



Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David

Yr Athrofa
Institute of Education
Addysg i Gymru Education for Wales

MODULE HANDBOOK

ECAD6003

The Reflective Practitioner

**BA PRIMARY EDUCATION
with Qualified Teacher Status**

LEVEL 6

YR ATHROFA

2019-2020

1.Points of contact

If you need to discuss anything relating to the course contact the Module Lead, Dr Sioned Hughes or your research project supervisor.

E-mail: s.v.hughes@uwtsd.ac.uk

2.Our expectations

We hope that you will enjoy the module and programme and are here to help. You should:

- Make good use of the University facilities and resources
- Attend and participate in sessions
- Act responsibly
- Meet assignment deadlines
- Engage and participate in all session

Please read the University [Regulations for Students](#)

3.Aims and Learning Outcomes

AIM

To critically examine a range of perspectives and theoretical frameworks relevant to the primary school and use these to inform the design, implementation and evaluation of a practical, evidence-based research project aimed at developing classroom practice.

LEARNING OUTCOMES

Upon the successful completion of this module, the student-teacher should be able to demonstrate the ability to:

- Select an area of professional practice for development and articulate an understanding of the relationship between this area and relevant theoretical and policy frameworks.
- Critically evaluate a range of relevant texts including education literature and policy documents to identify key concepts and use these to formulate suitable approaches to classroom practice.
- Critically outline a rationale for an appropriate research design to structure and carry out a trial of these approaches.
- Identify and address the relevant ethical and quality issues in the planning and carrying out of research project.

Relationship to four purposes of the new curriculum:

To develop children and young people as:	Relationship in this module: Students will be able to:
Ambitious, capable learners, ready to learn throughout their lives.	Draw on the existing empirical evidence, and contribute to the research base in order to raise standards and aspirations for all learners.
Enterprising, creative contributors, ready to play a full part in life and work.	Use close-to-practice research to provide a range of creative learning opportunities which promote autonomy and relate to the lives of the learners.
Ethical, informed citizens of Wales and the world.	Adopt the role of a professional teacher in understanding the complex skills of ethical practice.
Healthy, confident individuals, ready to lead fulfilling lives as valued members of society.	Apply an understanding of theories and research related to well-being and development, to personal practice.

4. Module Introduction

WHAT ARE THE PURPOSES OF RESEARCH?

The purposes of research are the generation and the dissemination of knowledge. The objective is to improve our understanding of practice and the context in which it takes place. The outcomes of research are generally intended to provide a sound basis for others to develop their own professional practice.

WHAT IS A RESEARCH PROJECT?

For the purposes of this module a research project is a 6,000 word research paper which provides you with an opportunity to conduct independent research into a topic related to primary education which interests you. You will be required to:

- formulate a central question or proposition
- engage in a thorough exploration of your chosen topic
- develop an argument (clear line of thought)
- present your work in a professionally finished manner

A GOOD RESEARCH PROJECT WILL:

- show that you have a good grasp of relevant concepts and are able to apply these in your own work;
- have a clear aim and clear objectives;
- be well planned and widely researched;
- include analysis, critical evaluation and discussion, rather than simple description;
- contain consistent and correct referencing;
- be structured and expressed in an appropriate academic way;
- show your tutors that you have learnt something on the course and have been able to use this to produce a well argued extended piece of academic work.

PLANNING YOUR RESEARCH

The following should be discussed with your tutor:

Title	clearly indicating the content of the research project in less than 30 words
Aim	an overall statement of the nature of the original research.
Objectives	the specific questions you will expect to answer in your research project and how you will achieve these. You will probably find it impossible to identify sensible questions as objectives until you have done a literature survey.
Research	identification of the key publications you will use to achieve your identified objectives.
Timescale	an agreement about what you hope to achieve and by when.

Before you begin your investigation, you should check systematically through the literature relating to your subject area to see what has already been published. Reading will indicate current trends in your chosen area and ensure that your work is original and not a duplication of someone else's work. Carefully consider the scope of the literature you wish to search. Use an encyclopedia, specialist dictionaries and textbooks to get an overview of the topic and to clarify terminology and identify synonyms.

Having done your initial literature survey you should be ready to finalise the precise nature of your investigation and list the specific aim and objectives knowing the background of your chosen area of study. Update your literature study at intervals through your research and particularly before you write up to ensure that you keep track of what is happening in your area.

