

Appendix 1

Pupil Participation Group Interview - 26/2/20

1. How do you feel being involved in a group like this impacts your experience in school?

It helps us because it makes us more confident with each other and having each other makes it easier to have our say.

2. What do you think is the best thing about being involved in a group?

We get to help the school and we get to share things with other schools. There's more interaction between each other and staff and other schools. We like to help people and make a difference.

3. Do you have a role within your group?

Our roles include:

- digital boss
- super boss
- head girl/boy
- deputy head girl/boy
- emotion coach

We have these roles in class and outside at playtime. It makes us feel proud, confident, brave, active and responsible.

4. Do you think that your role impacts your school experience in a positive way and why?

We make a difference to the school and we try to make fellow pupils happier and more comfortable. 'School A rights' make sure our schools are rights respecting.

5. When having meetings with the group, do you often contribute?

Yes, most meetings we discuss changes together and we always have our say. Any ideas we have are listened to.

6. What other groups, where you could have your say, would you like to see introduced?

A group that would organise extra-curricular activities.

7. What do you like most about EPIC planning?

We like that we get choose what we learn, and we like that we get to express ourselves in what we want to learn. We feel like we learn more and learn more from other people.

8. Do you think it is important to have your voice heard in school and why?

Yes, it is important because everyone should be involved and we all have the right to speak, have our say and be heard. It's nice to be able to express our opinions and nobody is ever left out.

9. Do you feel like your voice makes a difference to the school? If so, in what way?

We have suggestion boxes and we can put suggestions into this, and these will always get acknowledged. Recently people have suggested a water fountain and we are hoping it will be put into place.

Spark discussion on relationships, the school and the community, health and wellbeing and success and achievement in relation to pupil voice and pupil experience.

Pupils stated how they go on many visits to their local community.

They talked about how they had people come into the school who wanted to talk to them about healthy eating this week and they wanted to listen to our views and help us make changes to our school.

The digital bosses (one of the pupil voice groups') won an award for creating a code and won £750.

Pupils stated how all the school's pupil voice groups have won certificates. The Eco group has recently won a platinum award.

Appendix 2

Eco Group Interview - 26/2/20

1. How do you feel being involved in a group like this impacts your experience in school?

It makes it better because we are more involved, and we take part in assemblies with the whole school. We get to do fun and unique activities for the environment.

2. What do you think is the best thing about being involved in a group?

We like to be involved and we like to have our say. We meet people in the community and have the chance to make a difference. We get the chance to create things like bug hotels that will help the environment.

3. Do you have a role within your group?

Yes, we are eco warriors and we wear a badge. We like wearing the badge because people know who we are and listen to us more. We have jobs like making posters and we are relied upon to do certain tasks like sort food waste. In our classrooms we have responsibilities and have to make sure pupils are doing certain jobs.

4. Do you think that your role impacts your school experience in a positive way and why?

Yes, we like making a difference and we feel like we try to get the school to follow by our example, however it can sometimes be tricky to get others to listen. Some will listen and some won't.

5. When having meetings with the group, do you often contribute?

Yes, we all have our say and contribute to changes and decisions. Sometimes we think of things afterwards and wish we'd mentioned it.

6. What other groups, where you could have your say, would you like to see introduced?

No, we have lots of groups in school that do different things.

7. What do you like most about EPIC planning?

We like to choose what we learn about. We like to take control and we work as a team to choose. Without EPIC planning it would be boring and we like to have a say on what topic we do. Everyone in our class had a say.

8. Do you think it is important to have your voice heard in school and why?

It allows us to decide what we want to learn and helps us think about what we want to do in the future. No one would listen if we didn't have our say. We like to be respected and we know it is our right to have our say.

9. Do you feel like your voice makes a difference to the school? If so, in what way?

The suggestion boxes are really good because if we have something to put in there, things do change, and this shows we are listened to.

Discuss relationships, the school and the community, health and wellbeing and success and achievement in relation to pupil voice and pupil experience.

Pupils discussed how they are proud to be part of the eco group. They expressed how they felt like they were doing their bit towards helping with climate change.

They mentioned how they enjoy recycling and they enjoy looking after the environment. They explained how they like making a difference and trying to get fellow pupils to recycle too.

One pupil expressed how they enjoy learning about the environment and learning about the different ways they can look after it and that's why they put themselves forward to be an eco-warrior.

Appendix 3

Summary of informal discussion with pupils who are not part of a pupil voice group - 27/02/20

Pupils discussed how they like EPIC planning as it gives them a chance to be more in control of what they learn in school.

When asked about whether they want to be a part of the pupil voice groups they explained how they know they will have the opportunity to be in groups again and appreciate they need to take it in turns to be a part of them.

One pupil expressed how they would like to have more say in what they do in school and what they learn about in lessons. They explained that they would like EPIC planning to happen more often so that they can give their ideas more often.

