

Appendices

Appendix A: Consent page for adults, parents and carers

Purpose and aims: This questionnaire aims to understand and outline how teachers can help English as an Additional Language (EAL) learners in their learning by using different strategies and approaches in their lessons. Your responses about your thoughts and experiences will provide valuable insights for teachers striving to make learning inclusive and accessible to EAL learners.

IMPORTANT NOTICE: All submitted questionnaires are ANONYMOUS. You do not have to answer all the questions if you are uncomfortable or unhappy giving an answer. You are free to withdraw from the questionnaire at any time. When you withdraw, any data collected from your questionnaire will not be used in the research. By continuing to the questionnaire, you are providing consent for yourself or your child to participate.

Appendix B: Consent and information note at start of EAL learner questionnaire (Arabic version)

Purpose and aims: This questionnaire aims to understand and outline how teachers can help second language English learners in their learning by using different strategies and approaches in their lessons. Your responses about your thoughts and experiences will provide valuable insights for teachers striving to make learning inclusive and accessible to second language English learners.

الغرض والأهداف: يهدف هذا الاستبيان إلى فهم وتوضيح كيف يمكن للمعلمين مساعدة متعلمي اللغة الإنجليزية كلغة ثانية في تعلمهم من خلال استخدام استراتيجيات وأساليب مختلفة في دروسهم. ستوفر إجاباتك حول أفكارك وتجاربك رؤى قيمة للمعلمين الذين يسعون جاهدين لجعل التعلم شاملاً ومتاحاً لمتعلمي اللغة الإنجليزية كلغة ثانية.

IMPORTANT NOTICE: All submitted questionnaires are ANONYMOUS, so answers cannot be linked back to you. You do not have to answer all the questions if you are uncomfortable or unhappy giving an answer. You are free to withdraw from the questionnaire at any time. When you withdraw, any data collected from your questionnaire will not be used in the research.

تنبيه هام: جميع الاستبيانات المقدمة مجهولة الهوية، لذا لا يمكن ربط الإجابات بك. لست مضطراً للإجابة على جميع الأسئلة إذا لم تكن مرتاحاً للإجابة عن الأسئلة. أنت حر في الانسحاب من الاستبيان في أي وقت. عند انسحابك، لن يتم استخدام أي بيانات تم جمعها من الاستبيان في البحث.

Questions can be answered in English or Arabic.

يمكن الإجابة على الأسئلة باللغة الإنجليزية أو العربية.

Appendix C: EAL learner questionnaire (Chinese version)

Purpose and aims: This questionnaire aims to understand and outline how teachers can help second language English learners in their learning by using different strategies and approaches in their lessons. Your responses about your thoughts and experiences will provide valuable insights for teachers striving to make learning inclusive and accessible to second language English learners.

目的和宗旨：本问卷旨在了解和概述教师如何在课堂上采用不同的策略和方法帮助第二语言英语学习者学习。您的想法和经验将为教师提供宝贵的见解，帮助他们努力让第二语言英语学习者获得包容性学习。

IMPORTANT NOTICE: All submitted questionnaires are ANONYMOUS, so answers cannot be linked back to you. You do not have to answer all the questions if you are uncomfortable or unhappy giving an answer. You are free to withdraw from the questionnaire at any time. When you withdraw, any data collected from your questionnaire will not be used in the research.

重要提示：所有提交的问卷都是匿名的，因此无法将答案与您联系起来。如果您在回答问题时感到不舒服或不愉快，您不必回答所有问题。您可以随时退出问卷调查。如果您退出，从您的问卷中收集到的任何数据都不会用于研究。

Questions can be answered in English or Chinese

问题可以用英语或中文回答

Question 1: How long have you been learning in an English-speaking school?

问题 1：您在英语学校学习多久了？

少于 1 年 / Less than 1 year

1-3 年 / 1-3 years

4-6 年 / 4-6 years

7-9 年 / 7-9 years

10 年或以上 / 10 years or more

我一直都在英语学校上学。 / I have always attended an English-speaking school

Question 2: On a scale of 1 to 5, how would you rate your English skills?

问题 2 : 如果用 1 到 5 分来衡量, 您如何评价自己的英语水平?