GOOD RESEARCH QUESTION ARE:

- **Relevant:** Arising from issues raised in literature and/or practice, the question will be of academic and intellectual interest.
- **Manageable:** You must be able to access your sources of data (be they documents or people), and to give a full and nuanced answer to your question.
- **Substantial and original:** The question should showcase your imaginative abilities, however far it may be couched in existing literature.
- **Fit for assessment:** Remember, you must satisfy the learning outcomes of your course.

- **Clear and simple:** A clear and simple research question will become more complex as your research progresses. Start with an uncluttered question then unpeel the layers in your reading and writing.
- **Interesting:** Make your question interesting. Remember, you will be thinking about this question for several months.

WHAT SHOULD I THINK ABOUT WHEN CHOOSING MY TOPIC?

You will be required to choose a topic that is related to primary education. Your topic should:

- relate to an aspect of primary education which is important to you;
- be researchable and answerable – it should be something that you can access information about and draw conclusions about;
- be sufficiently focused so that you can do justice to it within the 6,000 word count;
- enable you to make a new and original contribution to the existing research;
- play to your strengths (e.g. be a topic about which you have a sound knowledge);
- be interesting - remember that you will be working on this project for several months.

*Perhaps the biggest potential mistake is to make your topic too broad.

SOME QUESTIONS YOU MIGHT ASK WHEN CONSIDERING YOUR RESEARCH QUESTION

- Can my research help to improve my own and/or other people's classroom practice?
- What are my aims and objectives?
- How will I answer the research question (what research methods will I use)?
- How will I know that I have answered the question well?

REFLECTING UPON AND PLANNING YOUR RESEARCH

After you have chosen your research question you will need to reflect upon it. Think about where you will be able to find further information. It is a good idea to discuss your question with others. Also consult published materials and the internet. Try to find out as much as you can about the topic before you start writing.

Next, you will need to plan how you will conduct your research and what research tools you will need to use to complete it. Think also about how long each part of the essay will take. Managing your time well is essential for success in this module.

PRIMARY AND SECONDARY RESEARCH

You will be encouraged to undertake primary and secondary research.

- Primary data is collected for a particular purpose and is new information (e.g. classroom observation, interviews).
- Secondary research gathers information which has already been collected (e.g. key reports, academic articles/books, policies).

EXAMPLES OF EVIDENCE YOU MIGHT USE FOR YOUR PRIMARY RESEARCH

- Documentary evidence such as policy documents, inspection reports
- Details of interviews with co-ordinators, teachers, pupils or key people
- Pupils' work / responses
- Photographic / recorded evidence
- Lesson plans / evaluations
- Observations of good practice

ORGANISING YOUR RESEARCH PROJECT

The layout will largely depend on your chosen topic. However, it is suggested that you broadly adhere to the following:

- Title page
- Frontpiece
- Acknowledgement
- Content page
- Introduction
- Literature Review
- Methodology (Research design)
- Results and Discussion
- Conclusion
- List of references/bibliography
- Appendices

WHAT CAN I INCLUDE IN EACH SECTION?

Title page

This should contain the title, your name, the qualification for which the paper is being submitted, the name of the university (University of Wales, Trinity Saint David) and the date (month and year only). The title should be a concise and accurate description of the content of the research project. An example is given below.

How can Assessment for Learning promote effective teaching and learning of
History in KS2?
Harri Pugh
BA (Hons) in Primary Education with QTS
University of Wales Trinity Saint David
April 2018

Frontispiece

This should contain a statement that the work contained in the research project is all your own except where reference is made to other work. Any work you use without reference constitutes plagiarism, which will lead to failure of this module.

Acknowledgements

All the people who have helped either in the research or writing up of the research project may be acknowledged, e.g. librarian, supervisor.

Chapter 1: Introduction

Usually this chapter should contain the following:

- aims of the study and your rationale for writing it
- background of the study and why it is important
- your hypothesis – what you think is happening
- a brief synopsis of the research methods you will use to explore your topic
- a definition of the problem/question and any key terms
- reasons why you are personally interested in the topic.

Chapter 2: Literature Review

This chapter should include a thorough search of the literature on your topic of research. This section should show:

- that you have a good understanding of your research topic, can place it within an academic context, and can identify important research that has already been done that is relevant to it
- that you are building on the research that has already been done by others on your topic
- that your work is up to date
- that you are able to identify gaps in the current research and that your work is going some way to rectify this
- that you are aware any different viewpoints about your topic
- that you are able to be evaluative and, if necessary, be critical of the current research in your topic
- that you can identify areas that need further research
- that you are able to write in a clear, academic writing style
- that you are able to show how your research is relevant to research that has been previously conducted
- that you are able to reference your work properly
- that you are aware of the work of key authors and recent research in your chosen area
- that all sources have been properly acknowledged and referenced in accordance with university guidelines.