They explained how they enjoyed assemblies as they learnt about their rights and were given feedback from the suggestion boxes.

Appendix 4

Staff (1) interview questions- 26/2/2020

1. What pupil involvement strategies do you have within the school?

Cadle Rights Ambassadors, Digital Bosses, Criw Cymraeg, Eco group, Emotion Coaches – these children meet fortnightly and they discuss what needs to be done throughout the school and look at the SDP. They feed back to their classes what's been discussed so that everyone is aware of what is happening. Children also get to choose their own after school club. Children all vote for the members of the five groups above. Children were asked what fruit they would like on their fruit trolley. Children were involved in the interview process of the deputy head post. Children created the marking policies and all the children take part in EPIC planning.

2. Which strategies do you find most effective in promoting pupil voice and why?

Giving the children the opportunity to let their voice be heard and acting upon the things they say so that it is worthwhile. EPIC planning is one of the best strategies because it allows children would like to learn and they get more out of it because they are allowed to decide what they would like to learn.

3. Do you think that using pupil involvement strategies enhances pupil experience? How do you know?

Through EPIC planning, because it has a better impact on their learning. They are more engaged as they have chosen what they would like to learn.

The children take pride in being a part of a group and having a lanyard – it gives them a role and responsibility.

4. What do you do to make sure all pupils are given the chance to take part in pupil voice groups?

The groups change every year to be fair. All children have their say in the EPIC planning. When the children created the marking policy it was branched out to everybody so that everyone was happy.

5. Do you think that children are more motivated to contribute in school life because of the pupil involvement strategies in place? How do you know?

Yes, especially the children that are in the groups, they know their views, and opinions are listened to as many have been acted upon. For example, a poly tunnel is being created which was suggested by pupils. Their opinions are valued.

6. What challenges do you face as a school when implementing pupil involvement strategies?

Some children may choose that they do not want to contribute.

7. How do you try to overcome these challenges?

We try different strategies to try and get them involved but there are some that do not want to contribute.

8. What impact has EPIC planning had on the school and the pupils?

Pupils feel more valued, they are more actively involved with their learning and therefore are more engaged in the learning.

9. How does EPIC planning enhance learning and experience for pupils?

It gives them a chance to research and develop their research skills. It allows them to be reflective and gives them the opportunity to think about how to move their learning forward.

10. Why do you think pupil voice groups and pupil involvement strategies are important for children in primary schools?

Because it is their education and we want them to be engaged and it gives them a sense of responsibility and a role. It makes them feel like they are valued and can help them to make decisions. It is very important when considering Donaldson's 4 purposes. (2 purposes – healthy confident, ambitious, capable.)

11. If other schools wanted to implement more pupil involvement strategies in order to enhance pupil experience, what would you recommend and why?

I'd recommend the groups that we have as I believe it works really well because they are linked to our SDP. The children are given the roles and responsibilities so that they can move the school forward.

Discuss the importance of relationships, the school and the community, health and wellbeing and success and achievement in relation to pupil voice and pupil experience

Every class does a relationship first group to try to improve relationships with those children that have low confidence and low self-esteem. This is aimed at enhanced their voice and building upon their confidence.

The children present to outside agencies and stake holders. This builds confidence and creates links. The children express what they would like to do with outside agencies. Outside agencies have a massive impact on pupil voice within the school. The eco group and the rights respecting groups have a platinum award.

Appendix 5

Ethics Form

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:		Imogen Richards			
Tick all boxes which apply:		Member of staff:	☐	Honorary research fellow:	☐
Undergraduate Student	☒	Taught Postgraduate Student	☐	Postgraduate Research Student	☐

Faculty/School/Centre:	UWTSD
Campus:	Carmarthen
E-mail address:	1703972@student.uwtsd.ac.uk
Contact Telephone Number:	07854095669
<i>For students:</i>	
Student Number:	1703972
Programme of Study:	BA Primary Education with QTS
Director of Studies/Supervisor:	Sioned Hughes

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): <i>Approval in principle must be obtained from the relevant source prior to seeking ethical approval</i>	Research Degrees Committee	☐		
	Faculty Research Committee	☐		
	Other (write in) Sioned Hughes	☒	06/02/2020	

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.	
<u>UWTSD Research Ethics & Integrity Code of Practice</u>	☒
UWTSD Research Data Management Policy	☒
<i>BERA Ethical Guidelines 2018</i>	☒

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	☐
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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:	What impact do pupil involvement strategies and pupil voice groups have on pupil experience in primary schools?		
Proposed start date:	10/02/2020	Proposed end date:	20/03/2020
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 find out which strategies and methods are most effective in involving pupils and encouraging pupils to use their voice • To explore how satisfied pupils and staff are with the outcomes and effects. (this box should expand as you type)			
Research Question What impact do pupil involvement strategies and pupil voice groups have on pupil experience in primary schools?			