1 = 英语水平有限的初学者 / Beginner with limited English

5 = 流利 / Fluent

阅读 / Reading: 1 2 3 4 5

写作 / Writing: 1 2 3 4 5

倾听 / Listening: 1 2 3 4 5

讲 / Speaking: 1 2 3 4 5

Question 3: How often do you usually speak or use English outside of school (This can include family time, extra-curriculars and meeting friends)

问题 3 : 在校外, 您通常多长时间说一次或使用一次英语 (包括家庭时间、课外活动和朋友聚会)

每天 / Daily 每周 / Weekly

每月 / Monthly

每年 / Yearly

绝不 / Never

Question 4: Have any of your teachers in your current school used any of the following strategies to help your learning in lessons? (Tick all that apply)

问题 4：在您目前就读的学校中，您的老师是否使用过以下策略来帮助您在课堂上学习？（在所有适用的选项上打勾）

使用直观教具（如图表、图解、图片等） / Using visual aids (such as diagrams, charts, pictures)

老师讲得很慢或重复自己的话 / The teacher speaking slowly or repeating themselves

小组任务或与讲英语者进行讨论 / Group tasks or discussions with English speakers

使用简化语言 / Using simplified language

为您提供字典 / Allowing you a dictionary

将教材翻译成中文 / Translating class materials into Chinese

Question 5: Are there any strategies that your teacher or teachers have used that have not been mentioned? (If yes, please describe the strategy below)

问题 5：还有哪些策略没有提及？

Question 6: Out of all the strategies teachers have used to help you understand your lessons, which do you think has been the most effective or helpful and why?

问题 6：在教师帮助您理解课程的所有策略中，您认为哪种最有效或最有帮助？

Question 7: Out of all the strategies teachers have used to help you understand your lessons, which do you think has been the least effective or helpful and why?

问题 7：在教师为帮助您理解课程而使用的所有策略中，您认为哪种最无效或最无帮助？

Question 8: Do you feel that your teachers provide enough support for your English language development?

问题 8：你认为你的老师为你的英语发展提供了足够的支持吗？

对 / Yes

不 / No

有时候 / Sometimes

并非所有教师 / Not all teachers

Question 9: What do you find your biggest challenge is with the English language in your lessons?

问题 9：你认为在课堂上使用英语的最大挑战是什么？

Question 10: What do you think teachers could do to further help your English language development?

问题 10：你认为教师可以做些什么来进一步帮助你提高英语水平？

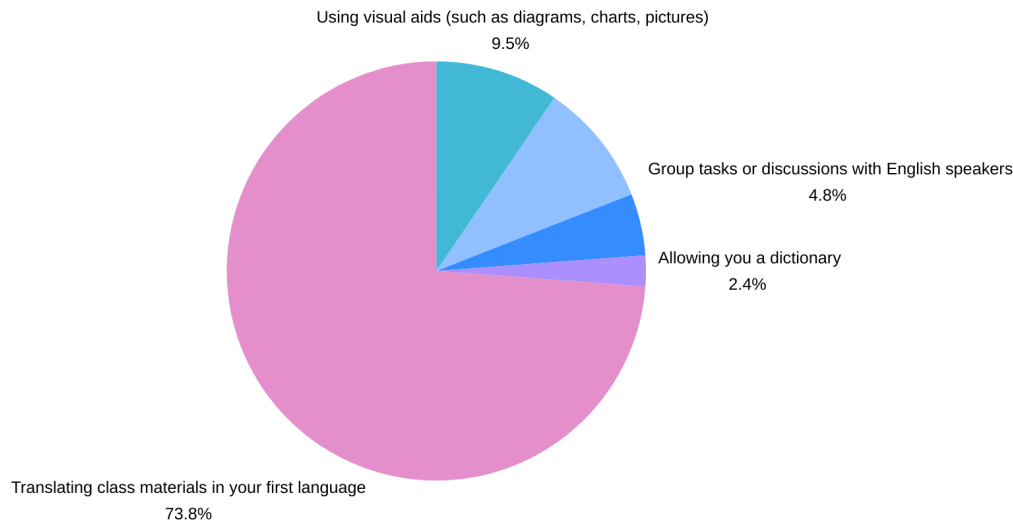
Thank you very much for participating in this questionnaire. Your feedback is highly valuable in helping teachers across the country recognise what they can do to support their EAL learners.

