

Appendices for ECAD70004

Student number 1908156

Rosemarie Enos

Appendix 1

**CONSENT FORM**

**PROJECT TITLE: Do Students of a mix ability class choose tasks that align their current attainment level? Why?**

Name of Researcher: Mrs R Enos

**Please initial box**

1. I confirm that I have read and understand the information sheet dated 20<sup>th</sup> January for the above study.

☐

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

☐

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

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

☐

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

☐

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

☐

\_\_\_\_\_  
Child's name

\_\_\_\_\_  
Parent signature

\_\_\_\_\_  
Date

**When completed, please return in the envelope provided to Mrs R Enos by the 27th of January**

**Thank you.**

## **INFORMATION SHEET**

**PROJECT TITLE: Do Students of a mix ability class choose tasks that align their current attainment level? Why?**

20<sup>th</sup> January 2020

Dear Parent / Guardian,

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

I would like to invite your child to participate in my research project. The title of the project is Do Students of a mix ability class choose tasks that align their current attainment level? Why? and I aim to research whether students with free choice of tasks choose an appropriate level which challenges themselves. Through your child's participation, I hope to ascertain whether students should be given options and choices or whether students need to be given more structured task specified by the teacher.

The process will involve a lesson study where the pupil will be taught a lesson and given a range of tasks with different levels of challenge to choose from. Pupils will be observed during this lesson by a second student teacher and the class teacher to observe which task they choose. An interview with a small group of pupils from the class will be conducted after the lesson.

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

After careful and precise analysis of the data obtained from the lesson observation and group interview, I would be happy to provide you with a copy of the findings at your request. The results of the research will be discussed in a university assignment that will contribute to my PGCE course. The results of this study will be stored on password protected documents and no hard copies will be produced and all raw data will be destroyed once the assessment has been marked.

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

Yours sincerely,

Mrs R Enos

Appendix 2

**Interview Questions for Pupils**

How do you think the lesson went?

Which tasks did you complete during the lesson?

How did you feel about the task you completed? Do you think it challenged you?

Why did you choose that task? Why didn't you choose the other tasks?

Did you find the task interesting?

*(If yes, what did you like about the task? If no, what was it about the task that you didn't like?)*

How confident did you feel completing this task?

What kind of tasks do you usually prefer?

If you were the teacher, what activities and tasks would you have done? What would you have done different?

# Appendix 3

## Observation Schedule lesson study 1

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Pupil 1<br/>(<i>Attainment Level: Low</i>)</p> <p>Task chosen:<br/>Describe ...</p> <p>Observation Notes:</p> <p>Helping to hand out books. Chatty with staff/other pupils upon entrance. Not opening book for starter task.</p> <p>Late to start working on task. Turned around and talking to other pupil.</p> <p>Fully engaged in video. Hands up and answering questions. Head now down and working.</p> <p>Turning around to talk to other pupil again.</p> <p>Distracted during Teacher Talk Time and whole class discussion after source task.</p> <p>Playing with sheets in front of him, playing with ruler and pen.</p> <p>Teacher brought attention back. Hands now up to answer questions.</p> | <p>Pupil 2<br/>(<i>Attainment Level: High</i>)</p> <p>Task chosen:<br/>Evaluate ...</p> <p>Observation Notes:</p> <p>Helping to hand out books. Immediately sat with book open, ready to learn and complete starter task. Quiet and very engaged. Starter not completed.</p> <p>Taking notes during video. Very engaged. Adding extra notes when Teacher given further information.</p> <p>Head down and working hard. Helping pupil sat next to them.</p> <p>Somewhat engaged during Teacher Talk Time/explanation, though eyes wandering now and again.</p> <p>Very engaged in source task. Working with pupils next to them. Discussing information.</p> <p>Hands up and answering questions in whole class feedback.</p> | <p>Pupil 3<br/>(<i>Attainment Level: Mid-range</i>)</p> <p>Task chosen:<br/>Evaluate ...</p> <p>Observation Notes:</p> <p>Starter fully completed.</p> <p>Notes taken during video. Not talking to pupils around them.</p> <p>Head down and working quietly.</p> <p>Very engaged in Teacher Talk Time/explanation.</p> <p>Completed source task very quickly. Sitting in silence &amp; playing with pen and ruler. Slight disengagement during whole class feedback.</p> <p>Very engaged in final task. Head down and writing.</p> |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|                                                                                      |                                    |  |
|--------------------------------------------------------------------------------------|------------------------------------|--|
| Choice task: barely engaged to start. Late start. Turned around and staring at wall. | Explaining task and info to peers. |  |
|--------------------------------------------------------------------------------------|------------------------------------|--|

|                |                |                   |
|----------------|----------------|-------------------|
| 11:15 <b>1</b> | 11:15 <b>3</b> | 11:15 <b>XXXX</b> |
| 11:30 <b>5</b> | 11:30 <b>5</b> | 11:30 <b>5</b>    |
| 11:45 <b>5</b> | 11:45 <b>5</b> | 11:45 <b>5</b>    |
| 12:00 <b>2</b> | 12:00 <b>5</b> | 12:00 <b>4</b>    |

**1 – Not engaged**

**2 – Barely engaged**

**3 – Somewhat engaged**

**4 – Mostly engaged**

**5 – Very engaged/On task**

Appendix 4

**Interview Questions for Pupils lesson study 1**

How do you think the lesson went?

