

APPLICATION FOR ETHICAL APPROVAL

SECTION A: About You (Principal Researcher)

Full Name:		Cassie Hastings			
Tick all boxes which apply:		Member of staff:	☐	Honorary research fellow:	☐
Undergraduate Student	☒	Taught Postgraduate Student	☐	Postgraduate Research Student	☐
Faculty/School/Centre:		Early years, UWTSD			
Campus:		sa1			
E-mail address:		2108616@student.uwtsd.ac.uk			
Contact Telephone Number:					
For students:					
Student Number:		2108616			
Programme of Study:		Early years			
Director of Studies/Supervisor:		Glenda Tinney			

SECTION B: Approval for Research Activity

Has the research activity received approval in principle? (Please check the Guidance Notes as to the appropriate approval process for various levels of research by distinct categories of individual)	YES	☒	NO	
			Date	
If yes, please indicate source of approval (and date where known): Approval in principle must be obtained from the relevant source prior to seeking ethical approval	Research Degrees Committee	☐		
	Faculty Research Committee	☐		
	Other (write in) Tutor- Jessica Pitman	☒	13 TH MAY 2022	

SECTION C: Internal and External Ethical Guidance Materials×

Please list the core ethical guidance documents that have been referred to during the completion of this form (including any discipline-specific codes of research ethics, and also any specific ethical guidance relating to the proposed methodology). Please tick to confirm that your research proposal adheres to these codes and guidelines.	
UWTSD Research Ethics & Integrity Code of Practice	☒
UWTSD Research Data Management Policy	☒
BERA Ethical guidelines for educational research 2018	☒
UNCRC (United Nations Convention on the Rights of the Child)	☒
EARLY EDUCATION code of ethics	☒

SECTION D: External Collaborative Research Activity

Does the research activity involve collaborators outside of the University?	YES	☐	NO	☒	
If yes, please provide the name of the external organisation and name and contact details for the main contact person and confirmation this person has consented to their personal data being shared as part of this collaboration.					
Institution					
Contact person name					
Contact person e-mail address					
Has this individual consented to sharing their details on this form?	YES	☐	NO	☐	
Are you in receipt of a KESS scholarship?	YES	☐	NO	☐	
Is your research externally funded	YES	☐	NO	☐	
Are you specifically employed to undertake this research in either a paid or voluntary capacity?	Voluntary	YES	☐	NO	☐
	Employed	YES	☐	NO	☐
Is the research being undertaken within an existing UWTSD Athrofa Professional Learning Partnership (APLP)	If YES, then the permission question below does not need to be answered.	YES	☐	NO	☐
Permission to undertake the research has been provided by the partner organisation	(If YES attach copy) If NO the application cannot continue	YES	☐	NO	☐

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

Does this organisation have its own ethics approval system?	YES	☐	NO	☐
If yes, please attach a copy of any final approval (or interim approval) from the organisation				