(this box should expand as you type)

Aims of Research Activity

- To discover what a school is using to promote pupil voice and how they are implementing The Rights of the Child.
- To interview pupils and a member of staff to gather their thoughts, opinions and experiences on being a part of pupil participation groups and how they are implementing strategies and their views on the impact.
- To research the field of pupil voice, involvement and experience and their impact on children in primary school.

(this box should expand as you type)

Objectives of Research Activity

- To research pupil voice strategies and methods that are being used in primary school; which ones are more effective than others and why?
- To research humanistic approaches that involve pupils in their learning.
- To gain insight into how children feel pupil participation groups and other strategies impact their experience at school and which methods they feel allow them to use their voice to have their say the most.
- To investigate whether pupils and/or staff feel there is need for more or different strategies to be used and gather their opinions on the benefits and challenges of implementing pupil voice strategies in a primary school.

(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.

- **Interviews** – a group of children from different classes will be involved in a semi-structured interview where they will be invited to respond to key questions regarding well-being. For example, in what ways are you supported in school? In what ways do you feel supported in feeling safe and happy at school? I will interview different teachers and staff throughout the school to see how they are incorporating well-being throughout the curriculum and gather their thoughts regarding health and well-being as a new area of learning and experience (AOLE) within the new curriculum. **EXIT:** All children and staff will be asked if they wish to take part. The children will use their traffic light cards and if at any point they wish to leave the interview or withdraw then they may do so. I will check on the children's feeling regularly. The staff members will be reminded that they do not have to answer every question if they do not wish to. No names will be used in the writing.
- **Observations/ field notes** - I will observe different groups undertaking activities related to well-being in any form, i.e circle time, with their class teacher and this will also enable me to observe good practice. I will make a note of the children's engagement within these activities and record the information in my observational diary. Both the children and the class teacher will have access to this diary. **EXIT:** following the observation I will share the notes with the class teacher and each child. The child can place a tick or cross on a post-it note to let me know if their data can be used.
- **Video or audio taping** - I will record sessions that revolve around pupil well-being in various learning environments in order to understand how these activities and

environments impact their well-being. I will also record different groups of children answering questions in the informal interview. Photographic evidence may also be used but I will ensure that none of the children's faces are in the pictures and that a consent form is signed before this is done. Recording of good practice and interviews with the class teachers will also be done as evidence to reflect and look back on. I will ask for permission from all participants for recording before doing so.

- **Questionnaire** - I will also ask all school staff complete a questionnaire if they choose to do so as I feel that this will assist me to gather quality data. For example, I know what is expected of me regarding supporting pupils' well-being. Throughout the creation of the questionnaire, I will adhere to and follow the training provided by the university during my second year of study when the design and distribution of a questionnaire was necessary for specific module. Participants will not be required to list their name or personal information. However, they may be asked to share their status in the school (i.e teacher, support staff) as this information is significant to the analysis. A cover letter will accompany the questionnaire which will explain to the participant the reason and nature of the research questionnaire. The questionnaire will be distributed via online means. Once the participants have completed their questionnaire, their response will be gathered and placed within the response pool for analysis. For the questions posed within the questionnaire there will be numerous ways for the individual to respond. **EXIT:** before the participant submits their questionnaire, they have the right to retain their response. However, once I have received their response and it is added to the pool there will be no fair means of identifying their response in order to report it to them. This will be made clear in the cover letter.
- **Learning walk** – to support my research I may conduct a learning walk through the school to observe displays and discuss certain aspects of provision with members of staff or pupils. These learning walks may be self-directed or facilitated by a learner, group of learners or a member of staff. Prior to conducting the learning walk **EXIT:** I will obtain consent from a member of staff. Prior to evidencing the walk (by means of written, photographic or audio methods) I will ask the participant who hosted the walk for their consent to use the information they provide in the research.
- **Examples of pupils' work:** where I feel examples of pupils' work would support my research, I may request samples. **EXIT:** prior to gathering samples of work, I will ensure that I have the class teacher's consent and the consent of the pupil of which the work belongs. Upon gathering samples, I will take responsibility of the work and ensure that confidentiality and security is upheld.

(this box should expand as you type)

Location of research activity

Identify all locations where research activity will take place.