1 (D) good (very)

2 (G) good really well, really interesting

3 (BB) good

Which tasks did you complete during the lesson?

1 describe

2 evaluate

3 evaluate

How did you feel about the task you completed? Do you think it challenged you?

1 yes a bit

2 yes really made us think about what we'd learned. We had to go back to the sheets we had and get more information

3 yes

Why did you choose that task? Why didn't you choose the other tasks?

1 I thought I'd try the one I knew I could answer and then go on. I definitely didn't know whether I could do evaluate. I was unsure about explain. I knew I could

2 I wanted to try and challenge myself and get better levels. I wanted to try and push myself

3 I was confident I could complete it. I was confident

Did you find the task interesting?

*(If yes, what did you like about the task? If no, what was it about the task that you didn't like?)*

1 I found it really interesting because there was a lot

2 really interesting. I love history. I love learning about ww1

3 I'm not a huge fan of history but I found it interesting

How confident did you feel completing this task?

1 I was confident

2 quite confident, I knew I could do it, just had to really think about it

3 I was confident

What kind of tasks do you usually prefer?

1 sometimes with an option, choosing tasks, you set yourself a target

2 most teachers do mindmaps and storyboards but I prefer writing

3 it's better to choose what you want to do so people are challenging themselves

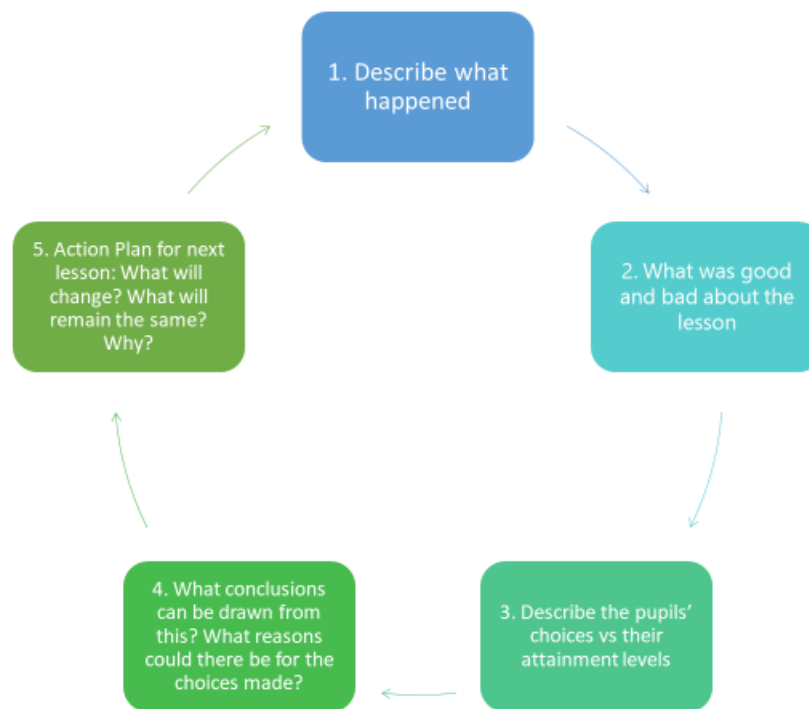
If you were the teacher, what activities and tasks would you have done? What would you have done different?

1 as well as research, doing writing on computers for people who don't like writing. Doing all the tasks but across multiple levels so everyone can try something

2 drawing task, writing task, research task. I find it interesting doing our own research. Put a map on the board (more visual resources)

3 I'd do more things that would be tailored for everyone

## Appendix 5



**1.** The lesson took place during period 3 with year 8 students. The lesson study took place in a history lesson on the topic of the Battle of the Somme. Students were given information throughout the lesson. They completed a general task during the middle of the lesson which then led them to the main written task which was levelled to different abilities. This used the Blooms taxonomy and offered a Describe question, an explain and an evaluate question. The students were given the option to choose which question they answered and were informed that the questions ranged from easier to harder.

The students chosen were mainly focused throughout the lesson with one of the three students finishing the task quickly and a further challenge would have been of benefit. All the students either pushed themselves or chose to work at the level of their ability.

**2.** The students overall engaged with the lesson. Student 1 found it difficult to stay focused but did engage with the lesson at times, student 2 and 3 stayed fairly focused throughout the lesson.

**3.** Student 1 was the lower ability student with an additional learning need. This student was given a differentiated sheet with sentence starters for each of the 3 questions. The student chose to complete the describe question which aligned with his ability. This question was answered with little content.

Student 2 was the higher ability student. This student would have been expected to pick the explain question however they chose to push themselves and completed the evaluate question. This question was answered with good detail and accuracy.

Student 3 was the mid-range ability student who also chose the evaluate question which aligned to their ability. This question was also answered well

**4.** The conclusion from this is that students are aware of their ability and either choose to match their ability or to push themselves to a higher standard of working. This school has an overall good growth mind set ethos and this is embedded in the school culture. All students said that they either understood what they could achieve, or they wanted to challenge themselves.

