

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:	Suzanne Pearton-Scale			
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:	Centre of Psychology and Counselling			
4	Campus:	University of Wales, Trinity Saint David, Carmarthen Campus			
5	E-mail address:	2105981@student.uwtsd.ac.uk			
6	Contact Telephone Number:	07877775955			
For students:					

7	Student Number:	2105981
8	Programme of Study:	BSc Applied Psychology
9	Director of Studies/Supervisor:	Dr Stuart Jones

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): <i>Approval in principle must be obtained from the relevant source prior to seeking ethical approval</i>	Research Degrees Committee	☐		
		Institute Research Committee	☐		
		Other (write in) Dr Stuart Jones	☒	13/08/2024	

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	BPS Code of Human Research Ethics (2014)				☒
4	BPS Code of Ethics and Conduct (2018)				☒
5	BPS Ethics Guidelines for Internet Mediated Research (2021)				☒

SECTION D: External Collaborative Research Activity

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

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

	Professional Learning Partnership (APLP)?	below does not need to be answered.				
9	Has permission to undertake the research has been provided by the partner organisation?	(If YES attach copy) If NO the application cannot continue	YES	☐	NO	☐

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

10	Does this organisation have its own ethics approval system?	YES	☐	NO	☐
	If 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:	Investigating British Sign Language Interpreters' attitudes and perceptions towards Face-to-Face Versus Video Remote Interpreting in Healthcare and Education settings.			
2	Proposed start date:	22 nd October 2024	Proposed end date:	21st May 2025	
	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 The growing prevalence of remote British Sign Language (BSL) Video Remote Interpreting and Video Relay Services (VRI; VRS) has become a notable trend in recent years. Prior to the COVID-19 pandemic, 40% of BSL interpreters had engaged in remote work (Roman, 2022). The 2021 Census of Sign Language Interpreters revealed that 62% of British interpreters had transitioned to remote work (Napier et al., 2021) post-COVID. However this census did not explore the underlying attitudes of interpreters towards this transition. Recent studies have examined various aspects of remote interpreting, such as stress factors (Schnack, 2020), perspectives of Deaf individuals (Kushalnager, 2019; Rivas Velarde, 2022; Yabe, 2019), and its applications in various settings (Napier, 2011; Napier,				

2012). However, there remains a notable gap in research on the attitudes and perceptions of BSL interpreters in Britain in relation to work environment.

Napier et al. (2017) lay the groundwork for subsequent research and its main findings were 64% of interpreters work remotely, 50% had positive views of VRS/VRI such as; remote working saves time and travel costs, VRS/VRI can benefit Deaf community with faster access to services. Negative aspects included little preparation time, technological difficulties and intrapersonal limitations. Building on this, the proposed study intends to expand on Napier's study. focusing on BSL interpreters in the UK and Ireland, marking the first of its kind in this context. Given the substantial growth in VRI since 2017, research in this area is timely and critical.

Roman et al.'s (2022) study using the Determinants of Implementation Behaviour Questionnaire (DIBQ), highlighted a huge shift to remote interpreting during the pandemic, lack of training in remote interpreting and the need to create effective strategies for such work.

The scarcity of research in this emergent field makes the data highly valuable for policymakers and stakeholders, aiding in the development of guidelines and best practices to enhance interpreting services, whilst also offering insights into interpreter well-being.

References:

Kushalnagar, R. (2019). Deafness and hearing loss. *Web accessibility: A foundation for research*, 35-47.

Napier, J. (2011). "It's not what they say but the way they say it". A content analysis of interpreter and consumer perceptions towards signed language interpreting in Australia.

Napier, J. (2012). Here or there? An assessment of video remote signed language interpreter-mediated interaction in court. *Videoconference and remote interpreting in criminal proceedings*, 167-214.

Napier, J., Skinner, R., & Turner, G. H. (2017). "It's good for them but not so for me": Inside the sign language interpreting call centre. *Translation & Interpreting: The International Journal of Translation and Interpreting Research*, 9(2), 1-23.

Napier, J., Skinner, R., Adam, R., Stone, C., Pratt, S., & Obasi, C. (2021). A demographic snapshot of the profession: The 2021 Census of sign language translators & interpreters in the UK.

Ris, I., Schröder, K., Kongsted, A., Abbott, A., Nilsen, P., Hartvigsen, J., & Öberg, B. (2021). Adapting the determinants of implementation behaviour questionnaire to evaluate implementation of a structured low back pain programme using mixed-methods. *Health science reports*, 4(2), e266.