SECTION E: Details of Research Activity

Indicative title:	Children led play in outdoor environments		
Proposed start date:	June 2022	Proposed end date:	September 2022
Introduction to the Research (maximum 300 words) Ensure that you write for a <u>Non-Specialist Audience</u> when outlining your response to the three points below: • <i>Purpose of Research Activity</i> • <i>Proposed Research Question</i> • <i>Aims of Research Activity</i> • <i>Objectives of Research Activity</i> Demonstrate, briefly, how 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>			
Purpose of Research Activity Henniger (1994) states that even though the outdoor environment is important for all areas of the child's development, teachers can underestimate the actual role of outdoor play. additionally, Davies (1996) believes that teachers view that outdoor play is not a beneficial learning opportunity and is more known as a break from indoor activities. Ihmeideh & Al-Qaryouti (2016) discuss a study that took place in Omani kindergartens, the aims of the study consisted of enquiring and looking into the views and roles of the teachers in outdoor play, it also looked at the difficulties that the teachers faced when in an outdoor environment. They explained that according to statistics there are 103 private kindergartens in Oman, when looking into the study the findings showed that the ratio of the adult to child is 25:1, and that this can affect quality childcare as the teacher is expected to observe both children indoors and outdoors simultaneously. The teachers also stated that when being outdoors it provides a child more opportunities with nature in comparison to what it would indoors. In addition to this, 26 out of 30 teachers explained that outdoor play is an opportunity for children to play freely without planning activities or curriculum for the child. Similarly, McClintic and petty (2015) produced a case study on teachers' beliefs in the outdoor play environment and found that teachers showed that their main responsibility was to keep the child safe, this impacted their ability to plan and prepare which created limitations to implement their structured activities indoors. Outdoor play is the easiest way for children to sustain and carry on with their physical development and be healthy (Fjortoft, 2004). However, Dodge <i>et al.</i> (2012) states that practitioners worry that outdoor play needs to be attractive and safe to shape the child's development. Similarly, to the Omani study, Hu <i>et al.</i> (2015) created a study that looked at the quality of outdoor play in Chinese kindergartens. This study examined the quality of outdoor play in Chinese kindergartens involving children from age 3-6 years old, they used an outdoor play scale and included 174 classrooms from 91 kindergartens, the results showed that there was a low level of opportunity for the children to participate in outdoor play and the physical levels of the children were significantly lower. Kendra, Hall-Kenyon & Rosborough (2017) talks about a mixed method study that included teacher interviews and video recorded sessions, the study aimed to understand teachers' perspectives and relationships with children during free play and outdoor time. The study evaluated that the relationship between the teachers and children provided a foundation to extend and build on the child's development. Maguire <i>et al.</i> (2018) created a primary research study that examined the link between emotions and outdoor play in children, this study included children aged 1-5 years old from Canada, the study provided childhood behavioural questionnaires, the study looked into gender temperament and noticed that boys had a higher rate of negative emotions in comparison to girls which resulted in the boy losing 4.7 minutes a day of outdoor play Renick (2009 and Van Hoom <i>et al.</i> (2007) state that teachers' beliefs, attitudes and engagement have a large effect on the function of the outdoor environment. Ebbeck, Yim and Warrier (2019) talk about a secondary research study created in Singapore (urban country), the research investigated the teachers views on outdoor play with young children, the findings suggested that a large variety of staff enjoyed creating outdoor activities but were worried about the lack of equipment outside. They concluded that 46% of the teachers believed that children are given the opportunity to play outdoors, however the time outside is limited and usually no longer than an hour a day. They also concluded that 91% of the teachers stated that outdoor play covers the physical and social development of the child. When looking at the limitations of this study, no participants were male and that the 432 teachers in the study are all female.			
Research Question How does child led play effect the holistic development of the child during outdoor play?			

Aims of Research Activity

To explore and observe child led play outdoors to see the effect it has on Childrens development when outdoors
(This box should expand as you type)

Objectives of Research Activity

I will be observing 30 children outdoors to notice the impact it has on them

I will be giving 20 staff members questionnaires about the influence that they have seen on the child through child led play in the outdoor environment

(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.

The research study will be in a local setting and letters of voluntary consent to parents and staff will be given, the setting was chosen as it had an elevated level of outdoor play in the daily routine. This research will include two mixed methods, this is known as triangulation. Scribbr (2022) states that triangulation includes multiple methods when researching a topic, this strategy allows the researcher to heighten the reliability and strength of the research. One of the methods used within the research study will be questionnaires. Lambert (2019) states that questionnaires are useful to use alongside other forms of methods to gather data and that they are flexible, easy to adapt and beneficial for large groups of participants. He also believes that the anonymity and confidentiality that questionnaires provide is useful when researching, questionnaires allow researchers to gather high quantities of data in a short amount of time, this provides more opportunities to look at the thoughts and opinions of the participants with the question in topic. He explains that it is important to be aware of the target audience potentially facing challenges such as concerns with literacy skills and lack of confidence, they can also have low completion results which is why anonymity and confidentiality will be included. Lambert (2019) explains that the researcher needs to be aware of the questions to include, examples consist of multi choice, quantitative or qualitative.

During the research study, a mixture of qualitative and quantitative data will be used, Basit (2010) explains that quantitative research is commonly referred to as measuring statistics and using numbers to create an outcome. Lambert (2019) also explains that quantitative research is the use of variables that the researcher is interested in watching and measuring, he explains that when gathering quantitative data, the researcher needs to show they are clear about the outcome they are looking for.

Bhandari (2020) explains that qualitative research is gathering data that does not involve numbers such as gathering opinions, views, and interpreting in depth data research.