**5.** Students identified that they enjoyed the idea that they were able to have a choice of tasks however it was suggested that there were also even more challenging questions available as well as maybe a question which involved a more visual answer for those students who needed further differentiation. Therefore, this is an area which can be addressed in lesson study 2

## Appendix 6

### Observation Schedule lesson study 2

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Pupil A</b><br/>(Attainment level: ALN)</p> <p><b>Tasks chosen</b><br/>Green and Orange<br/>3 Stars</p> <p><b>Observation Notes</b><br/>On task throughout the lesson<br/>Sat quietly throughout the lesson<br/>Concentrated on booklet and on the teacher during teacher talk.<br/>Made notes on booklet while teacher was discussing the article.<br/>Straight on to the lesson tasks when the class was instructed to complete task.<br/>RAG task was focused and working well.<br/>When teacher gave 30minutes left, still writing and working on the task.<br/>Works on similarities and differences throughout the discussion.<br/>Completed plenary task straight away</p> <p>A very quiet students didn't offer answer during the lesson but did stay on task and worked really well.</p> | <p><b>Pupil B</b><br/>(Attainment level: Mid-range)</p> <p><b>Tasks chosen</b><br/>Red<br/>4 Stars</p> <p><b>Observation Notes</b><br/>One of the last into the lesson and playing with friends when entered the class.<br/>Took a while to get booklet out. Once booklet was out eyes wandered around however did seem to be listening to the teacher and offered answers when teacher asked for participation.<br/>Ask the teacher 'do we have to annotate?' Checking the instructions of the teacher.<br/>Listened well to the teacher reading and was offering answers to the teacher throughout.<br/>RAG task, on task straight away.<br/>Finished the task quickly and ask to go to the toilet.<br/>Both booklets straight out when class was asked and wrote similarities and differences straight away<br/>Gave teacher answers and kept putting and up throughout the lesson<br/>Learning over the desk towards the end but did seem to still be listening to the teacher talking.</p> <p>Plenary task- On task straight away- finished quickly.</p> | <p><b>Pupil C</b><br/>(Attainment level: MAT)</p> <p><b>Task chosen</b><br/>Red<br/>4 Stars</p> <p><b>Observation Notes</b><br/>In class straight away, a little day dreamy when class was getting things out their bags and standing behind chair.<br/>Once teacher started the class the pupil was on task straight away, listening and concentrating. Booklet was out straight away<br/>Pupil gave answers and offered hands up throughout the lesson.<br/>Looks like the pupil was concentrating on the lesson<br/>Followed teacher reading and worked straight away on the booklet work.<br/>RAG task – on task straight away.<br/>Helped a friend when they had their hand up to ask teacher a question during the task.<br/>Had finished task when teacher gave the 30 sec call for end of the task.<br/>Offered answers to the similarities and differences and put hands up several to answer questions<br/>Plenary task straight on task.</p> |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|       |   |       |   |       |   |
|-------|---|-------|---|-------|---|
| 11.35 | 5 | 11.35 | 5 | 11.35 | 5 |
| 11.50 | 5 | 11.50 | 5 | 11.50 | 5 |
| 12.05 | 5 | 12.05 | 5 | 12.05 | 5 |
| 12.20 | 5 | 12.20 | 5 | 12.20 | 5 |

1. Not engaged
2. Barely engaged
3. Somewhat engaged
4. Mostly engaged
5. Very engaged/on task

## **Appendix 7**

### **Interview Questions for Pupils lesson study 2**

#### **How do you think the lesson went?**

All students said that the tasks were fun and the lesson was good.

All Students liked that they could choose the tasks

B and C liked the writing tasks

A liked the Drawing tasks

#### **Which tasks did you complete during the lesson?**

A= green+ orange- finished the green task then moved on to the orange task to challenge.

B= red

C= red

#### **How did you feel about the task you completed? Do you think it challenged you?**

A- Orange one was more challenge – Green was more fun

B- Confident going into the task- thought they might as well do the more challenging task because they felt that they could do it.

C- Chose the task because they wanted to challenge themselves however still found the task easy.

#### **Why did you choose that task? Why didn't you choose the other tasks?**

A- Didn't choose red because they didn't feel that they were good at grammar and because red was a written task.

B- Not good at drawing task- chose written task to challenge themselves

C- Just wanted to do the red – to challenge themselves (favourite colour)

A- 3 star- knew the answer

B- 4 star- wanted to challenge and already knew the 3 stars so chose to push their answer.

C- 4 star- wanted to challenge themselves

#### **Did you find the task interesting?**

***(If yes, what did you like about the task? If no, what was it about the task that you didn't like?)***

All found the tasks interesting

B- enjoyed 1<sup>st</sup> and 2<sup>nd</sup> task. Got to write a paragraph

C- Liked to share opinion in the writing because doesn't always get to share opinion in the class.

A- Liked drawing with a little bit of writing- then wanted to challenge themselves with the orange task.

#### **How confident did you feel completing this task?**

All confident in the task chosen.

**What kind of tasks do you usually prefer?**

B- Cohoot- competitive games to compete against each other.

A- Tasks without much written work- but like doing diary entries because can express opinion.

C- Ipad/Computer work- competitive games

**If you were the teacher, what activities and tasks would you have done? What would you have done different?**

A- Maybe do the green, orange and red but also a task like a diary entry

B- Quiz questions in groups with a 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> prizes to win merits.

C- 5 minutes at the end to have a competitive game.