	Rivas Velarde, M., Jagoe, C., & Cuculick, J. (2022). Video relay interpretation and overcoming barriers in health care for Deaf users: Scoping review. <i>Journal of Medical Internet Research</i>, 24(6), e32439. Roman, G., Samar, V., Ossip, D., McKee, M., Barnett, S., & Yousefi-Nooraie, R. (2022). <i>Ditching the Driving: A Cross-Sectional Study on the Determinants of Remote Work From Home for Sign Language Interpreters</i>. 882615-. https://doi.org/10.3389/frhs.2022.882615 Schnack, K. (2020). Social Isolation, Anxiety, and Stress Among VRS/VRI Sign Language Interpreters During the COVID-19 Pandemic. Yabe, M. (2019). <i>Healthcare Providers' and Deaf Patients' Perspectives on Video Remote Interpreting: A Mixed Methods Study</i> (Doctoral dissertation, University of Illinois at Chicago). (this box should expand as you type)
4	Research Question Phase 1 – (Quantitative research) hypotheses: 1. There is a significant main effect of interpreting mode on interpreters' attitude, with face-to-face interpreting perceived more positively than remote interpreting across both healthcare and education settings. 2. There is a significant main effect of setting on interpreters' attitude, with interpreting in healthcare settings resulting in more positive attitudes than in education settings. 3. There is a significant interaction effect between interpreting mode and setting on interpreters' attitude, with the difference in attitude face-to-face and remote interpreting being more positive in healthcare settings than in education settings. Phase 2 – (Qualitative research) questions: 1. How do British Sign Language interpreters' attitudes and perceptions of work environments compare between face-to-face and remote interpreting in healthcare settings? 2. What are the attitudes and perceptions of work environments of British Sign Language interpreters towards face-to-face versus remote interpreting in educational settings? 3. What are the differences between healthcare and education work environments in relation to face-to-face and remote work according to British Sign Language Interpreters? (this box should expand as you type)
5	Aims of Research Activity The aim of this research is to examine the attitudes and perceptions of British Sign Language (BSL) interpreters towards face-to-face and remote interpreting in both healthcare and educational settings. Specifically, the study seeks to investigate the main effects of interpreting mode (face-to-face vs. remote) and setting (healthcare vs. education) on interpreters' attitudes, as well as the interaction effect between these variables. Furthermore, through focus groups, the research aims to explore how BSL

	interpreters perceive differences in work environments across these settings and interpreting modes, with the goal of providing insights into how these factors influence interpreter satisfaction and performance. (this box should expand as you type)
6	Objectives of Research Activity Phase 1 – Quantitative Research: 1. To explore the effect of interpreting mode (face-to-face vs. remote) on BSL interpreters' attitudes. 2. To investigate the effect of work setting (healthcare / education) on BSL interpreters' attitudes toward interpreting. 3. To analyse the interaction effect between interpreting mode and work setting on BSL interpreters' attitudes. Phase 2 – Qualitative Research: 1. To investigate BSL interpreters' attitudes and perceptions toward face-to-face versus remote interpreting in healthcare settings. 2. To explore BSL interpreters' attitudes and perceptions toward face-to-face versus remote interpreting in educational settings. 3. To study perceptions of BSL interpreters and their wellbeing in relation to the research question. (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	Method: Phase 1: The questionnaire targets British Sign Language (BSL) interpreters aged 18+ in the UK and Ireland, via Qualtrics. Participants will be recruited via a global email invitation to SignVideo staff, Association of Sign Language Interpreters (ASLI) forums and Facebook groups. The target population will be SignVideo employees (n=150) and Welsh Sign Language Interpreters (n=25) which is a total population of 175. Therefore the ideal sample size for the questionnaire according to Qualtrics (2024, June 8) is 121 (Confidence interval 95%, 5% margin of error). Phase 2: The focus group participants will be recruited via a Wales ASLI regional meeting (as an AOB item) and via the ASLI online forum, adhering to questionnaire inclusion criteria for consistency and will aim to have 8 participants.

Design:

Phase 1:

This study employs a mixed methods approach, using an online questionnaire with an adapted version of the Determinants of Implementation Behaviour Questionnaire (DIBQ) (Huijg et al., 2014), complemented by a 2x2 Analysis of Variance (ANOVA) using Qualtrics software. The Experiment Management System will not be utilised in this study, due to participants needing to be a specific profession.

Independent variables include mode of delivery (Face-to-Face vs. Remote) and sector (Healthcare vs. Education), while the dependent variable is attitudes of workplace environment determined by the adapted DIBQ.

Phase 2:

Qualitative data will be gathered through online focus groups. The focus group will aim to be 8 participants and will last 60 minutes. A pilot focus group will be done initially, followed by the main focus group for the study. An assistant (study supervisor) will be used to assist with technical elements of the online focus group.