Chapter 3: Methodology and research design

This chapter should:

- explain what methods you used in order to answer your research question
- justify and evaluate the methods you used
- include detail of how the evidence was collected and analysed
- provide sufficient detail that the study could be replicated
- provide details about the research design and sample
- discuss any limitations of your study and make suggestions about how it can be improved.

Chapter 4: Results and discussion

In this chapter you should:

- provide a clear and unambiguous description and explanation of what you found out
- relate your evidence to the research questions and the literature review

- describe and explain any tables and graphs if relevant (quantitative study)
- describe and explain the results of any observations, interviews or written descriptions by participants (qualitative study).
- discuss the significance of your results
- make appropriate links with your literature review
- discuss any relevant controversies or issues

Chapter 5: Conclusion

This chapter should:

- briefly summarise the aims of your study
- draw sensible conclusions which follow on from your evidence and findings
- present some suggestions about the directions of future research
- discuss your professional learning as a result of undertaking the study
- explore the wider implications of your study

Appendices

You should include in this section any material which would complicate the main text if included there, for example, interview transcripts, data on observations carried out and questionnaires. Do not include anything that is irrelevant. Only include material that has been referred to in the main body of your research project.

References

This should include all materials specifically referred to within the text.

The **appendices** and the **references** are **not included** in the word count.

Please note that the layout of the research project is likely to vary between different students. This is perfectly acceptable. What is essential, however, is that you discuss and agree your layout with your research project tutor.

YOU WILL KNOW THAT YOU HAVE PRODUCED A GOOD RESEARCH PROJECT IF YOU HAVE...

- a valid research question
- a strong stated aim as arrived at from initial research question
- appropriate objectives which build to complete the stated aim
- a theoretical structure which is strongly justified and appropriate
- a good justification for what literature is included and excluded
- a strong discussion of what the literature reveals about the topic

- a strong conclusion which draws on your research and answers the research question intelligently
- an appropriate structure and style
- answered your research question in an intelligent and academic manner
- originality
- evidence of independent thinking
- displayed an ability to work independently
- presented your work in an appropriate academic manner
- referenced your work properly
- made maximum use of your supervision

RESEARCH ETHICS

All research must be carried out in an ethical manner, without exploiting others or breaking agreed ethical rules. Please read and adhere to the Athrofa's *Ethics Statement* outlined in **Appendix 1** of this document. Take advice about any ethical issues arising from the nature of your particular study. Adhere also to the guidelines provided by BERA on the following website: <https://www.bera.ac.uk/researchers-resources/publications/ethical-guidelines-for-educational-research-2018>

Always seek the head teacher's consent before taking photographs or filming children. Ensure that a copy of the consent form is signed by all concerned when undertaking an activity of this kind. (**Appendix 2**)

When you have agreed the research project focus of enquiry, you are required to submit an **PG2/E1 Ethics Form** before the commencement of your research project. Tutors will help you to do this during the lecture and tutorial programme. Completed forms are then subject to the scrutiny and agreement of the ITE/ATHROFA Ethics Committee. The agreement of the Ethics Committee is required before your research project can be started. This form is shown in **Appendix 1**.

WRITING STYLE

The research project should be written in the 3rd person, past tense, e.g., "**The author (or It was) found** that all the teachers in the study " **not** "I find that all the teachers in the study"

The research project should be written in a formal style. Do not use contractions (doesn't, can't, etc) or short hand abbreviations such as "e.g.". Ensure that it is written concisely, is free of grammatical or spelling errors and presents a valid argument with solid research to support it.

REFERENCING YOUR NOTES AND PLAGIARISM

It is very important to keep full details of the information sources you use when making notes. You will need to include this information in your list of references. If you do not include this information in your assessed work then you may find that you fall foul of the Code of Practice on the Use of Unfair Means.

You should also keep your notes after you submit your work. They may be helpful in your defence of an accusation of plagiarism is made against you. In addition, you may find them helpful for revision as well as other learning and teaching activities.