Lambert (2019) explains the benefits of observation as a form of research and states that by observing, it allows the procedure to be more organised and structured, he explains that observations are usually recognised as professional practice and helps show the child's curiosity and learning.

The research study taking place will involve a participant researcher when observing the children aged 3-6 years old. Basit (2010) explains that when conducting research, the researcher needs to know the environment and backgrounds of the settings, although, Delamont (2016) Talks about participant observers and believes there are limitations of using short term observations such as unreliable data. To avoid this, the research study will be done over the duration of 6 weeks. Simons (2009) also adds that observations usually involve a more child led, and child focussed approach this is harder to obtain if other methods are used. Basit (2010) explained that it is challenging for children to ethically participate in methods such as interviewing as they are young and face developmental struggles. The research study will include a pilot study. Enago academy (2022) discusses the importance of piloting a study before conducting it officially, this is where the researcher tests the methods that they plan to use, this is known as a time saving technique that prevents unnecessary use of excessive resources and allows the researcher to test out the methods used in their study to decide if they are impactful. The research will also use purposeful sampling, BRM (NO DATE) explains that purposive samples are known as selected samples where the researcher chooses specific participants.

Location of research activity

Identify all locations where research activity will take place.

A nursery setting in Swansea

(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.

n/a

(This box should expand as you type)

Use of documentation not in the public domain: Are any documents **NOT** publicly available?

NO

☒

YES

☐

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

(This box should expand as you type)

SECTION F: Scope of Research Activity

Will the research activity include:	YES	NO
Use of a questionnaire or similar research instrument?	☒	☐
Use of interviews?	☐	☒
Use of diaries?	☒	☐
Participant observation with their knowledge?	☒	☐
Participant observation without their knowledge?	☐	☒
Use of video or audio recording?	☐	☒
Access to personal or confidential information without the participants' specific consent?	☐	☒
Administration of any questions, test stimuli, presentation that may be experienced as physically, mentally or emotionally harmful / offensive?	☒	☐
Performance of any acts which may cause embarrassment or affect self-esteem?	☒	☐
Investigation of participants involved in illegal activities?	☐	☒
Use of procedures that involve deception?	☐	☒
Administration of any substance, agent or placebo?	☐	☒
Working with live vertebrate animals?	☐	☒
Other primary data collection methods, please explain in this box For example, 'focus groups'. Please indicate the type of data collection method(s) in this box and tick the accompany box.	☐	☒
Details of any other primary data collection method:		
(This box should expand as you type)		

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

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

SECTION G: Intended Participants

Who are the intended participants:	YES	NO
Students or staff at the University?	☐	x
Adults (over the age of 18 and competent to give consent)?	x	☐
Vulnerable adults?	☐	x
Children and Young People under the age of 18? (Consent from Parent, Carer or Guardian will be required)	x	☐
Prisoners?	☐	x
Young offenders?	☐	x
Those who could be considered to have a particularly dependent relationship with the investigator or a gatekeeper?	x	☐
People engaged in illegal activities?	☐	x
Others (please identify specifically any group who may be unable to give consent) please indicate here and tick the appropriate box.	☐	x
Other – please indicate here: (This box should expand as you type)		

Participant numbers and source	
Provide an estimate of the expected number of participants. How will you identify participants and how will they be recruited?	
How many participants are expected?	30 children, 20 adults (This box should expand as you type)
Who will the participants be?	Children (aged 3-6) staff members (over 18) (This box should expand as you type)
How will you identify the participants?	The setting has been identified and agreed to participate in the study (This box should expand as you type)

Information for participants:	YES	NO	N/A
Will you describe the main research procedures to participants in advance, so that they are informed about what to expect?	☒	☐	☐
Will you tell participants that their participation is voluntary?	☒	☐	☐
Will you obtain written consent for participation?	☒	☐	☐
Will you explain to participants that refusal to participate in the research will not affect their treatment or education (if relevant)?	☒	☐	☐
If the research is observational, will you ask participants for their consent to being observed?	☒	☐	☐
Will you tell participants that they may withdraw from the research at any time and for any reason?	☒	☐	☐
With questionnaires, will you give participants the option of omitting questions they do not want to answer?	☒	☐	☐
Will you tell participants that their data will be treated with full confidentiality and that, if published, it will not be identifiable as theirs?	☒	☐	☐
Will you debrief participants at the end of their participation, in a way appropriate to the type of research undertaken?	☒	☐	☐
If NO to any of above questions, please give an explanation			
(This box should expand as you type)			

Information for participants:	YES	NO	N/A
Will participants be paid?	☐	☒	☐
Is specialist electrical or other equipment to be used with participants?	☐	☒	☐
Are there any financial or other interests to the investigator or University arising from this study?	☐	☒	☐
Will the research activity involve deliberately misleading participants in any way, or the partial or full concealment of the specific study aims?	☐	☒	☐
If YES to any question, please provide full details			
(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.