Analysis:

Phase 1:

To address the hypotheses a between groups 2x2 Analysis of Variance (ANOVA) will be performed. This statistical method will be employed to investigate two primary aspects: first, the differences in attitudes towards face-to-face versus remote interpreting in healthcare settings; and second, the differences in attitudes towards face-to-face versus remote interpreting in educational settings. By utilizing a 2x2 ANOVA, the study aims to discern not only the main effects of the interpreting mode (face-to-face vs. remote) and the setting (healthcare vs. educational) but also any potential interaction effects between these factors. A scoring system will be implemented, assigning positive scores for affirmative responses and negative scores for unfavourable responses.

Phase 2:

Qualitative data will be gathered through focus group discussions. Thematic analysis, as outlined by Braun and Clarke (2006), will be applied to the transcribed data. Thematic analysis will allow for an in-depth exploration of the participants' perspectives, providing a rich and nuanced understanding of their attitudes towards different interpreting modes in healthcare and educational settings.

Materials:

Phase 1:

The study will use an adapted version of the Determinants of Implementation Behaviour Questionnaire (DIBQ) (appendix 4). It's been refined to 45 items from the original 93. It will be delivered via Qualtrics, analysed using SPSS.

Phase 2:

The focus groups will be conducted via Microsoft Teams, discussion points will be posed verbally with responses recorded, transcribed, and analysed using Microsoft Teams and Word.

Procedure:

Phase 1:

Online questionnaire through Qualtrics. The initial section will be a participant information sheet (appendix 1) , followed by a consent tick-box to confirm their voluntary participation. Subsequently, participants will provide demographic information before proceeding to the adapted Determinants of Implementation Behaviour Questionnaire for Sign Language Interpreters (DIBQ-SLI). To conclude, the participants will be given de-briefing information to ensure they are fully informed about the study's purpose and findings.

Phase 2:

The focus group will be a Microsoft Teams meeting, participants will receive an information/consent form (appendix 2) and debrief sheet (appendix 3) via email before and after the study.

References:

- Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative research in psychology*, 3(2), 77-101.
- Huijg, J. M., Gebhardt, W. A., Dusseldorp, E., Verheijden, M. W., van der Zouwe, N., Middelkoop, B. J., & Crone, M. R. (2014). Measuring determinants of implementation behavior: psychometric properties of a questionnaire based on the theoretical domains framework. *Implementation Science*, 9, 1-15.

(this box should expand as you type)

Location of research activity

Identify all locations where research activity will take place.

8	Online Questionnaire via Qualtrics survey software. Online Focus group via Microsoft Teams. (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. (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: As the study is exploring BSL interpreting for the Deaf Welsh community, it could provide useful information for a more equal Wales for future generations. This could lead to more cohesive communities as it may bridge the gap between Deaf and hearing communities. By investigating the effectiveness of BSL interpreting for the Deaf community, this could promote more awareness of Welsh Deaf culture. (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?	Questionnaire – aim for 121 participants Focus groups – 8 participants. (this box should expand as you type)
11	Who will the participants be?	Participants will be BSL interpreters aged 18+ in the UK and Ireland. (this box should expand as you type)
12	How will you identify the participants?	Questionnaire: Participants must be BSL interpreters aged 18+ in the UK and Ireland. An email will be sent to interpreters within SignVideo (n=150), which consists of an email advertisement with a link to the study. This email will be a global email that automatically sends to all BSL interpreters within SignVideo (not individual emails). The content of the email to be sent will be approved by the study supervisor beforehand. Further outreach will be done on closed Facebook groups (eg – ‘BSL Interpreters UK’/‘Interpreters and Translators of Wales’) consisting of a post with study link. The study advertisement and link will be posted on the Association of Sign Language Interpreters (ASLI) online forum. The participants will sign-up to the study anonymously via all methods, using the study link on the advertisement. Focus group: Participants must be BSL interpreters aged 18+ in the UK and Ireland. The Association of Sign Language Interpreters (ASLI) hold quarterly regional meetings (Wales), the researcher will explain the study and the process of voluntary participation for the focus group during the AOB part of the meeting. This invitation will also be posted on the ASLI online forum. Potential participants will sign-up to the focus group via an online sign-up form (weblink for Microsoft Form, held on UWTS D OneDrive), which will be deleted in full once the focus group commences. (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			
	Tick box consent for questionnaire. Written consent for focus groups. <i>(this box should expand as you type)</i>			

	Information for participants:	YES	NO	N/A
24	Will participants be paid?	☐	☒	☐
25	Is specialist electrical or other equipment to be used with participants?	☐	☒	☐
26	Are there any financial or other interests to the investigator or University arising from this study?	☐	☒	☐
27	Will the research activity involve deliberately misleading participants in any way, or the partial or full concealment of the specific study aims?	☐	☒	☐
28	If YES to any question, please provide full details			
	<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.		
1	Full risk assessment completed and appended?	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:	How you will mitigate the risk to participants:	