非常感谢您参与此次问卷调查。你们的反馈意见非常宝贵，有助于全国各地的教师认识到

他们可以做些什么来支持他们的英语语言学习者。

Appendix D: Results of Question 6

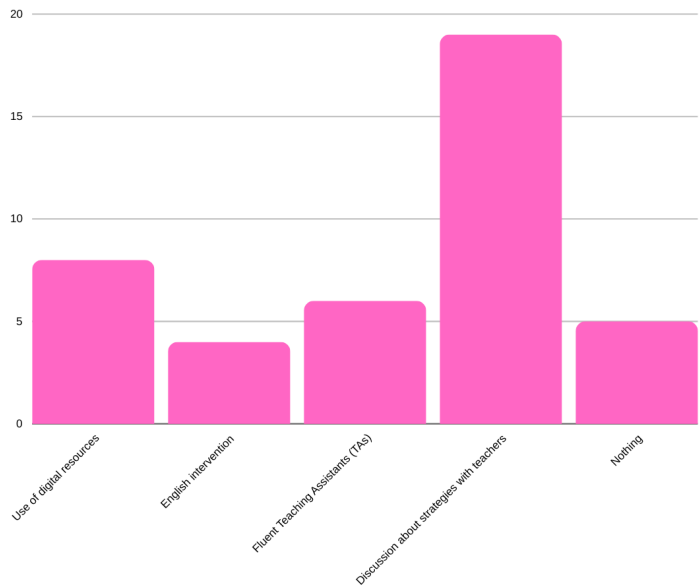
Question 6: Out of all the strategies teachers have used to help you understand your lessons, which do you think has been the most effective or helpful and why?



**No participants selected 'Using simplified language' when answering the question*

Appendix E: Results of Question 10

Results for Question 10 ‘What do you think teachers could do to further help your English language development?’



Appendix F: Teachers’ Questionnaire

Purpose and aims: This questionnaire aims to understand and outline how teachers can help English as an Additional Language (EAL) learners in their learning by using different strategies and approaches in their lessons. Your responses about your thoughts and experiences will provide valuable insights for teachers striving to make learning inclusive and accessible to EAL learners.

IMPORTANT NOTICE: All submitted questionnaires are ANONYMOUS. You do not have to answer all the questions if you are uncomfortable or unhappy giving an answer. You are free to withdraw from the questionnaire at any time. When you withdraw, any data collected from your questionnaire will not be used in the research.

Question 1: What Area of Learning and Experience (AoLE) do you teach? (Tick all that apply)

- Expressive Arts
- Health and Well-being
- Humanities
- Languages, Literacy and Communication
- Mathematics and Numeracy
- Science and Technology

Question 2: Do you speak any other languages? If yes, please insert the language and whether you have been able to use this to help any EAL learners.

Question 3: Approximately, what percentage of pupils that you teach are EAL?

- 0%
- 1-5%
- 6-10%
- 11-15%
- 16-20%
- 21% or more

Question 4: What are some common challenges you face when teaching EAL learners?

Question 5: Have you used any of the following strategies to help your EAL learners? (Tick all that apply)

- Using visual aids (such as diagrams, charts, pictures)
- Speaking slowly or repeating yourself

- Organising group tasks or discussions with English speakers
- Using simplified language
- Allowing the EAL learner a dictionary
- Translating class materials in their first language

Question 6: Are there any strategies that you have used that have not been mentioned? (If yes, please describe the strategy below)

Question 7: Out of all the strategies you used to help EAL learners understand your lessons, which do you think has been the most effective and why?

Question 8: Out of all the strategies you used to help EAL learners understand your lessons, which do you think has been the least effective and why?

Question 9: How would you currently answer the following statement? ‘I feel confident that I can support EAL learners in my lessons’