1. The lesson took place in a year 8 English lesson where the topic was literature based on the boy in the striped pijamas. The lesson was structure so that the tasks where broken down. There was a small recap at the beginning of the lesson. Some reading of the text then there was an activity which involved a drawn descriptive task and then 2 written tasks which increase in challenge. There was also a plenary which had different levels of challenge too. The students who were being observed all attempted to push themselves. Whereas some of the other students in the lesson chose tasks which where below their attainment level.
2. The was a good sense of on task behaviour and the students seemed to engage with the lesson. The students when interview said that they enjoyed the freedom to choose the tasks and that the only improvements which they felt could take place where to incorporate more fun games at the end of the lesson using ipads and competition.
3. The pupils choices of task- pupil A choose to complete the green task first which is what was expected from thier attainment level however this student finished this task and went on to complete the orange task which then gave some challenge to their ability in the first of the two tasks. In the second of the two tasks this student choose to answer the 3 star question because they felt that the challenge was achievable and they wanted to push themselves

Student B Chose to do the red task in the first challenge activity this was above what was expected as this student was from the mid ability range this student chose the 4 star plenary task at the end of the lesson which also challenged their ability  
 Student C Chose the red task which was in line with their ability and also the 4 star planary task which was also in line with their ability.

4. Students which where chosen had a good ethos of wanting to push themselves. However this was not the case for the whole class as many of the other class member chose to complete tasks below their ability. The school as an over all good achievement rate however this shows that some students don't necessarily gain the intrinsic rewards from pushing themselves. A growth mind set culture would benefit these students.
5. When the students were interview they all said that they like that the lesson gave them choice and they said that they all like to challenge themselves. This was highlighted in that the low ability student orgnially chose to complete the easier task however once they had competed this task they moved on to another task with more challenge. The students said that the area of improvement in the lesson could be to make the lesson more competitive with the use of ipad games. All these students where engaged in the lesson. Student A was quiet throughout the lesson however they continued to focus and made continuous note as the teacher was talking. Students B and C offered lost of verbal contributions to the lesson and offered their hands up many times during the lesson to answer the questions.

## Appendix 9 Ethics form

## APPLICATION FOR ETHICAL APPROVAL

**In order for research to result in benefit and minimise risk of harm, it must be conducted ethically. A researcher may not be covered by the University's insurance if ethical approval has not been obtained prior to commencement.**

The University follows the OECD Frascati manual definition of **research activity**: "creative work undertaken on a systematic basis in order to increase the stock of knowledge, including knowledge of man, culture and society, and the use of this stock of knowledge to devise new applications". As such this covers activities undertaken by members of staff, postgraduate research students, and both taught postgraduate and undergraduate students working on dissertations/projects.

The individual undertaking the research activity is known as the "principal researcher".

Ethical approval is not required for routine audits, performance reviews, quality assurance studies, testing within normal educational requirements, and literary or artistic criticism.

**Please read the notes for guidance before completing ALL sections of the form.**

**This form must be completed and approved prior to undertaking any research activity.** Please see Checklist for details of process for different categories of application.

**Delete the Guidance Notes at the end of the form BEFORE submitting your application**

### SECTION A: About You (Principal Researcher)

|                                 |                          |                                                                              |                                     |                               |                          |
|---------------------------------|--------------------------|------------------------------------------------------------------------------|-------------------------------------|-------------------------------|--------------------------|
| Full Name:                      |                          | Rosemarie Enos                                                               |                                     |                               |                          |
| Tick all boxes which apply:     |                          | Member of staff:                                                             | <input type="checkbox"/>            | Honorary research fellow:     | <input type="checkbox"/> |
| Undergraduate Student           | <input type="checkbox"/> | Taught Postgraduate Student                                                  | <input checked="" type="checkbox"/> | Postgraduate Research Student | <input type="checkbox"/> |
| Faculty/School/Centre:          |                          | UNIVERSITY OF WALES TRINITY ST DAVID                                         |                                     |                               |                          |
| Campus:                         |                          | SA1                                                                          |                                     |                               |                          |
| E-mail address:                 |                          | <a href="mailto:1908156@student.uwtsd.ac.uk">1908156@student.uwtsd.ac.uk</a> |                                     |                               |                          |
| Contact Telephone Number:       |                          | 07483292332                                                                  |                                     |                               |                          |
| <b>For students:</b>            |                          |                                                                              |                                     |                               |                          |
| Student Number:                 |                          | 1908156                                                                      |                                     |                               |                          |
| Programme of Study:             |                          | PGCE SECONDARY HISTORY                                                       |                                     |                               |                          |
| Director of Studies/Supervisor: |                          | CATHERINE MORGAN – Module Lead                                               |                                     |                               |                          |

## SECTION B: Approval for Research Activity

|                                                                                                                                                                                                              |                                         |     |                                     |          |                          |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------|-----|-------------------------------------|----------|--------------------------|
| Has the research activity received approval in principle?<br>(please check the Guidance Notes as to the appropriate approval process for different levels of research by different categories of individual) |                                         | YES | <input checked="" type="checkbox"/> | NO       | <input type="checkbox"/> |
|                                                                                                                                                                                                              |                                         |     |                                     |          | <b>Date</b>              |
| If Yes, please indicate source of approval (and date where known):<br><b>Approval in principle must be obtained from the relevant source prior to seeking ethical approval</b>                               | Research Degrees Committee              |     | <input type="checkbox"/>            |          |                          |
|                                                                                                                                                                                                              | Faculty Research Committee              |     | <input type="checkbox"/>            |          |                          |
|                                                                                                                                                                                                              | Other<br>Catherine Morgan (Module Lead) |     | <input checked="" type="checkbox"/> | 17/12/19 |                          |