Full risk assessment completed and appended?

Yes

No

x

Risks to participants

For example: emotional distress, financial disclosure, physical harm, transfer of personal data, sensitive organisational information

Risk to Participant:

Children-

UWTSD (2020) code of ethics explains the risk of working with children and vulnerable adults as well as the potential emotional distress It may have on participants.

How will you mitigate the Risk to Participant

UWTSD (2020) explain that staff participating in research studies that involve one to one care with children need to have an enhanced disclosure and barring service check through the university. BERA (2018) also explain that the researcher needs to be aware in the inequalities children can face, for example sensitiveness of the child when reporting the data. In addition to this, UNICEF (2004) discusses the United Nations convention on the rights of the child which includes article three, this is the right for there to be the best interest in place for the child, this means that the researcher needs to prioritise the child's interests in decision making. Article 12 of the UNCRC also involves the right to respect the child's views meaning the researcher should always understand the child's feelings and views.

BERA (2018) explains that on some occasions guardians can experience emotional distress and not provide consent for their children

BERA (2018) states that Researchers following the UNCRC will consider the rights of the guardians and adults responsible for the children and explains that researchers should let the participants and guardians know about any potential harm that could happen throughout the study and after publicly reporting the study. Early education (2022) discusses the code of ethics and explains that it is important to work with families to build the trust up.

UWTSD (2020) code of ethics explains the risk of physical harm to the participants

UWTSD (2020) explains that researchers need to be investigating with the presence of another experienced member with them and mention that the risk should be in proportion and not exceed the results of the end goal of the study and state that the research should

Adults- UWTSD (2020) code of ethics explains that risks, harms, and hazards can include emotional distress.	have a full assessment of potential risks as well as benefits to the research, they explain that there should be resources and procedures should be in place to mitigate any hazards resulting in physical harm and explain that if there are unpredictable risks then the study should not go ahead. UWTSD (2020) state that researchers will gain a bond with the participants and it is their job to protect and respect the rights of those involved, they explain that researchers are responsible in making sure that the wellbeing of participants are not negatively impacted and by doing this the researcher needs to appreciate the rights and put the individual above the research and take care when involving the long-term emotional effects of the participants in the research, it is the researchers job to include non-maleficence which is not doing any harm to others. <i>(This box should expand as you type)</i>
If research activity may include sensitive, embarrassing or upsetting topics (e.g., sexual activity, drug use) or issues likely to disclose information requiring further action (e.g. criminal activity), give details of the procedures to deal with these issues, including any support/advice (e.g. helpline numbers) to be offered to participants. Note that where applicable, consent procedures should make it clear that if something potentially or actually illegal is discovered in the course of a project, it may need to be disclosed to the proper authorities	
n/a <i>(This box should expand as you type)</i>	
Risks to investigator For example: personal safety, physical harm, emotional distress, risk of accusation of harm/impropriety, conflict of interest	
Risk to Investigator: BERA (2018) discusses the risk of the researcher causing harm and being accused of harm	<i>How will you mitigate the Risk to Investigator:</i> BERA (2018) explain that researchers need to also consider and balance the risks to minimise any potential harm or risks to the participants and explain that when doing a long-term study, it is important to consistently feed back to the parents, children and staff. They also explain that researchers have the responsibility to recognise risks and then be prepared for any distress that may come up. Researchers should always minimise potential emotional harm and safeguard the participants, this is an ethical responsibility that they have. .