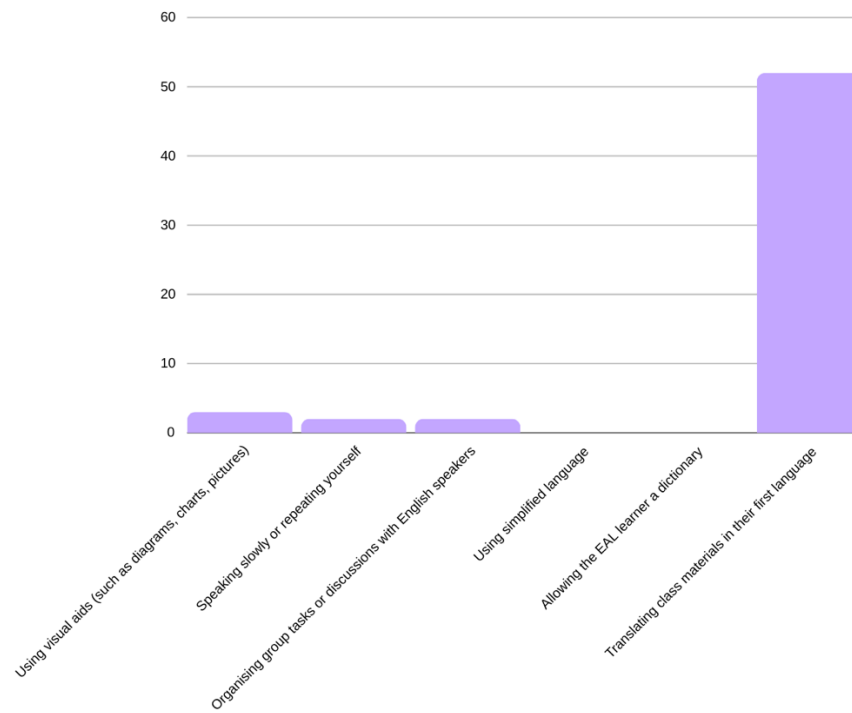
- Strongly agree
- Agree
- Disagree
- Strongly disagree

Question 10: Based on your experience, what additional strategies or resources do you believe would be beneficial in effectively supporting EAL learners?

Thank you very much for participating in this questionnaire. Your feedback is highly valuable in helping teachers across the country recognise what they can do to support their EAL learners.

Appendix G: Results of Question 7

Question 7: Out of all the strategies you used to help EAL learners understand your lessons, which do you think has been the most effective and why?



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:	Rebecca Ann Lloyd			
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:	University of Wales Trinity Saint David Yr Athrofa - centre PGCE Secondary History			
4	Campus:	Swansea			
5	E-mail address:	2303893@student.uwtsd.ac.uk			

6	Contact Telephone Number:	07425144443
For students:		
7	Student Number:	2303893
8	Programme of Study:	PGCE
9	Director of Studies/Supervisor:	Catherine Morgan

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	☐
					Date
2	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	☐		
		Institute Research Committee	☐		
		Other (write in) Catherine Morgan	☒	14.03.24	

SECTION C: Internal and External Ethical Guidance Materials

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

SECTION D: External Collaborative Research Activity

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

1	Institution					
2	Contact person name					
3	Contact person e-mail address					
4	Is your research externally funded?	YES	☐	NO	☐	
5	Are you in receipt of a KESS scholarship?	YES	☐	NO	☐	
6	Are you specifically employed to undertake this research in either a	Voluntary	YES	☐	NO	☐
7	paid or voluntary capacity?	Employed	YES	☐	NO	☐

8	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	☐
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 Yes, please attach a copy of any final approval (or interim approval) from the organisation (this may be a copy of an email if appropriate).				

SECTION E: Details of Research Activity

1	Indicative title:	What strategies can teachers in secondary schools implement to effectively support EAL learners in their lessons?			
2	Proposed start date:	14.03.24	Proposed end date:	31.07.24	
	Introduction to the Research (maximum 300 words per section) Ensure that you write for a <u>Non-Specialist Audience</u> when outlining your response to the points below: <i>Purpose of Research Activity</i> <i>Proposed Research Question</i> <i>Aims of Research Activity</i> <i>Objectives of Research Activity</i> Demonstrate, briefly, how Existing Research has informed the proposed activity and explain <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 Existing research and literature regarding how learners whose first language is not English (English as an Additional Language (EAL)) can be supported frequently recommend similar support structures. These include mother-tongue teaching assistants (TAs), English support classes or separate schools and language specialists (Jørgensen, Dobson and Perry, 2021; Monaghan, 2010). However, there is limited literature concerning what schools with small populations of EAL learners and limited funding for such support can do to ensure that even this small number of learners can access education and lead successful lives. In an increasingly diverse and multilingual country, all teachers must understand how EAL learners gradually attain languages and what they can do within their own lessons so these learners are equally able to access education just as much as their English-speaking peers. The purpose of this research activity is to bring attention to this area, so more research can be conducted to enrich the overall literature. Additionally, it hopes to provide possible approaches and strategies teachers can implement to support their EAL learners, even when they may lack institutional and expert support. (this box should expand as you type)				
4	Research Question What strategies can teachers in secondary schools implement to effectively support EAL learners in their lessons?				