## 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. |                                     |
| <b>UWTSD Research Ethics &amp; Integrity Code of Practice</b>                                                                                                                                                                                                                                                                                      | <input checked="" type="checkbox"/> |
| <b>UWTSD Research Data Management Policy</b>                                                                                                                                                                                                                                                                                                       | <input checked="" type="checkbox"/> |
|                                                                                                                                                                                                                                                                                                                                                    | <input type="checkbox"/>            |

## SECTION D: External Collaborative Research Activity

|                                                                                                                                                                                                                                     |                                                                         |     |                          |    |                                     |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------|-----|--------------------------|----|-------------------------------------|
| Does the research activity involve collaborators outside of the University?                                                                                                                                                         |                                                                         | YES | <input type="checkbox"/> | NO | <input checked="" type="checkbox"/> |
| 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 | <input type="checkbox"/> | NO | <input type="checkbox"/>            |
| Are you in receipt of a KESS scholarship?                                                                                                                                                                                           |                                                                         | YES | <input type="checkbox"/> | NO | <input type="checkbox"/>            |
| Is your research externally funded                                                                                                                                                                                                  |                                                                         | YES | <input type="checkbox"/> | NO | <input type="checkbox"/>            |
| Are you specifically employed to undertake this research in either a paid or voluntary capacity?                                                                                                                                    | Voluntary                                                               | YES | <input type="checkbox"/> | NO | <input type="checkbox"/>            |
|                                                                                                                                                                                                                                     | Employed                                                                | YES | <input type="checkbox"/> | NO | <input type="checkbox"/>            |
| 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 | <input type="checkbox"/> | NO | <input type="checkbox"/>            |
| Permission to undertake the research has been provided by the partner organisation                                                                                                                                                  | (If YES attach copy)<br>If NO the application cannot continue           | YES | <input type="checkbox"/> | NO | <input type="checkbox"/>            |

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

|                                                                                                |     |                          |    |                          |
|------------------------------------------------------------------------------------------------|-----|--------------------------|----|--------------------------|
| Does this organisation have its own ethics approval system?                                    | YES | <input type="checkbox"/> | NO | <input type="checkbox"/> |
| If Yes, please attach a copy of any final approval (or interim approval) from the organisation |     |                          |    |                          |

## SECTION E: Details of Research Activity

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                         |                    |          |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------|--------------------|----------|
| Indicative title:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Do pupils in a mixed ability class choose tasks that align with their current attainment level and why? |                    |          |
| Proposed start date:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | 06/01/2019                                                                                              | Proposed end date: | 21/02/19 |
| <b>Introduction to the Research (maximum 300 words)</b><br><b>Ensure that you write for a <u>Non-Specialist Audience</u> when outlining your response to the three points below:</b> <ul style="list-style-type: none"> <li>• Purpose of Research Activity</li> <li>• Proposed Research Question</li> <li>• Aims of Research Activity</li> <li>• Objectives of Research Activity</li> </ul> Demonstrate, briefly, how <b>Existing Research</b> has informed the proposed activity and explain <ul style="list-style-type: none"> <li>• What the research activity will add to the body of knowledge</li> <li>• How it addresses an area of importance.</li> </ul>                                                                                                                                                                                                                                                                |                                                                                                         |                    |          |
| <b>Purpose of Research Activity</b><br>The purpose of this activity is to look at how pupils in a mixed ability class choose tasks and whether those activities align with the pupils' current attainment levels. We are looking to see if pupils choose activities that challenge their own abilities when surrounded by peers of mixed ability, and if the labelling of tasks also makes a difference.<br><br>As well as OFSTEAD and ESTYN reports, previous literature we have looked at that discuss similar topics and will help inform our study are: <ul style="list-style-type: none"> <li>- Elementary Principles of Education by E.L. Thorndike</li> <li>- A.S. Neill on Democratic Authority: a lesson from Summerhill? by J. Darling</li> <li>- Summerhill by A.S. Neill</li> <li>- Successful Futures by G. Donaldson</li> <li>- 50 Quick Ways to Stretch and Challenge More-Able Students by M. Gershon</li> </ul> |                                                                                                         |                    |          |
| (this box should expand as you type)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                         |                    |          |
| <b>Research Question</b><br><br>Do pupils in a mixed ability class choose tasks that align with their current attainment level and why?<br><br>(this box should expand as you type)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                         |                    |          |
| <b>Aims of Research Activity</b><br><br>The aim of this research activity is to find out how mixed ability classes impact the choices pupils make when given the freedom to choose their own tasks. I will attempt to discover whether pupils from a range of attainment levels (ALN, MAT, etc.) choose activities that link with their own abilities or whether the presence of peers affects their willingness to challenge themselves. I will also aim to find out to what extent the labelling of tasks affects these choices<br><br>(this box should expand as you type)                                                                                                                                                                                                                                                                                                                                                    |                                                                                                         |                    |          |
| <b>Objectives of Research Activity</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                         |                    |          |

This research activity will help inform me of how willing pupils are to challenge themselves. This may impact how much freedom I will give pupils when it comes to choosing activities in the future, especially if the results show pupils are generally unmotivated or unwilling to challenge themselves. **The results may also influence how task are labelled within my lessons in future practice.** The results may show that pupils consistently need motivation from a teacher to push themselves. The results will also show whether a mixed ability class has a positive or negative impact on how pupils see themselves and what they are capable of.