	Emotional Distress: Discussing work-related challenges, frustrations, or negative experiences with face-to-face and remote interpreting, especially in high-stakes environments like healthcare or education, could lead to emotional stress or discomfort, and participants could fear that comments made could impact their career progression so may not be entirely honest. Transfer of Data: Participants may fear that sharing honest opinions about their attitudes and experiences could affect their professional reputation or relationships within their interpreting community if their data is not adequately protected. Confidentiality/Anonymity: Despite assurances of confidentiality, participants may worry that their identity could be unintentionally revealed, especially in focus groups or qualitative discussions, leading to concerns about privacy. <i>(this box should expand as you type)</i>	In line with UWTSD (2022) and BPS research guidelines (2022): Emotional Distress: - Clearly inform participants that they can skip any questions they find uncomfortable or withdraw from the study at any time. - Signpost to additional services if needed. - Offer a debriefing session to help participants process any difficult emotions raised during the study. - Participants will be reminded that the focus group and discussion remain confidential and each participant is to respect the BSL Interpreters code of conduct. Transfer of Data: - Ensure all data is anonymised with no identifying information linked to participant responses. - Use secure, encrypted platforms (Qualtrics, SPSS, UWTSD OneDrive) for data collection and storage. - Emphasise the confidentiality of participant information in the information/consent form. Confidentiality/ Anonymity: - Questionnaire responses will be anonymous. - Use pseudonyms within transcription of focus group. published findings or presentations. - Emphasise confidentiality in the consent form and debrief form. <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	
	The nature of the exploration of attitudes may instigate some negative feelings for some participants, therefore they will be provided with a detailed information page once they click on the link to Qualtrics, reminding participants of their right to withdraw at any stage and also signposting them to the research supervisor and relevant support services. <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: Handling Sensitive Feedback: The investigator may encounter strong negative opinions or criticisms about the interpreting profession, technology, or work environments, which could be challenging to manage neutrally. Maintaining Professional Boundaries: Engaging with participants who are professional colleagues or	<i>How you will mitigate the risk to the investigator:</i> In line with UWTSD (2022) and BPS research guidelines (2022): Handling Sensitive Feedback: The researcher will provide detailed information about the questionnaire, along with examples of the types of questions that

	part of the same interpreting community might blur boundaries, potentially complicating the research process and affecting the investigator's objectivity and therefore creating a conflict of interest. . <i>(this box should expand as you type)</i>	will be asked, on the online information page prior to accessing the actual questionnaire. • Participants will be informed that the questions are derived from peer-reviewed sources and validated for research use. They will be encouraged to direct any inquiries to the supervisor first. • If any participant makes inappropriate contact with a student, the matter will be reported to the supervisor for further guidance. Maintaining Professional Boundaries: • Clearly define the investigator's role as a researcher during participant recruitment and interactions to maintain professionalism. • Avoid engaging in personal or work-related conversations with participants during data collection to prevent boundary blurring. • Reflect on potential biases and regularly consult with research supervisors to maintain objectivity. • Any conflicts of interest will be declared if they arise and appropriate action taken to any conflict of interest. <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: Academic Integrity and Credibility: • Inaccurate or poorly conducted research could damage the institution's reputation for academic rigor and ethical responsibility, affecting future collaborations and funding opportunities. Data breach • Data breach of participants' information or information within questionnaires and focus groups could be accidentally shared or stored inappropriately, causing a potential data leak. Adverse Publicity • The reputation of the university could be at risk if research is not done according to regulations. • Participants could spread negative opinions about the university if believe the research is not conducted professionally. <i>(this box should expand as you type)</i>	<i>How you will mitigate the risk to the University:</i> Academic Integrity and Credibility: Compliance with the UWTSD Research Ethics & Integrity Code of Practice, the UWTSD Student Code of Conduct, the BPS Code of Human Research Ethics (2021), and the BPS Code of Ethics and Conduct (2021) is essential to ensure that the research is carried out with respect, responsibility, and professionalism at all stages. Furthermore, participants will receive the contact details of the Director of Studies/Supervisor for any discussions regarding any issues that may arise. Data breach Data will be stored in an anonymised format in line with UWTSD Research guidelines and will only be used for its intended purpose, adhering to the ethical standards outlined in the UWTSD Research Ethics and Integrity Code of Practice and the British Psychological Society's (BPS) Code of Human Research Ethics. To mitigate any risks to UWTSD and the psychology department, all collected data will be securely stored by the researcher using the university's password-protected Office 365 account on OneDrive to further reduce the likelihood of data leakage or exposure. Adverse publicity

		Compliance with the UWTSD Research Ethics & Integrity Code of Practice, the UWTSD Student Code of Conduct, the BPS Code of Human Research Ethics (2021), and the BPS Code of Ethics and Conduct (2021) is essential to ensure that the research is conducted with respect, responsibility, and professionalism at all stages. Furthermore, participants will be given the contact details of the Director of Studies/Supervisor for any discussions or concerns that may arise. <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: <i>(this box should expand as you type)</i>	How you will mitigate the risk to environment: <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.			