	(this box should expand as you type)
5	Aims of Research Activity To explore what considerations need to be made when teaching EAL learners. To understand what approaches and strategies teachers can use to effectively support their EAL students. (this box should expand as you type)
6	Objectives of Research Activity To explore what strategies EAL learners have found helpful or not in developing their English skills and their ability to access the lesson's teaching. To identify what approaches and strategies teachers have or are implementing for the benefit of EAL learners. (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. 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 research will be conducted using digital questionnaires to analyse qualitative, meaning non-numerical, and quantitative, meaning numerical, data. Both groups of participants will be made fully aware of the aims and objectives of the research question and its questionnaires before deciding whether they wish to volunteer or not. This information will be provided on the starting consent page, where participants or their parents/legal guardians will give their consent by pressing the 'next' button. After attaining parental consent for the EAL learners to participate, these learners will receive a questionnaire that asks a variety of question types to understand their current fluency in English, their experiences in English-speaking classrooms and what strategies they have found helpful in their learning of both the curriculum as well as the English language. Additionally, to ensure that all EAL learners participating will have a clear understanding of what is being asked of them, the questionnaire will be bilingual, e.g. English and whatever their native language is. Different bilingual forms will be made according to what languages the learners speak, and this information will be provided by the school in advance. Building on this point, questionnaires were specially selected for the EAL students as they would remove the pressure on learners to answer interview questions in English when they may not be comfortable or confident. Additionally, it allows both participant groups more time to ponder and consider their answers before submitting them to the questionnaire. The qualitative data accumulated through these questionnaires will be utilised to understand the perspectives and experiences of EAL learners, which is often neglected in many studies considering EAL learners in education. Furthermore, the qualitative and quantitative data can also help to reveal whether there are differences in what strategies are more effective depending on EAL learners' individual factors, e.g. native language, their English fluency upon entering the school, etc. The teachers participating in this research case study will receive a different questionnaire once they have consented through the 'next' button. This questionnaire will be in English unless the staff request otherwise beforehand. These questionnaires will be shared with all members of teaching staff. These questions will similarly follow a varied approach, e.g. open-ended questions where teachers can describe in more detail their experiences with EAL learners and their strategies, and multiple-choice where teachers can provide evidence where they have used approaches and strategies already mentioned in the literature and previous studies. Similarly to the EAL learners'

	questionnaires, these questionnaires will provide both qualitative and quantitative data, which can provide a deeper understanding of the perspectives and experiences of both EAL learners and their teachers so that an outline of possible approaches and strategies teachers can use to support their own EAL learners. Throughout this research and its selected methods, all participants will have the right to withdraw and not have their questionnaire data used and considered as well as not answering particular questions. (this box should expand as you type)
	Location of research activity Identify all locations where research activity will take place.
8	Secondary school in the South Wales area (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. If you live in the country where you will do the research 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 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 the current data protection law of the country in question and that of England and Wales. I will request the school to identify and send the consent forms and questionnaire to the EAL students. However, the school may decide to share this data with me if they cannot organise it themselves. (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:		
	The research activity concerns enabling teachers to make their teaching more inclusive and accessible to EAL learners. (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)	☒	☐
5	Prisoners?	☐	☒
6	Young offenders?	☐	☒
7	Those who could be considered to have a particularly dependent relationship with the investigator or a gatekeeper?	☐	☒
8	People engaged in illegal activities?	☐	☒
9	Others. Please indicate the participants below, and specifically any group who may be unable to give consent.		
	Details of any other participant groups: (this box should expand as you type)	☐	☒

	Participant numbers and source Provide an estimate of the expected number of participants. How will you identify participants and how will they be recruited?
10	How many participants are expected? 40 EAL learners 57 Teaching staff (this box should expand as you type)
11	Who will the participants be? Teaching staff and EAL learners in the school (this box should expand as you type)
12	How will you identify the participants? All teaching staff are invited to take part in the questionnaire. The EAL pupils will be identified through asking the school how many there are and what their languages are before allowing the school to provide these forms and questionnaires to parents/guardians so that the learners remain anonymous to the researcher. (this box should expand as you type)

	Information for participants:	YES	NO	N/A
13	Will you describe the main research procedures to participants in advance, so that they are informed about what to expect?	☒	☐	☐
14	Will you tell participants that their participation is voluntary?	☒	☐	☐
15	Will you obtain written consent for participation?	☒	☐	☐