**The overall purpose of this research is to make informed choices on how to structure and present differentiation within future practice. It also aims to say whether allowing the students to make the choice on which task they should complete is a valid method or whether this should be left down to the teacher to give out the correct task to the student. The Research also aims to show whether students push themselves more and have a growth mind set or whether they are reluctant to push themselves.**

(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.

We will be conducting a lesson study during this research activity which will involve one student-teacher observing a class and one student-teacher delivering the lesson.

We will provide a mixed-ability class of pupils with a variety of tasks/challenges on worksheets. Tasks/challenges will be based on different success criteria levels and labelled using 'red/amber/green' or '\* \*\* \*\*\*' to indicate the difficulty/level. Pupils will be instructed to complete at least two of the tasks in the lesson and will be given the freedom to choose from whichever challenge level they want.

Three pupils with a range of attainment levels will be chosen as the focus of the observation. We will take note of which activities/tasks they choose for themselves, as well as observe their engagement levels during the lesson to see if that impacts their choices. We will also observe whether the labelling of difficulty levels (red/amber/green and \* \*\* \*\*\*) influences these selections.

The pupils will be interviewed after the lesson about their choices and how they feel about the tasks and the lesson in general.

Based on the results and the success or failures of the tasks, we will adjust the lesson delivery for lesson two. The second observation will take place in a different school within a different class. We will again choose three pupils to observe and interview, and later reflect upon the lesson, to see if there were improvements made from the first lesson.

(this box should expand as you type)

**Location of research activity**

Identify all locations where research activity will take place.

This research activity will take place in two English-medium comprehensive schools in South Wales. Pupils range in age from 11-18.

*(this box should expand as you type)*

**Research activity outside of the UK**

If research activity will take place overseas, you are responsible for ensuring that local ethical considerations are complied with and that the relevant permissions are sought. Specify any local guidelines (e.g. from local professional associations/learned societies/universities) that exist and whether these involve any ethical stipulations beyond those usual in the UK (provide details of any licenses or permissions required). Also specify whether there are any specific ethical issues raised by the local context in which the research activity is taking place, for example, particular cultural and/or legal sensitivities or vulnerabilities of participants.

*(this box should expand as you type)*

|                                                                                                 |            |                                     |
|-------------------------------------------------------------------------------------------------|------------|-------------------------------------|
| Use of documentation not in the public domain: Are any documents <b>NOT</b> publicly available? | <b>NO</b>  | <input checked="" type="checkbox"/> |
|                                                                                                 | <b>YES</b> | <input type="checkbox"/>            |

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?                                                                                                                                          | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| Use of interviews?                                                                                                                                                                              | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |
| Use of diaries?                                                                                                                                                                                 | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| Participant observation with their knowledge?                                                                                                                                                   | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |
| Participant observation without their knowledge?                                                                                                                                                | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| Use of video or audio recording?                                                                                                                                                                | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| Access to personal or confidential information without the participants' specific consent?                                                                                                      | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| Administration of any questions, test stimuli, presentation that may be experienced as physically, mentally or emotionally harmful / offensive?                                                 | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| Performance of any acts which may cause embarrassment or affect self-esteem?                                                                                                                    | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| Investigation of participants involved in illegal activities?                                                                                                                                   | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| Use of procedures that involve deception?                                                                                                                                                       | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| Administration of any substance, agent or placebo?                                                                                                                                              | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| Working with live vertebrate animals?                                                                                                                                                           | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| Other primary data collection methods, please explain in this box<br>For example, 'focus groups'. Please indicate the type of data collection method(s) in this box and tick the accompany box. | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| Details of any other primary data collection method:<br><br>(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?                                                                                                 | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |
| Adults (over the age of 18 and competent to give consent)?                                                                           | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| Vulnerable adults?                                                                                                                   | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| Children and Young People under the age of 18? (Consent from Parent, Carer or Guardian will be required)                             | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |
| Prisoners?                                                                                                                           | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| Young offenders?                                                                                                                     | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| Those who could be considered to have a particularly dependent relationship with the investigator or a gatekeeper?                   | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| People engaged in illegal activities?                                                                                                | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| Others (please identify specifically any group who may be unable to give consent) please indicate here and tick the appropriate box. | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| Other – please indicate here:<br><br>(this box should expand as you type)                                                            |                                     |                                     |

| <b>Participant numbers and source</b>                                                                                          |                                                                                                                                                                                                                                                                 |
|--------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 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?                                                                                            | <p>60 pupils across 2 classes will participate in the lesson study.</p> <p>Three pupils in each class will be observed and interviewed.</p> <p>(this box should expand as you type)</p>                                                                         |
| Who will the participants be?                                                                                                  | <p>Two classes of 30 pupils will participate in the lesson study.</p> <p>Three pupils (Pupil A, Pupil B, and Pupil C) in Class 1 and three pupils (Pupil D, Pupil E, and Pupil F) in Class 2 will be the focus.</p> <p>(this box should expand as you type)</p> |
| How will you identify the participants?                                                                                        | <p>Three pupils will be selected at a later date. The pupils will range from low attainment level, mid attainment, to high attainment level.</p> <p>(this box should expand as you type)</p>                                                                    |