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?
	Questionnaire: In accordance with BPS ethical guidelines (2021), participants in the proposed study will be directed to a debriefing page after completing the questionnaire. This page will be shown at the end of the questionnaire and will be available in digital format for download and future reference. The debriefing will offer additional details about the study, including its aims and research questions. Participants will be reassured that their data will remain anonymous and that they will not be personally identifiable from the information they provided. They will also be informed about UWTSD's data storage and protection procedures, which ensure the confidentiality of their responses. Contact information for the researchers and supervisors will be provided for any further questions or concerns. Focus group: In accordance with BPS ethical guidelines (2021), participants in the proposed study will be directed to a debriefing page after completing the focus group. This page will be a digital form accessed via a QR code/weblink and will be in a digital format for download and future reference. The debriefing will offer additional details about the study, including its aims and research questions. Participants will be reassured that their data will remain anonymous and that they will not be personally identifiable from the information they provided. They will also be informed about UWTSD's data storage and protection procedures, which ensure the confidentiality of their responses. Contact information for the researchers and supervisors will be provided for any further questions or concerns. <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.
	Questionnaire: Participants will complete the questionnaire using Qualtrics software, and they will be shown an information page detailing the study and its purpose and the participants' rights within the study. If participants are happy to proceed, they will then be given information that confirms; they have the right to withdraw at any stage. A tick box will confirm their consent before continuing with the questionnaire. Focus group: A digital consent form will be shared via a QR code or weblink that take them to a digital consent form via OneDrive Microsoft Forms. This will be completed before the focus group. Participants will be verbally reminded that they may exit the focus group at any point. The consent forms will be created and stored within UWTSO OneDrive. A digital de-brief form will be given to participants at the end of the study in the same format as the consent form. <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.
	Questionnaire – participation is anonymous, no personal information will be required from participants, ensuring their anonymity. All collected data will be securely stored on the university's password-protected OneDrive server, accessible only to the researcher and the supervisor. Focus groups – The researcher will explain confidentiality and anonymity to the group. Asking participants to not use client names or anything identifiable, if they are disclosed, they will be omitted from transcript. Pseudonyms will be used for transcription. The recording will be deleted after transcription. Within the focus group session participants will be reminded of confidentiality and encouraged to use pseudonyms for clients, and also to refrain from using others' names directly if possible. They will be reminded of the confidential nature of the focus group and any information revealed within the session is to remain there and not shared or disclosed outside of the focus group session, this will be reiterated via the consent form and debrief form. They will be reminded of the National Register of Communication Professionals for the Deaf (NRCPD) code of conduct (2024), which highlights the importance of confidentiality of clients and other interpreters. National Register of Communication Professionals for the Deaf [NRCPD], <i>Code of Conduct</i>, (2024), https://www.nrcpd.org.uk/code-of-conduct <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.	☒	☐
	If YES, provide a description of the data and explain why this data needs to be collected:		

2	The questionnaire will ask initial demographic information such as gender, age, qualification level and location. This is important for data collection as analysis may include gender/location and qualification level. Participation is anonymous, no personal information will be required from participants, ensuring their anonymity. All collected data will be securely stored on the university's password-protected server, accessible only to the researcher and the supervisor. Focus groups – personal data may be revealed voluntarily during the focus group discussion. The recording will initially be held within UWTSD OneDrive. The recording, which is also classed as personal data, will be immediately transcribed to avoid unnecessary storage of data, then immediately deleted once transcribed. All transcriptions will be anonymised using pseudonyms. <i>(this box should expand as you type)</i>		
	Does it involve special category data (as defined by the GDPR)?	YES	NO
3	“Special category data” means sensitive personal data consisting of information as to the data subjects’ – (a) racial or ethnic origin, (b) political opinions, (c) religious beliefs or other beliefs of a similar nature, (d) membership of a trade union (within the meaning of the Trade Union and Labour Relations (Consolidation) Act 1992), (e) physical or mental health or condition, (f) sexual life, (g) genetics, (h) biometric data (as used for ID purposes),	☐	☒
	If YES, provide a description of the special category data and explain why this data needs to be collected:		
4	<i>(this box should expand as you type)</i>		