For further information about plagiarism, see section 7 of the University Regulations: Student Guide. The APLP-Athrofa uses Turnitin to identify any plagiarised content in written assignments. In order to help you to check your own work before submitting it, training will be provided on how you can use Turnitin on the Moodle system.

QUOTING/CITING REFERENCES

The Following represents a brief summary of guidance. Please refer to the **University Reference Guidance Handbook (Harvard)** for further detail and more examples.

<https://www.uwtsd.ac.uk/media/uwtsd-website/content-assets/documents/library-and-learning-resources/Harvard-eng.PDF>

1. If you quote another author 'word for word'

Davies (2013, p.19) suggests that 'trainees who work alone are likely to suffer psychological problems when they qualify as teachers'

2. If you are using someone's ideas, theories or models - using your words rather than their words

Hughes (2010) argues that classroom discipline is best maintained by returning to many of the much-maligned Victorian values...

3. If you refer to a specific fact or piece of information

The levels of absolute child poverty in Wales are around 1 in 3 (Welsh Government, 2016, p. 24).

4. If you use someone's ideas that are described in another book

Thomas (2016, p.25) describes the work of Cox and Jones (2001) who....

You are advised to keep a record of all the items and the basic information needed is that which will allow your reader to find the original to which you refer.

Please refer to the ***University Harvard Referencing Guide*** for guidance relating to all requirements with regard to the correct use of the Harvard Referencing System.

PRESENTING YOUR WORK

The APLP-Athrofa's 'House style' is set out in this section. You should follow this whenever submitting work for the APLP-Athrofa.

- Use fonts 'Times New Roman' or 'Arial'.
- Use font size of 11 or 12.
- Use 1.5 line-spacing.
- Leave an adequate margin on all four sides of the piece of paper.
- Do not indent paragraphs but leave an extra space between them.
- Long quotations should be in single line spacing and indented at both sides.
- References should be in single line spacing and with a space between each.
- Ensure your research project has a cover sheet that states your student number, programme of study, module title and tutor, research project title, submission date.
- Normally computer failure is NOT accepted as a reason for late submission. Make sure that you keep back-up copies of your work and print-out your work early. In your time management allow for technology breakdowns!

Before submitting your research project please complete the '**Research Project Checklist**' (See **Appendix 3**).

5. Module Content

Module delivery will be a combination of **lectures** and **tutorials**. Students will be placed in small groups with a research project supervisor. There will be 5 tutorial meetings. Tutorial attendance is compulsory and is designed to offer you the opportunity to discuss research goals and progress on a weekly basis. (See **Appendix 4**).

During this module you will have an opportunity to undertake an **elective** experience offered by a partnership school and different from professional teaching experience. An elective allows you to develop a deeper understanding of key ideas and concepts in a chosen area of learning or experience, for example: health and well-being, outdoor learning, transition or working with the wider community. During the 'elective experience' you will need to undertake action research by collecting primary data for your research project. This can be done through a variety of research methodologies, such as interviews (head teachers; coordinators, teachers, LSAs, pupils), lesson observations, field diaries, trial resources and teaching approaches. For further information, please see 'Elective Handbook' on moodle and/or contact Dr. Ceri Lewis, c.j.lewis@uwtsd.ac.uk

Session	Content	Tutor	3A (Welsh network)	3B/C (English networks)
Research Session 1 2hrs 28/01/20	Introduction to the research context – module aims and objectives; choosing a research question; primary and secondary research; ethical issues; potential problems.	SVH	11-1pm	9-11am
Research Session 2 2hrs 28/01/20	Research methods in education – observation; interviews; surveys; case studies and action research.	SVH	3-5pm	1-3pm
Tutorial 1 30/01/20	Confirm research focus/question and explore research methods – consider literature review: target weekly research	SVH & team	9-12pm (approx.. 8 students per tutor – tutor to arrange)	