16	Will you explain to participants that refusal to participate in the research will not affect their treatment or education (if relevant)?	☒	☐	☐
17	If the research is observational, will you ask participants for their consent to being observed?	☐	☐	☒
18	Will you tell participants that they may withdraw from the research at any time and for any reason?	☒	☐	☐
19	With questionnaires, will you give participants the option of omitting questions they do not want to answer?	☒	☐	☐
20	Will you tell participants that their data will be treated with full confidentiality and that, if published, it will not be identifiable as theirs?	☒	☐	☐
21	Will you debrief participants at the end of their participation, in a way appropriate to the type of research undertaken?	☒	☐	☐
22	If NO to any of above questions, please give an explanation			
 (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- Transfer of personal data e.g. language preference, experiences that they might find personal etc. 2- Questions about their language and experiences may cause emotional distress.	How you will mitigate the risk to participants: 1- Questionnaires will remain anonymous by participants not having to disclose their name so any personal data can be connected to them. 2- The consent forms and questionnaires will inform participants about the nature of the research so there are no misunderstandings. Also, participants				

	3- Disturbances or damage to relationships with staff and teachers. <i>(this box should expand as you type)</i>	are allowed to not answer particular questions or withdraw entirely. 3- All information shared by the questionnaires will be anonymous and confidential. <i>(this box should expand as you type)</i>
3	If research activity may include sensitive, embarrassing or upsetting topics (e.g. sexual activity, drug use) or issues likely to disclose information requiring further action (e.g. criminal activity), give details of the procedures to deal with these issues, including any support/advice (e.g. helpline numbers) to be offered to participants. Note that where applicable, consent procedures should make it clear that if something potentially or actually illegal is discovered in the course of a project, it may need to be disclosed to the proper authorities	
	<i>(this box should expand as you type)</i>	
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 – Concerns of coercion. 2 – Participants may want to withdraw. <i>(this box should expand as you type)</i>	<i>How you will mitigate the risk to the investigator:</i> 1 – Participants will be aware and continuously reminded that they have the right to withdraw at any time and that the data from their participation will not be used as part of the research 2 – The participants are free to withdraw and new participants will be informed, will provide consent and participate as they wish to. <i>(this box should expand as you type)</i>
5	University/institutional risks For example: adverse publicity, financial loss, data protection	
	Risk to the University: 1 – Reputational damage. <i>(this box should expand as you type)</i>	<i>How you will mitigate the risk to the University:</i> 1 – All areas of the research will be conducted in adherence to the UWTSD code of ethics and BERA's ethical guidelines alongside the protection of any data accumulated from the research. <i>(this box should expand as you type)</i>
6	Environmental risks For example: accidental spillage of pollutants, damage to local ecosystems	
	Risk to the environment: 1 – Possible excessive use of paper for questionnaires <i>(this box should expand as you type)</i>	<i>How you will mitigate the risk to environment:</i> 1 – Questionnaires will be submitted through a digital format so there is no risk of wasting paper or other similar materials <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
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.	001840081624		

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? Once all of the data has been collected from the questionnaires, participants will be allowed to ask and receive what the findings and recommendations of the research through contacting the dedicated email on the questionnaires and consent form. <i>(this box should expand as you type)</i>
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. A screen will appear before the beginning of the online questionnaire which will disclose the intentions and nature of the research. As stated, pressing the next button will act as providing consent to be part of the research. For the EAL learners, who require parental consent, their parents/guardians will be emailed or alternatively contacted regarding the research questionnaire. The parent/guardian pressing and opening the link will act as providing their consent (This will be made clear in the email/message) before the EAL learners complete the questionnaire. <i>(this box should expand as you type)</i>
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. Participants will not have the option to enter their name into the questionnaire so that any information they provide through their answers cannot be connected to them. <i>(this box should expand as you type)</i>

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 is considered to be personal data.	X	☐
	If YES, provide a description of the data and explain why this data needs to be collected:		
2			

	Cultural information about the participants will be collected by participants answering what language they speak and their fluency in English. <i>(this box should expand as you type)</i>		
	Does it involve special category data (as defined by the GDPR)?	YES	NO
3	“Special category data” means sensitive personal data consisting of information as to the data subjects’ – (a) racial or ethnic origin, (b) political opinions, (c) religious beliefs or other beliefs of a similar nature, (d) membership of a trade union (within the meaning of the Trade Union and Labour Relations (Consolidation) Act 1992), (e) physical or mental health or condition, (f) sexual life, (g) genetics, (h) biometric data (as used for ID purposes),	X	☐
	If YES, provide a description of the special category data and explain why this data needs to be collected:		
4	Racial or ethnic origin – EAL learners will be answering what language they speak which may disclose their ethnicity. <i>(this box should expand as you type)</i>		