	Will data from the research activity (collected data, drafts of the thesis, or materials for publication) be stored in any of the following ways?	YES	NO
5	Manual files (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:		
	All data collected will be stored on the Qualtrics survey platform until it is exported into SPSS for analysis. Both systems are university-approved and store data in compliance with the UWTSD research data management policy. The dissertation will be stored securely on the University Microsoft OneDrive, in line with the BPS research guidelines (2022). <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):		
	For the proposed study, data management will be handled using university-approved, password-protected SPSS software. Data will be stored in an anonymised format in line with UWTSD Research guidelines and will only be used for its intended purpose, adhering to the ethical standards outlined in the UWTSD Research Ethics and Integrity Code of Practice and the British Psychological Society's (BPS) Code of Human Research Ethics. To mitigate any risks to UWTSD and the psychology department, all collected data will be securely stored by the researcher using the university's password-protected Office 365 account on OneDrive to further reduce the likelihood of data leakage or exposure. Phase 1: The questionnaire will ask initial demographic information such as gender, age, qualification level and location. This is important for data collection as analysis may include gender/location and qualification level. Participation is anonymous, no personal information will be required from participants, ensuring their anonymity. All collected data will be securely stored on the university's password-protected server, accessible only to the researcher and the supervisor. Phase 2: Focus groups – personal data may be revealed voluntarily during the focus group discussion. The recording will initially be held within UWTSD OneDrive. The recording, which is also classed as personal data, will be immediately transcribed to avoid unnecessary storage of data, then immediately deleted once transcribed. All transcriptions will be anonymised using pseudonyms. <i>(this box should expand as you type)</i>		
22	List all who will have access to the data generated by the research activity:		
	Researcher – Suzanne Pearton-Scale Supervisor – Dr Stuart Jones <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:		
	Suzanne Pearton-Scale		

	<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.		
	Data will be stored on the password-protected university Office 365 account using OneDrive, as well as within the Qualtrics and SPSS software systems, until the completion of the study. Data will be stored in an anonymised format in line with UWTSD Research guidelines and will only be used for its intended purpose, adhering to the ethical standards outlined in the UWTSD Research Ethics and Integrity Code of Practice and the British Psychological Society's (BPS) Code of Human Research Ethics. To mitigate any risks to UWTSD and the psychology department, all collected data will be securely stored by the researcher using the university's password-protected Office 365 account on OneDrive to further reduce the likelihood of data leakage or exposure. All collected data will be securely stored on the university's password-protected server, accessible only to the researcher and the supervisor. The recording will initially be held within UWTSD OneDrive. The recording, which is also classed as personal data, will be immediately transcribed to avoid unnecessary storage of data, then immediately deleted once transcribed. All transcriptions will be anonymised using pseudonyms. <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>		
	No plans to use the UWTSD Research Data Repository for data storage. <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:		Date: 07/10/24

For STUDENT Submissions:

2	Director of Studies/Supervisor:	Dr Stuart Jones	Date: 07/10/24
3	Signature:		

For STAFF Submissions:

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

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

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

RESEARCH STUDENTS ONLY

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

RESEARCH STAFF ONLY

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

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

Appendix 1: Consent Form – Questionnaire



School of Psychology
Carmarthen Campus

Study Information and Consent Form

This information sheet contains important information regarding the study you have signed up to take part in, so please read the information sheet before continuing to the consent form.

You will be asked to do the following:

1. Complete a few questions regarding your demographic factors.
 2. Complete a 45-item questionnaire that will assess your attitudes to sign language interpreting via remote and face-to-face settings in both healthcare and educational settings.
- Each question will require you to rate your responses to the statement provided on a scale (e.g., strongly agree-strongly disagree)

This task will take approximately fifteen minutes to complete.

At the end of the study, you will be presented with a debrief sheet for your records along with the contact details of the researcher and supervisor.

All answers provided will be anonymous and will not be traced back to you.

Contact Details:

Study Researcher: Suzanne Pearton-Scale

Email Address: 2105981@student.uwtsd.ac.uk

Study Supervisor: Stuart Jones

Email Address: stuart.jones@uwtsd.ac.uk

1. I understand that this research study is being carried out by a 3rd year Psychology Student for a final year dissertation and that taking part in this study will involve completing one questionnaire.
2. I understand that participation in this study is entirely voluntary, and I am free to withdraw participation at any time without giving a reason.
3. I am aware that if I have concerns about the study, I can discuss these concerns with the researcher or academic supervisor at any time during or after the study.
4. I understand that the information provided by me will be held confidentially, with a code assigned in place of my name. These data will be stored indefinitely in accordance with the Data Protection Act.
5. I also understand that at the end of the study, I will be provided with a debrief form and the opportunity to discuss any issues with the researchers.

I, _____ (NAME) consent to participate in the study conducted by Suzanne Pearton-Scale, School of Psychology, University of Wales Trinity Saint David, Carmarthen under the supervision of Stuart Jones.

Participant Signature: _____

Date: _____

Name and signature of the researcher taking consent.

Appendix 2: Consent Form – Focus group



School of Psychology
Carmarthen Campus

Study Information and Consent Form

This information sheet contains important information regarding the study you have signed up to take part in, so please read the information sheet before continuing to the consent form.