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

| <b>Information for participants:</b>                                                                                                               | <b>YES</b>               | <b>NO</b>                           | <b>N/A</b>               |
|----------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|-------------------------------------|--------------------------|
| Will participants be paid?                                                                                                                         | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Is specialist electrical or other equipment to be used with participants?                                                                          | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Are there any financial or other interests to the investigator or University arising from this study?                                              | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Will the research activity involve deliberately misleading participants in any way, or the partial or full concealment of the specific study aims? | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| If YES to any question, please provide full details                                                                                                |                          |                                     |                          |
|                                                                                                                                                    |                          |                                     |                          |
| <i>(this box should expand as you type)</i>                                                                                                        |                          |                                     |                          |

**SECTION H: Anticipated Risks**

**Outline any anticipated risks that may adversely affect any of the participants, the researchers and/or the University, and the steps that will be taken to address them.**

If you have completed a full risk assessment (for example as required by a laboratory, or external research collaborator) you may append that to this form.

**Full risk assessment completed and appended?**

**Yes**

☐

**No**

☒

**Risks to participants**

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

**Risk to Participant:**

- Pupils may feel under pressure to give a 'correct' answer to the questions
- Safeguarding issues
- Anonymity

*(this box should expand as you type)*

*How will you mitigate the Risk to Participant*

Interviews will take place in a comfortable setting, where participants can withdraw at any time.

Participant will always be with other participants and staff.

Researchers will NOT use the names of any of the pupils, and will be given different allocated names i.e. such as student A/B/C

*(this box should expand as you type)*

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

*(this box should expand as you type)*

**Risks to investigator**

For example: personal safety, physical harm, emotional distress, risk of accusation of harm/impropriety, conflict of interest

**Risk to Investigator:**

- Risk of accusation from participants
- Possible bias in the recording of data due to the teacher's relationship with the pupils

*(this box should expand as you type)*

*How will you mitigate the Risk to Investigator:*

Researcher to conduct all processes of investigation in the presence of staff within the school.

An additional teacher from a different school will be present for the lesson study to avoid bias.

*(this box should expand as you type)*

**University/institutional risks**

For example: adverse publicity, financial loss, data protection

**Risk to University:**

- Affect reputation

*How will you mitigate the Risk to University:*

Professional conduct at all times.

|                                                                                                                                                                                     |                                                                                                                                                                                         |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>- Creating fake data for the research can affect the university's credibility.</li> </ul> <p><i>(this box should expand as you type)</i></p> | <p>Researchers to conduct the research in accordance with the university guidelines for conducting research and data collection.</p> <p><i>(this box should expand as you type)</i></p> |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

| <b>Disclosure and Barring Service</b>                                                                                                                                           |                                     |                          |                          |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------|--------------------------|--------------------------|
| 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. | <b>YES</b>                          | <b>NO</b>                | <b>N/A</b>               |
| Does your research require you to hold a current DBS Certificate?                                                                                                               | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

**SECTION I: Feedback, Consent and Confidentiality**

**Feedback**

What de-briefing and feedback will be provided to participants, how will this be done and when?

Full transparency during the research and lesson studies. Following the study, all information will be made available to them if they wish to access it.

During the interview we will check if the pupils are happy to carry on.

*(this box should expand as you type)*

**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.

Parents and pupils will be involved, and consent will be fully required. This will be asked for a few weeks before the lesson/research takes place. Pupils will also be informed of the details of the lesson study before consent forms are handed out in order to fully understand what will be involved and that they have the option to withdraw.

*(this box should expand as you type)*

**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.

Pupils will be referred to as 'Pupil A/B/C, etc.' and the schools will not be named. Information about the pupils and the results of the study will be kept in password-protected documents and not printed onto hard copies.

*(this box should expand as you type)*

## 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                                  |
| <b>"Personal data"</b> 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.                   | X                                   | <input type="checkbox"/>            |
| If YES, provide a description of the data and explain why this data needs to be collected:                                                                                                                                                                                                                                                                                                                                                                                                                 |                                     |                                     |
| <p>Pupils' and parents' names on consent forms need to be collected in order to ensure full consent is given.</p> <p>Pupils' current attainment levels will also be looked at but kept anonymous.</p> <p><i>(this box should expand as you type)</i></p>                                                                                                                                                                                                                                                   |                                     |                                     |
| Does it involve special category data (as defined by the GDPR)?                                                                                                                                                                                                                                                                                                                                                                                                                                            | YES                                 | NO                                  |
| <b>"Special category data"</b> means sensitive personal data consisting of information as to the data subjects' –<br>(a) racial or ethnic origin,<br>(b) political opinions,<br>(c) religious beliefs or other beliefs of a similar nature,<br>(d) membership of a trade union (within the meaning of the Trade Union and Labour Relations (Consolidation) Act 1992),<br>(e) physical or mental health or condition,<br>(f) sexual life,<br>(g) genetics,<br>(h) biometric data (as used for ID purposes), | <input type="checkbox"/>            | X                                   |
| 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)?                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |
| University computers?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| Private company computers?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| Home or other personal computers?                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| Laptop computers/ CDs/ Portable disk-drives/ memory sticks?                                                                                                                                                                                                                                                                                                                                                                                                                                                | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |
| "Cloud" storage or websites?                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |
| Other – specify:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| 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:                                                                                                                                                                                                                                                                                           |                                     |                                     |