	task and finish.		timings/rooms for tutorial)	
Research Session 3 2hrs 04/02/20	Ethics and research –ethical practice and ethical research. Collecting evidence for your research project – literature-based evidence; interviews with professionals; classroom observation; pupils’ work; school policies and photographic/ digital evidence.	SVH	11-1pm	9-11am
Research Session 4 2hrs 04/02/20	Writing, editing and presenting your research project – introduction, literature review, methodology, analysis of findings, conclusion, appendices, bibliographies, writing in an academic style and editing your work.	SVH	3-5pm	1-3pm
Tutorial 2 06/02/20	Research undertaken/complete and submit Ethics Form; target weekly research task and finish. Ethics Form need to be completed and submit to s.v.hughes@uwtsd.ac.uk by end of day – 06/02	SVH & team	9-12pm (approx.. 8 students per tutor – tutor to arrange timings/rooms for tutorial)	
ELECTIVES 5 DAYS IN SCHOOL = 10/02/20 – 14/02/20 During this period there will be an opportunity for you to collect primary data for your research project (e.e. interviews, observations, field diaries, trial resources, teaching approaches, etc.)				
Tutorial 3 20/02/20	Research undertaken and action – review data collection in elective school; target weekly research task and finish.	SVH & team	9-12pm (approx.. 8 students per tutor – tutor to arrange timings/rooms for tutorial)	
ELECTIVES 2 DAYS IN SCHOOL = 24/02/20 – 25/02/20 During this period there will be an opportunity for you to collect primary data for your research project and share your initial findings and next steps with the school.				
Tutorial 4 05/03/20	Research undertaken and action – discuss data collection in elective school; consider findings and discussion ; target weekly research task and finish	SVH & team	9-12pm (approx.. 8 students per tutor – tutor to arrange timings/rooms for tutorial)	

Tutorial 5 12/03/20	Research undertaken and action – support with writing the project, e.g. lit review, methodology, results and discussion ; target weekly research task and finish	SVH & team	9-12pm (approx.. 8 students per tutor – tutor to arrange timings/rooms for tutorial)
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*Date/Time of tutorials may change due to availability of tutor.

6. Assessment tasks and guidance

MODULE CODE	MODULE TITLE	MODE OF ASSESSMENT
ECAD6003	The Reflective Practitioner	Research Project (6000 words equivalent) Submission: 20/03/20 (deadline 23:59)

Please see **Assessment Specification form** (on Moodle) for more **detailed assessment information and guidance**.

7. Reading list

Hanfodol:

Austin, R. (2016) *Researching Primary Education*. London: Sage publications.

Bell, J. & Waters, S. (2018) *Doing your Research Project: A Guide for First-time Researchers*. 7th edition. London: Open University Press.

British Educational Research Guidelines (BERA, 2018).

<https://www.bera.ac.uk/researchers-resources/publications/ethical-guidelines-for-educational-research-2018>

Cohen, L., Manion, L. & Morrison, K. (2011) *Research Methods in Education*. 7th edition. London: Routledge. (available on Moodle) rme-edu-helpline-blogspot-com

Donaldson, G. (2015) *Successful Futures*. Cardiff: Welsh Government. Available at: <http://gov.wales/docs/dcells/publications/150225-successful-futures-en.pdf>

Pollard, A. (2014) *Reflective Teaching in School*. 3rd edition. London: Bloomsbury

Punch, K.F. (2009) *Introduction to Research Methods in Education*. London: Sage publications.

Thomas, G. (2017) *How to do your Research Project*. 3rd edition. London: Sage publications.

Welsh Government (2015) *Reflective Practice*. Cardiff: Welsh Government. (Copy available on Moodle)

Welsh Government (2015) *Effective use of data and research evidence*. Cardiff: Welsh Government. (Copy available on Moodle).

Recommended:

Coles, A. & McGrath, J. (2010) *Your Education Research Project Handbook*. Harlow: Pearson Education.

Dawson, C. (2009) *Introduction to Research Methods: practical guide for anyone undertaking a research project*. Oxford: How to Books Ltd.

Denscome, M. (2017) *The Good Research Guide: for small-scale social research projects*. 6TH edition. Oxford: Open University Press.

Lewis, I., & Munn, P. (2004) *So You Want to Do Research? A Guide for Teacher's on How to Formulate Research Questions*. Edinburgh: Scottish Council for Research in Education.

Palaiologou, I., Needham, D., & Male, T. (2016) *Doing Research in Education: Theory and Practice*. London: Sage Publications.

Sharp, J. (2012) *Success with your Education Research Project*. 2nd edition. London: Sage Publications.

Thomas, G. (2017) *How to do your Reaearch Project: A Guide for Students*. 3rd edition. London: SAGE.

Wilkinson, D. (2000) *The Researcher's Toolkit: the complete guide to practitioner research*. London: Routledge.

Journals

All education research journals are relevant for this module, e.g.