	Will data from the research activity (collected data, drafts of the thesis, or materials for publication) be stored in any of the following ways?	YES	NO
5	Manual files (i.e. in paper form)?	☐	☒
6	University computers?	☐	☒
7	Private company computers?	☐	☒
8	Home or other personal computers?	☐	☐
9	Laptop computers/ CDs/ Portable disk-drives/ memory sticks?	☒	☐
10	“Cloud” storage or websites?	☐	☐
11	Other – specify:	☐	☒
12	For all stored data, explain the measures in place to ensure the security of the data collected, data confidentiality, including details of backup procedures, password protection, encryption, anonymisation and pseudonymisation:		
	Access to the data collected will be on a password protected personal laptop. The data, if necessary, may also be stored in the University’s Office 360 system, which will be encrypted and any data in the cloud is anonymised. After the result of the research module this data is being used for, it will be deleted from protected storage. The online questionnaires will remain anonymous as participants will not have to put their names on the questionnaire forms so even the researcher is unaware of who submitted which form. <i>(this box should expand as you type)</i>		

	Data Protection		
	Will the research activity involve any of the following activities:	YES	NO
13	Electronic transfer of data in any form?	☒	☐
14	Sharing of data with others at the University outside of the immediate research team?	☐	☒
15	Sharing of data with other organisations?	☐	☒

16	Export of data outside the UK or importing of data from outside the UK?	☐	☒
17	Use of personal addresses, postcodes, faxes, emails or telephone numbers?	☐	☒
18	Publication of data that might allow identification of individuals?	☐	☒
19	Use of data management system?	☐	☒
20	Data archiving?	☐	☒
21	If YES to any question, please provide full details, explaining how this will be conducted in accordance with the GDPR and Data Protection Act (2018) (and any international equivalents, where appropriate):		
	The electronic consent form and information gathered from the questionnaires for each participant will be securely stored the password-protected personal laptop or within the University's encrypted Office 365 system. Additionally, the questionnaires are anonymised by the participants not having to assign their questionnaire to their name. <i>(this box should expand as you type)</i>		
22	List all who will have access to the data generated by the research activity:		
	Rebecca Ann Lloyd <i>(this box should expand as you type)</i>		
23	List who will have control of, and act as custodian(s) for, data generated by the research activity:		
	Rebecca Ann Lloyd <i>(this box should expand as you type)</i>		
24	Give details of data storage arrangements, including security measures in place to protect the data, where data will be stored, how long for, and in what form. Will data be archived – if so how and if not why not.		
	All data will be stored on a password protected laptop or the password protected and encrypted University Office 360 system. This data will be stored digitally until the results for the case study are released. Following this date, the data will be deleted. <i>(this box should expand as you type)</i>		
25	Please indicate if your data will be stored in the UWTSD Research Data Repository (see https://researchdata.uwtsd.ac.uk/). If so please explain. <i>(Most relevant to academic staff)</i>		
	<i>(this box should expand as you type)</i>		
26	Confirm that you have read the UWTSD guidance on data management (see https://www.uwtsd.ac.uk/library/research-data-management/)	YES	☒
27	Confirm that you are aware that you need to keep all data until after your research has completed or the end of your funding	YES	☒

SECTION K: Declaration

	The information which I have provided is correct and complete to the best of my knowledge. I have attempted to identify any risks and issues related to the research activity and acknowledge my obligations and the rights of the participants. In submitting this application I hereby confirm that I undertake to ensure that the above named research activity will meet the University's Research Ethics and Integrity Code of Practice which is published on the website: https://www.uwtsd.ac.uk/research/research-ethics/		
1	Signature of applicant:	Rebecca Ann Lloyd	Date: 14.03.24

For STUDENT Submissions:

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

For STAFF Submissions:

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

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

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

RESEARCH STUDENTS ONLY

Once complete, submit this form via the **MyTSD Doctoral College Portal** at (<https://mytsd.uwtsd.ac.uk>).

RESEARCH STAFF ONLY

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

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