|                                                                                                                                                                                                                                            |                                     |                                     |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------|-------------------------------------|
| <i>(this box should expand as you type)</i>                                                                                                                                                                                                |                                     |                                     |
| <b>All Data Storage</b>                                                                                                                                                                                                                    |                                     |                                     |
| Will the research activity involve any of the following activities:                                                                                                                                                                        | <b>YES</b>                          | <b>NO</b>                           |
| Electronic transfer of data in any form?                                                                                                                                                                                                   | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |
| Sharing of data with others at the University?                                                                                                                                                                                             | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |
| Sharing of data with other organisations?                                                                                                                                                                                                  | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| Export of data outside the European Union or importing of data from outside the UK?                                                                                                                                                        | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| Use of personal addresses, postcodes, faxes, emails or telephone numbers?                                                                                                                                                                  | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| Publication of data that might allow identification of individuals?                                                                                                                                                                        | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| Use of data management system?                                                                                                                                                                                                             | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| Data archiving?                                                                                                                                                                                                                            | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| 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):                                                                      |                                     |                                     |
| Assignment will be submitted through Turnitin and shared with university tutors for marking.                                                                                                                                               |                                     |                                     |
| <i>(this box should expand as you type)</i>                                                                                                                                                                                                |                                     |                                     |
| List all who will have access to the data generated by the research activity:                                                                                                                                                              |                                     |                                     |
| Parents and pupils. School mentors. University tutors.<br>Myself and research partner.                                                                                                                                                     |                                     |                                     |
| <i>(this box should expand as you type)</i>                                                                                                                                                                                                |                                     |                                     |
| List who will have control of, and act as custodian(s) for, data generated by the research activity:                                                                                                                                       |                                     |                                     |
| Myself and research partner (Ceri Padley).                                                                                                                                                                                                 |                                     |                                     |
| <i>(this box should expand as you type)</i>                                                                                                                                                                                                |                                     |                                     |
| Give details of data storage arrangements, including security measures in place to protect the data, where data will be stored, how long for, and in what form. Will data be archived – if so how and if not why not.                      |                                     |                                     |
| Password protected laptop and password-protected documents                                                                                                                                                                                 |                                     |                                     |
| <i>(this box should expand as you type)</i>                                                                                                                                                                                                |                                     |                                     |
| Please indicate if your data will be stored in the UWTSD Research Data Repository (see <a href="https://researchdata.uwtسد.ac.uk/">https://researchdata.uwtسد.ac.uk/</a> ). If so please explain. <i>(Most relevant to academic staff)</i> |                                     |                                     |
| N/A                                                                                                                                                                                                                                        |                                     |                                     |
| <i>(this box should expand as you type)</i>                                                                                                                                                                                                |                                     |                                     |
| Confirm that you have read the UWTSD guidance on data management (see <a href="https://www.uwtسد.ac.uk/library/research-data-management/">https://www.uwtسد.ac.uk/library/research-data-management/</a> )                                  | <b>YES</b>                          | <input checked="" type="checkbox"/> |
|                                                                                                                                                                                                                                            | <b>NO</b>                           | <input type="checkbox"/>            |
| Confirm that you are aware that you need to keep all data until after your research has completed or the end of your funding                                                                                                               | <b>YES</b>                          | <input checked="" type="checkbox"/> |
|                                                                                                                                                                                                                                            | <b>NO</b>                           | <input type="checkbox"/>            |

### 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](#)

|                                |                |                              |
|--------------------------------|----------------|------------------------------|
| <b>Signature of applicant:</b> | Rosemarie Enos | <b>Date:</b><br><br>17/01/20 |
|--------------------------------|----------------|------------------------------|

#### For STUDENT Submissions:

|                                 |                    |                          |
|---------------------------------|--------------------|--------------------------|
| Director of Studies/Supervisor: | Shan Samuel-Thomas | <b>Date:</b><br>17/12/19 |
| Signature:                      | Shan Samuel-Thomas |                          |

#### For STAFF Submissions:

|                                |  |              |
|--------------------------------|--|--------------|
| Head of School/Assistant Dean: |  | <b>Date:</b> |
| Signature:                     |  |              |

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

|                                     |                                                                                                                                                                                                                                                         |
|-------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <input checked="" type="checkbox"/> | I have read the guidance notes supplied before completing the form.                                                                                                                                                                                     |
| <input checked="" type="checkbox"/> | I have completed <b>ALL RELEVANT</b> sections of the form in full.                                                                                                                                                                                      |
| <input checked="" type="checkbox"/> | I confirm that the research activity has received approval in principle                                                                                                                                                                                 |
| <input type="checkbox"/>            | I have attached a copy of final/interim approval from external organisation ( <b>where appropriate</b> )                                                                                                                                                |
| <input type="checkbox"/>            | I have attached a full risk assessment (and have NOT completed Section H of this form) (where appropriate) <b>ONLY TICK IF YOU HAVE ATTACHED A FULL RISK ASSESSMENT</b>                                                                                 |
| <input checked="" type="checkbox"/> | 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.                                                                                   |
| <input checked="" type="checkbox"/> | 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. |
| <input checked="" type="checkbox"/> | 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](mailto: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](mailto:pgresearch@uwtsd.ac.uk)). Staff research directly in relation to personal study for taught undergraduate or Masters programmes should be submitted via the Faculty procedures explained below.

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