BERA (2018) explains that safety of the researcher is a risk when involving qualitative data.	BERA (2018) explains that researchers should be informed of the legal aspect's as well as the moral side of research when looking at the safety of the students. UWTSD (2020) explains that the university has the responsibility to protect and defend the researchers when they are faced with demanding situations that may arise. <i>(This box should expand as you type)</i>
University/institutional risks For example: adverse publicity, financial loss, data protection	
Risk to University: UWTSD (2020) discusses the potential claims of negligence and adverse publicity <i>(This box should expand as you type)</i>	<i>How will you mitigate the Risk to University:</i> UWTSD (2020) explains that the university understands that researchers must be able to accept responsibility for the decisions that they make and state that the university do play a part in supporting the researcher and also explain that the researcher needs to be aware of the code of practice which involves working to the highest standard when representing the university and also letting the researcher know that the university is reliant on ensuring the research setting involves a positive environment that is cared for and respected. <i>(This box should expand as you type)</i>

Disclosure and Barring Service			
If the research activity involves children or vulnerable adults, a Disclosure and Barring Service (DBS) certificate must be obtained before any contact with such participants.	YES	NO	N/A
Does your research require you to hold a current DBS Certificate?	☒	☐	☐

SECTION I: Feedback, Consent and Confidentiality

Feedback What de-briefing and feedback will be provided to participants, how will this be done and when? BERA (2018) explains that researchers are responsible to let the participants know about the findings and results of the study and that they need to think about how to converse with the participants at the end of the research, this feedback needs to be clear and simple to understand. They need to decide whether to provide formal feedback or letting them know in a more friendly term at the end, this is because researchers have the responsibility to let the results go public for other agencies and professionals to see.
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. UWTSD (2020) code of ethics explains that informed consent is important for the researcher as it is an important part of getting ethically right research and that the consent needs to be informed and voluntary. BERA (2018) explain that it is expected for participants to give informed voluntary consent at the beginning of the study and that researcher need to still be aware and understanding that participants still have the right to withdraw at any point of the research study, with this in mind, they explain that the researcher needs to let the participant know that they can withdraw whenever they want to and they do not need to provide a reason, this is why it is important that researchers let the participants know the exact aims and objectives of the study and let them know why they are involved in the study. UWTSD (2020) also explain the need to ensure that the participants are aware of all the aims of the study and that the researcher needs to be aware that the participants are only to take part and agree on the information they have received from the researcher, they also add that adults are able to make their own choices and respect for the individuals rights to choose is an ethical code of conduct. BERA (2018) explains that it is important for researchers to be aware of the rights of the people that are not directly affected by the study and decide on whether they need to give information or get informed consent from them. Additionally, they discuss their principles of consent when researching on children, they relate to the United Nations convention on the rights of the child and explain that the best interest of the child is what comes first whilst also allowing children to have their own views and opinions on what is bothering them, and the researcher also needs to explain to the child that they can withdraw as well as adults. <i>(This box should expand as you type)</i>
Confidentiality / Anonymity Set out how anonymity of participants and confidentiality will be ensured in any outputs. If anonymity is not being offered, explain why this is the case. BERA (2018) discusses the confidentiality and anonymity of participants data when in research, they explain that researchers should respect the participants privacy and should let them know their right to anonymity and confidentiality as well as understanding why the researcher could have potentially involved fictional information, they also explain that in some situations where confidentiality is not initially offered, the caregivers of children can specifically ask to not be made confidential or anonymous, researchers will need to then respect their request and allow them to be identified. UWTSD (2020) code of ethics discusses the need to reassure participants that the data collected will not be given to others unless it is in the context of the research without consent and anonymity will be respected.

SECTION J: Data Protection and Storage

In completing this section refer to the University's Research Data Management Policy and the extensive resources on the University's Research Data Management web pages (<http://uwtsd.ac.uk/library/research-data-management/>).