You will be asked to do the following:

1. Take part in an online focus group.

Questions will be posed by the researcher, and responses will be recorded.

The focus group will last approximately 60 minutes.

At the end of the study, you will be presented with a debrief sheet for your records along with the contact details of the researcher and supervisor.

All responses will be anonymous and will not be traced back to you.

Contact Details:

Study Researcher: Suzanne Pearton-Scale

Email Address: 2105981@student.uwtsd.ac.uk

Study Supervisor: Stuart Jones

Email Address: stuart.jones@uwtsd.ac.uk

1. I understand that this research study is being carried out by a 3rd year Psychology Student for a final year dissertation and that taking part in this study will involve completing one questionnaire.
2. I understand that participation in this study is entirely voluntary, and I am free to withdraw participation at any time without giving a reason.
3. I am aware that if I have concerns about the study, I can discuss these concerns with the researcher or academic supervisor at any time during or after the study.
4. I understand that the information provided by me will be held confidentially, with a code assigned in place of my name. These data will be stored indefinitely in accordance with the Data Protection Act.
5. I also understand that at the end of the study, I will be provided with a debrief form and the opportunity to discuss any issues with the researchers.

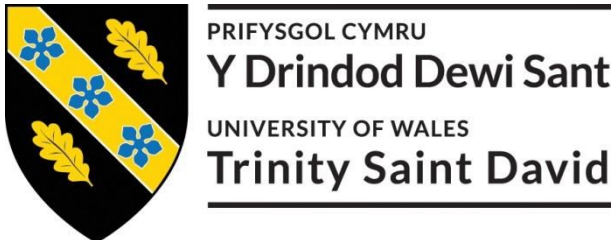
I, _____ (NAME) consent to participate in the study conducted by Suzanne Pearton-Scale, School of Psychology, University of Wales Trinity Saint David, Carmarthen under the supervision of Stuart Jones.

Participant Signature: _____

Date: _____

Name and signature of the researcher taking consent

Appendix 3: Debrief Form



School of Psychology
Carmarthen Campus
Carmarthen

Study Debrief Sheet

Investigating British Sign Language Interpreters' Attitudes and perceptions towards Face-to-Face Versus Video Remote Interpreting in Healthcare and Education settings.

Thank you for taking part in the study.

The aim of this study was the aim to investigate British Sign Language Interpreters' attitudes and perceptions towards Face-to-Face Versus Video Remote Interpreting in Healthcare and Education settings.

We specifically wanted to find out the experiences of individuals' attitudes towards remote versus face-to-face interpreting in healthcare and educational settings.

If you have any questions or concerns regarding this study, its purpose, or procedures, or if you have a research-related problem, please feel free to contact the researcher.

If you wish to withdraw your data from the study, you must tell the researcher now. After this point, all your data will remain confidential/anonymously, and we will not trace it back to you.

If taking part in this study has raised any questions please speak to the researchers on 2105981@student.uwtsd.ac.uk or contact the academic supervisor Stuart Jones S.A.Jones@uwtsd.ac.uk

If any part of the study has caused upset, please contact the main researcher and they can signpost you to wellbeing and counselling services if required.

Thank you once again for taking the time to participate in this study.

Suzanne Pearton-Scale

BSc Honours Applied Psychology
University of Wales Trinity Saint David, Carmarthen

Appendix 4: Adapted DIBQ

Demographics questions

Age	18-30	31-40	41-50	51-60	60+
Gender	Male	Female	Non-binary	Prefer not to say	
BSL interpreter status	Register Sign Language Interpreter (RSLI)	Trainee Sign Language Interpreter (TSLI)			
Region	Wales	England	Scotland	Northern Ireland	Republic of Ireland

Face to face/Remote working patterns

On an average week, what percentage of your interpreting:

	0-20%	21-40%	41-60%	61-80%	81-100%	
Face to face						
Remote						

Work environment working patterns

On an average week, what percentage of your interpreting is in the following settings:

	0-20%	21-40%	41-60%	61-80%	81-100%	
Healthcare						
Education						

Determinants of Implementation Behaviour Questionnaire (DIBQ) for Sign Language Interpreters

Describe your feelings and behaviours working as a sign language interpreter over the past week:

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
KNOWLEDGE					
I have been trained in delivering sign language services remotely in HEALTHCARE settings					
I have been trained in delivering sign language services remotely in EDUCATION settings					