A primary School

(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 **NOT** 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: Interview of group of people and interview of member of staff. (this box should expand as you type)		
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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 8? (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?	11 (this box should expand as you type)
Who will the participants be?	2 groups of 5 children 1 member of staff (this box should expand as you type)

How will you identify the participants?	For one group, the children will be selected at random from those who participate in extra-curricular pupil participation groups. For the other group, the children will be selected at random from those who do not participate in extra-curricular pupil participation groups. The member of staff will be identified as a class teacher who has worked in the school before the pupil participation strategies were implemented to get an outlook of how the school has impacted from these strategies. <i>(this box should expand as you type)</i>
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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: Emotional distress, unwilling to divulge opinion and also in a group situation with other participants – may cause upset. <i>(this box should expand as you type)</i>	How will you mitigate the Risk to Participant I will make sure the participants are aware that they can withdraw at any time from the interview and that their information will be classed as anonymous and will be treated as confidential. If after the interview they do not want their answers used, then their data will be withdrawn. I will explain what the data will be used for and why I am conducting the research. Throughout the interview I will ask if it is ok to continue with questioning to ensure participants are comfortable and can take the opportunity to withdraw if they want to. <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:	How will you mitigate the 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 of falsification of data. ➤ Possible power imbalance with myself as a teacher researcher. <i>(this box should expand as you type)</i>	➤ The majority of the research is during a normal classroom activity. During the interview there will be another adult in the room. ➤ All potential participants will give in consent forms. Pupils will be told that there will be a selection of children chosen at random. All pupils will be involved in the lesson. ➤ I will ensure that I follow the UWTSD and BERA ethical guidelines when conducting this research. ➤ Pupils will be made aware that participation is voluntary, they have the right to withdraw at any time, without consequence. Consent will be obtained from parents/carers and teachers. <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. ➤ Not behaving in a way that could impact the relationship between school and university. <i>(this box should expand as you type)</i>	How will you mitigate the Risk to University: ➤ I will make sure that I follow the UWTSD and BERA ethical guidelines when conducting my research task. ➤ I will behave in a professional manner, at all times. <i>(this box should expand as you type)</i>

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? I will ensure that participants are fully aware of what they are about to be asked and how that information will be used. I will explain how I will use the data. I will make sure they are aware they are able to withdraw at anytime and that they have the option to withdraw data given. I will explain that the data will be treated as confidential. After any interview I will ask them if they are happy and comfortable with how it went and will explain what will happen next. <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. I will ask for consent from all participants individually and make sure they are aware about what will be asked in the interview and why. I will aim to get consent from parents so that they are aware and comfortable with the research and what their child will take part in. The staff interviewed will also be asked for consent and whether they are happy to take part in an interview to gather research for the purpose of this project. A letter will be sent out to parents to sign and give their consent for children to take part in interviews and the pupils will be asked whether they want to take part or not. The letters will be obtained and recorded in accordance with prevailing data protection legislation. <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. All participants will be told and reminded throughout the interviews and data collection that the details will be treated as confidential and any information they give will be recorded as anonymous. I will refer to pupils as Pupil A, Pupil B etc. Also, Member of staff A etc. I will continue to refer to pupils and staff anonymously in my research project. <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
<i>“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.</i>	☒	☐
If YES, provide a description of the data and explain why this data needs to be collected:		
Any answers to the interview questions could include personal data and opinion. The data needs to be collected to discuss pupil and teacher satisfaction in relation to pupil voice at school.		
<i>(this box should expand as you type)</i>		
Does it involve special category data (as defined by the GDPR)?	YES	NO
<i>“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),</i>	☐	☒
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:		
Password protection on device – laptop, iPad. All data will be anonymous, and any written data will use pseudonymisation such as pupil A, pupil B.		
<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):		
<i>(this box should expand as you type)</i>		
List all who will have access to the data generated by the research activity:		
Imogen Richards – investigator.		
<i>(this box should expand as you type)</i>		
List who will have control of, and act as custodian(s) for, data generated by the research activity:		
Imogen Richards – investigator.		
<i>(this box should expand as you type)</i>		
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.		
Laptop/ iPad. Both will be password protected. Any data will not be transferred between both. The data will only be stored for the duration of completing the research which is 6 weeks and it will not be archived as there will be no use for the data once the research project is complete.		
<i>(this box should expand as you type)</i>		
Please indicate if your data will be stored in the UWTSD Research Data Repository (see https://researchdata.uwtsd.ac.uk/). If so please explain. <i>(Most relevant to academic staff)</i>		
No.		
<i>(this box should expand as you type)</i>		
Confirm that you have read the UWTSD guidance on data management (see https://www.uwtsd.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:	Imogen Richards	Date: 06/02/2020
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For STUDENT Submissions:

Director of Studies/Supervisor:	Dr Sioned V. Hughes	Date:
Signature:	<i>S.V. Hughes</i>	07.02.20

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

RESEARCH STUDENTS AND STAFF ONLY

All communications relating to this application during its processing must be in writing and emailed to pgresearch@uwtsd.ac.uk , with the title 'Ethical Approval' followed by your name.

You will be informed of the outcome of your claim by email; therefore it is important that you check your University and personal email accounts regularly.

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

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

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

Application Process

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

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