure access to a suitable space that secures the confidentiality of the of the participant contributions, whilst also being visible to other colleagues. 2) I will clarify with participants regarding access to transcripts of interviews or field notes. I will ensure debriefing with participants to include recapping on and clarifying where necessary the contributions that they have made. I will work with gatekeepers to promote a comprehensive understand of the nature of the research project. 3) It will be made explicit that participants are free to disengage and that in that event, this will not impact on assessment

	interviewees owing to, for example, an uncomfortable interview place, the anxiety for unintentional disclosure in reference to the participants or for any unintentional inappropriateness of conduct violating any possible document. <i>(this box should expand as you type)</i>	or outcomes of their programme of study. 4) In the case of withdrawal from the student group, discussions would be conducted with the remaining participants and new participants will be recruited, if necessary, who will be fully briefed, and whose informed consent will be sought. For the case of a withdrawal from the staff group, a nominee will be sought in the relevant department/specialism. 5) Where there is a potential conflict of interest between the researcher and the participants, for example the researcher may be involved in some aspect of the assessment of participants work, the researcher will not assess that participant's work. 6) The research will be stored on the UWTSDD cloud and any recordings, data or transcript <u>will</u> be password protected in electronic folders on UWTSDD systems and subject to university protocols. However, GDPR statements will be included in any participant information and consent and that the researcher has completed training on GDPR and will ensure that all records are kept in secure cloud locations as a precaution and not on any hard drive. 7) I will be cautious about the places to have interview and choose quiet and public places. The participants are assured that all the personal data of the participants are securely stored <u>in</u> the safe place such a locked file on a password protected laptop. All the related laws and regulations should be carefully studied before the research activities to avoid unintentional misconduct that arouse suspicion and antagonism from authorities.
5	University/institutional risks For example: adverse publicity, financial loss, data protection	
	Risk to the University: Reputational damage (Potential complaint against the researcher for causing emotional distress or embarrassment that could cause reputational damage)	How you will mitigate the risk to the University: I will ensure adherence to the UWTSDD code of ethics and research standards and commonly agreed standards of good practice. I will ensure compliance with data storage regulations and university guidelines and security procedures. I will ensure that

	(this box should expand as you type)	research methodology is robust and that methods are appropriate. I will adhere to the UWTS code of conduct (and also the EWC code of conduct if you are a teacher). I will establish clarity regarding procedures on reporting of disclosures in field work settings. I will work with partners to promote a comprehensive understanding regard the nature of the research in order to avoid misunderstandings and manage expectations.
6	Environmental risks For example: accidental spillage of pollutants, damage to local ecosystems	
	Risk to the environment: 1) Use of paper 2) Travel -carbon footprint (this box should expand as you type)	How you will mitigate the risk to environment: This research activity will mostly use electronic systems reducing the need for bleached paper and need for travel.

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.	001813438673		

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?
	Thorough verbal debriefing sessions will be held to ensure transparency and understanding after observation. Additionally, individual feedback sessions will be scheduled with each participant of the semi structured interviews, including students and the teacher, to discuss their involvement, share observations, and address any questions or concerns they may have. These sessions will occur promptly after the data collection phase to maintain the immediacy of the experience. On request I will be able to share the headline findings from my research.
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.
	Before participants provide consent, thorough arrangements will be made to ensure they are fully informed about what is involved in participating in the study. For the Year 2 students, verbal explanations will be provided in age-appropriate language, detailing the purpose of the study, what participation entails, and explaining their right to withdraw at any time without consequence. Additionally, a detailed email will be sent to the class teacher outlining the study's objectives, methodology, and the role of the teacher and students in the research process. The email will also include a request for the teacher's consent to participate in a semi-structured interview. Consent forms will be sent to parents or guardians of the students, providing comprehensive information about the study, its purpose, potential risks and benefits, and the rights of participants. The consent forms will clearly outline how their child's data will be handled. Parents will be encouraged to read through the information carefully and sign the consent forms to indicate their agreement for their

	child's participation in the study. Only after receiving verbal consent from learners, email consent from the class teacher, and written consent from parents or guardians will data collection begin, ensuring that all participants have provided full consent in accordance with ethical and legal standards. (this box should expand as you type)
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.
	In line with Bera guidelines, pupils' names, and school names will not be mentioned. As a result, individuals and the school cannot be identified. (this box should expand as you type)