SKILLS	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
I have been trained in delivering sign language interpreting services remotely					
I am practised in delivering sign language interpreting services remotely					
I have the skills to deliver sign language interpreting services remotely					
BELIEFS ABOUT CONSEQUENCES (ATTITUDE)	Not useful at all	Not useful	Neither useful nor not useful	Useful	Very useful
For me, delivering sign language interpreting services REMOTELY in a HEALTHCARE setting is					
For me, delivering sign language interpreting services FACE TO FACE in a HEALTHCARE setting is					
For me, delivering sign language interpreting services REMOTELY in EDUCATION settings is					
For me, delivering sign language interpreting services FACE TO FACE in EDUCATION settings is					
	Not worthwhile at all	Not worthwhile	Neither worthwhile nor not worthwhile	Worthwhile	Very worthwhile
For me, delivering sign language interpreting services REMOTELY in a HEALTHCARE setting is					

For me, delivering sign language interpreting services FACE TO FACE in a HEALTHCARE setting is					
For me, delivering sign language interpreting services REMOTELY in EDUCATION settings is					
For me, delivering sign language interpreting services FACE TO FACE in EDUCATION settings is					
	Not pleasurable at all	Not pleasurable	Neither pleasurable nor not pleasurable	Pleasurable	Very pleasurable
For me, delivering sign language interpreting services REMOTELY in a HEALTHCARE setting is					
For me, delivering sign language interpreting services FACE TO FACE in a HEALTHCARE setting is					
For me, delivering sign language interpreting services REMOTELY in EDUCATION settings is					
For me, delivering sign language interpreting services FACE TO FACE in EDUCATION settings is					
	Not interesting at all	Not interesting	Neither interesting nor not interesting	Interesting	Very interesting
For me, delivering sign language interpreting services REMOTELY in a					

HEALTHCARE setting is					
For me, delivering sign language interpreting services FACE TO FACE in a HEALTHCARE setting is					
For me, delivering sign language interpreting services REMOTELY in EDUCATION settings is					
For me, delivering sign language interpreting services FACE TO FACE in EDUCATION settings is					
EMOTIONS					
When I work FACE TO FACE in HEALTHCARE SETTINGS I feel:					
Nervous					
Optimistic					
Pessimistic					
Comfortable					
Depressed					
Calm					
Agitated					
Sad					
Relaxed					
Uncomfortable					
Cheerful					
Elated					
When I work REMOTELY in HEALTHCARE SETTINGS I feel:					
Nervous					
Optimistic					
Pessimistic					
Comfortable					
Depressed					
Calm					
Agitated					
Sad					
Relaxed					
Uncomfortable					
Cheerful					

Elated	
When I work FACE TO FACE in EDUCATION SETTINGS I feel:	
Nervous	
Optimistic	
Pessimistic	
Comfortable	
Depressed	
Calm	
Agitated	
Sad	
Relaxed	
Uncomfortable	
Cheerful	
Elated	
When I work REMOTELY in EDUCATION SETTINGS I feel:	
Nervous	
Optimistic	
Pessimistic	
Comfortable	
Depressed	
Calm	
Agitated	
Sad	
Relaxed	
Uncomfortable	
Cheerful	
Elated	

Appendix 5: Focus group discussion points

Questions/discussion points.

General Questions

1. How would you describe your overall experience with face-to-face interpreting?
2. How would you describe your overall experience with video remote interpreting?
3. What factors do you consider when deciding between face-to-face and video remote interpreting for a given assignment?

Healthcare Settings

4. How do you perceive the effectiveness of face-to-face interpreting in healthcare settings?
5. What challenges have you encountered with face-to-face interpreting in healthcare settings?
6. How do you perceive the effectiveness of video remote interpreting in healthcare settings?
7. What challenges have you encountered with video remote interpreting in healthcare settings?
8. Can you share any specific examples where either face-to-face or video remote interpreting significantly impacted the outcome of a healthcare interaction?

Education Settings

9. How do you perceive the effectiveness of face-to-face interpreting in educational settings?
10. What challenges have you encountered with face-to-face interpreting in educational settings?
11. How do you perceive the effectiveness of video remote interpreting in educational settings?
12. What challenges have you encountered with video remote interpreting in educational settings?
13. Can you share any specific examples where either face-to-face or video remote interpreting significantly impacted the outcome of an educational interaction?

Comparative Questions

14. In your experience, what are the main advantages of face-to-face interpreting over video remote interpreting?
15. Conversely, what are the main advantages of video remote interpreting over face-to-face interpreting?
16. How do you feel the quality of communication compares between face-to-face and video remote interpreting in healthcare settings? In educational settings?
17. How do logistical factors (e.g., travel time, accessibility, scheduling) influence your preference for face-to-face or video remote interpreting in healthcare and education settings?

Personal Preferences and Recommendations

18. Which mode of interpreting do you personally prefer in healthcare settings, and why?
19. Which mode of interpreting do you personally prefer in educational settings, and why?
20. What improvements or changes would you recommend to enhance the effectiveness and satisfaction of both face-to-face and video remote interpreting in healthcare and education settings?