Educational Action Research

British Education Research Journal

Education 3-13: International Journal of Primary, Elementary and Early Years Education

Websites

BERA <https://www.bera.ac.uk/researchers-resources/publications/ethical-guidelines-for-educational-research-2018>

EWC <https://www.ewc.wales/site/index.php/en/policy-hub/practitioner-research/research-methods.cfm>

National Foundation for Educational Research (NFER)

<http://www.nfer.ac.uk/schools/developing-young-researchers/how-to-choose-your-research-methods.cfm>

HWB – Professional learning: Schools as Learning Organisations

<https://hwb.gov.wales/professional-development/schools-as-learning-organisations/>

APPENDIX 1

Ethics Statement

Overarching Principles:

- All research/activities carried out within the Athrofa, either as independent research or in preparation for specific assignments shall adhere to the University's Code of Practice for Research Ethics and Equal Opportunities and will be undertaken in accordance with the general guidelines provided here as well as BERA's most recent ethical guidelines which can be found at <http://www.bera.ac.uk/publications/guides.php>
- Principles underlining Ethics within Yr Athrofa:
That all work undertaken within or on behalf of APLP-Athrofa should be conducted with an ethical respect for:
 - The person
 - Accurate Knowledge
 - Democratic Values
 - Equal Opportunities
- Yr Athrofa recognises that the study and practice of all programmes within Yr Athrofa has an ethical dimension and provides the following guidelines for all written and placement activities carried out within the Yr Athrofa.
- As ITE we are aware that we have a wide diversity of roles and responsibilities and these include both staff and students. This ethics statement encompasses all staff, lecturers and research assistants; undergraduate students and post-graduate students. This statement also acknowledges the fact that students within ITE spend a significant amount of time on placement within school settings.

General Guidelines

1. Informed consent is to be sought in all cases along with notification to all participants that they have a right to withdraw from participation within student/lecturer/research assistant led research/activity.
2. Yr Athrofa requires that all student/lecturers/research assistants comply with relevant current legislation. Where work is undertaken with children, the Athrofa considers that the best interest of the child must be the primary consideration and

that the voice of the child should be heard. Yr Athrofa also considers that any child has a right to express their views and their consent and the consent of both the host school and the children's parents/guardians should be sought.

3. Yr Athrofa also considers that this should also apply to any work undertaken by student/lecturer/research assistants in contexts involving young people and vulnerable adults.
4. If a student/lecturer/research assistant of the ITE is unsure about moral or ethical issues arising either in, for example, working with/or researching vulnerable groups, the individual shall raise their concerns with the Director of ITE. The Director of ITE will make a judgment upon the matter or will seek advice from the Ethics Committee.
5. All students, before embarking on projects involving individuals or groups, will attend a guidance lecture prior to commencement of the project. This will reinforce the ethical issues associated with such research/activity.
6. No individual will be identified either by name, organisation or image within an assignment or research document without the prior written consent of the individual/organisation concerned.
7. The Data Protection Act also confers the right to all involved in research (student/lecturer/research assistant) to any personal data that is stored in relation to them.
8. All work carried out by the Athrofa is to support and develop the students' education and research/activity into education. The duty of care to an individual or group will always take precedence over the educational demands of any given assignment/project.
9. When publishing any work undertaken by student the name of the student should be cited first as the main author. Subsequently the name of lecturer(s) who supervised the work would follow.

PG2/ E1 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.

SECTION A: About You (Principal Researcher)

Full Name:			
Tick all boxes which apply:			
Member of staff:	☐	Student:	☐
		Honorary research fellow:	☐
Faculty/School/Centre:			
Campus:			
E-mail address:			
Contact Telephone Number:			
For students:			
Student Number:		Undergraduate	☐
Programme of Study:		Taught Postgraduate	☐
Director of Studies/Supervisor:		Research	☐

SECTION B: Approval for Research Activity

Has the research activity received approval in principle? (please check the Guidance Notes as to the appropriate approval process for different levels of research by different categories of individual)		YES	☐	NO	☐
					Date
If Yes, please indicate source of approval (and date where known):	Research Degrees Committee		☐		
	Faculty Research Committee		☐		
	Other (write in)		☐		

Approval in principle **must** be obtained from the relevant source prior to seeking ethical approval.