SECTION J: Data Protection and Storage

	Does the research activity involve personal data (as defined by the General Data Protection Regulation 2016 "GDPR" and the Data Protection Act 2018 "DPA")?	YES	NO
1	"Personal data" means any information relating to an identified or identifiable natural person ('data subject'). An identifiable natural person is one who can be identified, directly or indirectly, in particular, by reference to an identifier such as a name, an identification number, location data, an online identifier or to one or more factors specific to the physical, physiological, genetic, mental, economic, cultural or social identity of that natural person. Any video or audio recordings of participants <u>is considered to be</u> personal data.	☐	☒
	If YES, provide a description of the data and explain why this data needs to be collected:		
2	(this box should expand as you type)		
	Does it involve special category data (as defined by the GDPR)?	YES	NO
3	"Special category data" means sensitive personal data consisting of information as to the data subjects' – (a) racial or ethnic origin, (b) political opinions, (c) religious beliefs or other beliefs of a similar nature, (d) membership of a trade union (within the meaning of the Trade Union and Labour Relations (Consolidation) Act 1992), (e) physical or mental health or condition, (f) sexual life, (g) genetics, (h) biometric data (as used for ID purposes),	☐	☒
	If YES, provide a description of the special category data and explain why this data needs to be collected:		
4	(this box should expand as you type)		

	Will data from the research activity (collected data, drafts of the thesis, or materials for publication) be stored in any of the following ways?	YES	NO
5	Manual files (i.e. in paper form)?	☒	☐
6	University computers?	☐	☒
7	Private company computers?	☐	☒
8	Home or other personal computers?	☐	☒



PG2 / E1 FORM

	(this box should expand as you type)	
23	List who will have control of, and act as custodian(s) for, data generated by the research activity:	
	The researcher will have control of, and act as a custodian for data generated.	
	(this box should expand as you type)	
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> .	
	Each participant's electronic consent form and data from interviews, class observation and questionnaire will be stored in a secure place in a password protected personal computer or the University Office 365 system which will be encrypted. All personal identification information will be removed or anonymised during transcription. Signed informed consent forms in paper form will be kept in a locked file cabinet and will be unavailable to anyone except the researcher. On receiving the feedback and mark for this piece of work, the signed informed consent forms will be destroyed and audio- and/or video-taped data will be deleted.	
	(this box should expand as you type)	
25	Please indicate if your data will be stored in the UWTSD Research Data Repository (see https://researchdata.uwtsd.ac.uk/). If so please explain. (Most relevant to academic staff)	
	No this does not contribute to the repository.	
	(this box should expand as you type)	
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:	Isobel O'Sullivan	Date: 14.3.2024

For STUDENT Submissions:

2	Director of Studies/Supervisor:	Stephen Hadley	Date: 14.3.2024
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 <u>appropriate</u>) ONLY TICK IF YOU HAVE ATTACHED A FULL RISK ASSESSMENT
☒	I understand that it is my responsibility to ensure that the <u>above named</u> 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.

General Understanding of Play:

Theme: Diversity of play activities

Play is made up of various activities such as drawing, building with blocks, playing games on laptops, and engaging in physical challenges.

Students perceive play as an opportunity for learning, socialising with friends, and having fun.

Importance of play

Theme: Reason behind play

Play prevents boredom and allows students to spend time with friends.

It provides opportunities to engage in activities not typically covered in formal teaching time, fostering enjoyment and exploration.

Learning Through Play:

Theme: Development of skills and knowledge

Play facilitates learning about topics of interest, improving gameplay, and acquiring new skills such as sewing and problem-solving.

Students learn from each other through play, sharing knowledge from clubs and teaching activities.

Emotional Development:

Theme: Emotional Experiences in Play

Play elicits a range of emotions, including happiness, excitement, frustration, and sadness, depending on interactions with peers and the outcome of play activities.

Students develop emotional awareness, resilience, and conflict resolution skills through play experiences.

Theme: Social interaction

Play promotes cooperative interactions among peers, involving sharing, turn-taking, and conflict resolution.

Students engage in inclusive play, inviting others to join activities and fostering positive relationships.

Physical Development:**Theme: Physical Activities and Well-being****Subthemes:**

Play involves a variety of physical activities such as running, jumping, dancing, and building with blocks, contributing to students' physical fitness and coordination.

Students perceive play as a means of staying healthy and developing strength through active engagement.

Problem-Solving and Creativity:**Theme: Cognitive Engagement and Creativity**

Play encourages problem-solving, creativity, and imaginative play scenarios, allowing students to explore new possibilities and express themselves.

Students use their imagination to create stories, build structures, and engage in role-playing activities during play.

Teacher Support:**Theme: Role of teachers in play**

Teachers' involvement in play varies, with some students appreciating guidance and assistance from teachers while others prefer independent play.

Students value teachers' participation in play activities when it enhances learning and provides support without being overly directive.

Theme: Enjoyment and engagement in play

Students express enjoyment in various play activities such as building with blocks, engaging in imaginative play, and teaching younger children.

Play becomes fun when shared with friends and involves opportunities for creativity, competition, and exploration.

Changes over time:

Theme: Development and growth in play skills

Students perceive improvements in their play skills over time, attributing it to practice, learning from peers, and increased confidence in expressing themselves through play.

Changes in play dynamics with friends reflect evolving social interactions and cooperation skills