Does the research activity involve personal data (as defined by the General Data Protection Regulation 2016 "GDPR" and the Data Protection Act 2018 "DPA")?	YES	NO
"Personal data" means any information relating to an identified or identifiable natural person ('data subject'). An identifiable natural person is one who can be identified, directly or indirectly, in particular by reference to an identifier such as a name, an identification number, location data, an online identifier or to one or more factors specific to the physical, physiological, genetic, mental, economic, cultural or social identity of that natural person.	☐	☒
If YES, provide a description of the data and explain why this data needs to be collected:		
<i>(This box should expand as you type)</i>		
Does it involve special category data (as defined by the GDPR)?	YES	NO
"Special category data" means sensitive personal data consisting of information as to the data subjects' – (a) racial or ethnic origin, (b) political opinions, (c) religious beliefs or other beliefs of a similar nature, (d) membership of a trade union (within the meaning of the Trade Union and Labour Relations (Consolidation) Act 1992), (e) physical or mental health or condition, (f) sexual life, (g) genetics, (h) biometric data (as used for ID purposes),	☐	☒
If YES, provide a description of the special category data and explain why this data needs to be collected:		
<i>(This box should expand as you type)</i>		
Will the research activity involve storing personal data and/or special category data on one of the following:	YES	NO
Manual files (i.e., in paper form)?	☒	☐
University computers?	☐	☒
Private company computers?	☐	☒
Home or other personal computers?	☐	☒
Laptop computers/ CDs/ Portable disk-drives/ memory sticks?	☐	☒
"Cloud" storage or websites?	☐	☒
Other – specify:	☐	☒
For all stored data, explain the measures in place to ensure the security of the data collected, data confidentiality, including details of password protection, encryption, anonymisation and pseudonymisation:		
UWTSD (2022) ethics guidelines explain that the best way to lower the ethical concern when handling personal data is to anonymise the participants so that they are no longer identifiable. They explain that when making data anonymous it ensures that the data cannot be referred to as		

anyone. All data collected will be provide anonymity towards the staff and children so that they will remain unidentifiable. (This box should expand as you type)		
All Data Storage		
Will the research activity involve any of the following activities:	YES	NO
Electronic transfer of data in any form?	☐	x
Sharing of data with others at the University?	☐	x
Sharing of data with other organisations?	☐	x
Export of data outside the European Union or importing of data from outside the UK?	☐	x
Use of personal addresses, postcodes, faxes, emails or telephone numbers?	☐	x
Publication of data that might allow identification of individuals?	☐	x
Use of data management system?	x	
Data archiving?	☐	x
If YES to any question, please provide full details, explaining how this will be conducted in accordance with the GDPR and DPA (and/or any international equivalent): UWTSD (2022) explains that the correct documentation of data ensures that it is easy to understand, changeable and available to use again. (This box should expand as you type)		
List all who will have access to the data generated by the research activity: The researcher, parents, staff and children (This box should expand as you type)		
List who will have control of, and act as custodian(s) for, data generated by the research activity: The researcher (This box should expand as you type)		
Give details of data storage arrangements, including security measures in place to protect the data, where data will be stored, how long for, and in what form. Will data be archived – if so how and if not why. All participants will be offered anonymity and confidentiality throughout and data throughout the study and afterwards will be locked away and only accessible to the researcher and participants (This box should expand as you type)		
Please indicate if your data will be stored in the UWTSD Research Data Repository (see https://researchdata.uwt.ac.uk/). If so, please explain. (Most relevant to academic staff) No (This box should expand as you type)		
Confirm that you have read the UWTSD guidance on data management (see https://www.uwt.ac.uk/library/research-data-management/)	YES	x
	NO	☐
Confirm that you are aware that you need to keep all data until after your research has completed or the end of your funding	YES	x
	NO	☐

SECTION K: Declaration

The information which I have provided is correct and complete to the best of my knowledge. I have attempted to identify any risks and issues related to the research activity and acknowledge my obligations and the rights of the participants. In submitting this application I hereby confirm that I undertake to ensure that the above named research activity will meet the University's Research Ethics and Integrity Code of Practice		
Signature of applicant:	C.Hastings	Date: 14 th May 2022

For STUDENT Submissions:

Director of Studies/Supervisor:		Date:
Signature:		

For STAFF Submissions:

Head of School/Assistant Dean:		Date:
Signature:		

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

x	I have read the guidance notes supplied before completing the form.
x	I have completed ALL RELEVANT sections of the form in full.
x	I confirm that the research activity has received approval in principle
x	I have attached a copy of final/interim approval from external organisation (where appropriate)
x	I have attached a full risk assessment (and have NOT completed Section H of this form) (where appropriate) ONLY TICK IF YOU HAVE ATTACHED A FULL RISK ASSESSMENT
x	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.
x	I understand that before commencing data collection all documents aimed at respondents (including information sheets, consent forms, questionnaires, interview schedules etc.) must be confirmed by the DoS/Supervisor, module tutor or Head of School.
x	I have deleted the guidance notes before submitting the PG2 for consideration

RESEARCH STUDENTS AND STAFF ONLY

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

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

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

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

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

Application Process

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

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

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