SECTION C: 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.	
	☐
	☐
	☐

SECTION D: External Collaborative Research Activity

Does the research activity involve collaborators outside of the University?	YES	☐	NO	☐
If Yes, please provide the name of the external organisation and name and contact details for the main contact person:				
Institution				
Contact person name				
Contact person e-mail address				

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

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

SECTION E: Details of Research Activity

Indicative title:	
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Proposed start date:		Proposed end date:	
Purpose of research activity (including aims and objectives) Outline the purpose, aims and objectives of the research activity, including key research questions. Show briefly how existing research has informed the proposed activity and explain what the research activity will add and how it addresses an area of importance. (Maximum 300 words)			
(this box should expand as you type)			
Proposed methods 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. (Maximum 600 words)			
(this box should expand as you type)			
Location of research activity Identify all locations where research activity will take place.			
(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 sensitivities or vulnerabilities of participants.			
(this box should expand as you type)			

SECTION F: Scope of Research Activity

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

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

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

SECTION G: Intended Participants

Who are the intended participants:	YES	NO
Students or staff at the University?	☐	☐
Adults (over the age of 18 and competent to give consent)?	☐	☐
Vulnerable adults?	☐	☐
Children under 18?	☐	☐
Prisoners?	☐	☐

Young offenders?	☐	☐
Those who could be considered to have a particularly dependent relationship with the investigator or a gatekeeper?	☐	☐
People engaged in illegal activities?	☐	☐
Others (please identify):	☐	☐

Participant numbers and source Provide an estimate of the expected number of participants. How will you identify participants and how will they be recruited? this box should expand as you type)
--

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

Information for participants:	YES	NO	N/A
Will participants be paid?	☐	☐	☐

(this box should expand as you type)
Adverse outcomes List measures put in place to limit any adverse effects or outcomes of research activity where appropriate. Include any emergency protocols.
(this box should expand as you type)

Disclosure and Barring Service			
If the research activity involves children or vulnerable adults, a Disclosure and Barring Service (DBS) certificate must be obtained before any contact with such participants.	YES	NO	N/A
Has a DBS certificate been obtained?	☐	☐	☐

SECTION I: Feedback, Consent and Confidentiality

Feedback What feedback will be provided to participants, how will this be done and when?
(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.
(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.
(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/>).

	YES	NO
Does the research activity involve personal data (as defined by the Data Protection Act)?	☐	☐
If YES, provide a description of the data and explain why this data needs to be collected:		
(this box should expand as you type)		
Does it involve sensitive personal data (as defined by the Data Protection Act)?	☐	☐
If YES, provide a description of the data and explain why this data needs to be collected:		
(this box should expand as you type)		
Will the research activity involve any of the following activities:	YES	NO
Electronic transfer of data in any form?	☐	☐
Sharing of data with others at the University?	☐	☐
Sharing of data with other organisations?	☐	☐
Export of data outside the European Union or importing of data from outside the UK?	☐	☐
Use of personal addresses, postcodes, faxes, emails or telephone numbers?	☐	☐
Publication of data that might allow identification of individuals?	☐	☐
Use of data management system?	☐	☐
Data archiving?	☐	☐
If YES to any question, please provide full details, explaining how this will be conducted in accordance with the Data Protection Act (and/or any international equivalent):		
(this box should expand as you type)		

Will the research activity involve storing personal data on one of the following:	YES	NO
Manual files (i.e. in paper form)?	☐	☐
University computers?	☐	☐
Private company computers?	☐	☐
Home or other personal computers?	☐	☐
Laptop computers/ CDs/ Portable disk-drives/ memory sticks?	☐	☐
“Cloud” storage or websites?	☐	☐
Other – specify:	☐	☐
For all stored data, explain the measures in place to ensure data confidentiality, including details of password protection, encryption and anonymisation:		
(this box should expand as you type)		
List all who will have access to the data generated by the research activity:		
(this box should expand as you type)		
List who will have control of, and act as custodian(s) for, data generated by the research activity:		
(this box should expand as you type)		
Give details of data storage arrangements, including where data will be stored, how long for, and in what form. Will data be archived – if so how and if not why not.		
(this box should expand as you type)		

SECTION K: Declaration

The information which I have provided is correct and complete to the best of my knowledge. I have attempted to identify any risks and issues related to the research activity and acknowledge my obligations and the rights of the participants.

In submitting this application I hereby confirm that I undertake to ensure that the above named research activity will meet the University's [Research Ethics and Integrity Code of Practice](#)

Signature of applicant:

Date:

For students:

Director of Studies/Supervisor:	
Signature:	
Date:	

For staff:

Head of School/Assistant Dean:	
Signature:	
Date:	

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

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

RESEARCH STUDENTS AND STAFF ONLY

All communications relating to this application during its processing must be in writing and emailed to

pgresearch@uwtsd.ac.uk , with the title 'Ethical Approval' followed by your name.

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

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

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

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

Application Process

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

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

Notes for guidance in completion of this form

Section A: About You

Please complete all relevant sections

Section B: Approval for research activity

Research proposals must be approved in principle before applying for Ethical Approval. The proposal approval only becomes final when the ethical approval is received.

The process for proposal approval varies according the individual and programme of study:

- Research students, by application on form PG1 to the Research Degrees Committee
- Taught students by review of research proposal within Faculties (Faculties provide specific details of these processes)
- Staff, by agreement by the Head of School/Assistant Dean

Section C: External Ethical Guidance materials

Many discipline areas are required to operate with the discipline specific codes of research ethics (for example health, psychology, education etc.), any such codes must be listed and you must tick to confirm that you have consulted with these.

Section D: External Collaborative Research Activity

Provide details of the external collaborative partners, where appropriate you might want to submit a copy of the external collaboration agreement with the Ethical Approval Form. If the partner requires the research to be subject to its own internal Ethical approval process then please provide details of that process and a copy of any final (or interim) approvals received from the organisation.

Section E: Details of Research Activity

Remember that the individuals reviewing this Ethical Approval Form may not have seen your research proposal, and also may not be experts in the specific area of your research. The information provided should therefore be jargon free and clearly stated.

Indicative Title: please use the same title as used on the research proposal.

Purpose: the Ethical approval process will want to ensure that the methods you propose are adequate and appropriate to address the research aims and objectives. Excessive additional data collection can be seen as unethical.

Proposed Methods: the Ethical approval process seeks to ensure that you understand the methods that are intended, and that the implementation of those methods will be appropriate and without unnecessary impact on respondents. Please be specific.

Location: this needs to mention geographical location and also local situation (for example, within Local Authority Offices in Cardiff, using a private room but close to other individuals). If you are collecting data within an organisational setting then you need to explain the permissions that you have obtained to do this.

Research Activity outside of the UK: please complete this section in detail, and note any guidance you have received. Also describe your own familiarity (or not) with the location that you will be utilising.

Section F: Scope of Research Activity

Please tick ALL of the research activities that might be undertaken. If any additional types of activity are intended then please add an extra box and describe these.

If you have answered no to all questions in F then sections G and J do not need to be completed. Section H should be considered, and may be completed. Signatures are still required in section K.

Section G: Intended Participants

Please tick all categories that might apply.

Numbers & Source: if you are using a series of different methods or research activities please list numbers for each stage/phase. Be clear about how you will find respondents. Will you use intermediaries, and if so how? How will you ensure compliance with your sampling strategy?

Information for participants: all participants should be appropriately informed about the research, what is expected of them and what will happen to the information that they provide. The Ethical review process does not ask to see this documentation, but requires this to be reviewed and approved by the Director of Studies in the case of research students, the supervisor/module tutor in relation to students on taught programmes and the Head of School/Assistant Dean in relation to staff research.

Section H: Anticipate Risks

All research carries some level of risk. The answers you provide to questions in this section will be reviewed to ensure that you have an appropriate understanding of the type of risks involved and how you can mitigate against these risks.

Risk to participants Think very carefully about how your actions/questions/discussions might affect the people you are involving as participants. You might identify the risk as small but it would still be a risk. Many types of question have the potential to make respondents less content with their life / job; you need to recognise and try to ameliorate any such effects

If these are business owners, time with you may reduce profit.

In some locations physical risk is very real to both participants and yourself, please consider this.

Risk to you, the researcher Think about where you will meet people, if there are any dangers involved in the location. If you are meeting people as individuals think about using a public place. In general do not visit people in their own homes or remote locations. If you are talking to individuals about certain issues think about how their responses might affect you emotionally. What about the risk of collecting insufficient data?

Risk to the University When undertaking your research, you are acting as a member of the University (student or staff). Professionalism is important, so it is important to be well organised and well prepared. Punctuality, clarity etc. are all part of this. What will you do to ensure this? You must ensure you do not harm the good name of the University in any way and do nothing to undermine the reputation of the research it conducts and sponsors. Upholding high standards of conduct and integrity are vital in this regard. You must also conduct the research in such a way to minimise the potential for claims of negligence made against the University, its researchers and any collaborating individual or organisation. In this respect you should always comply with ethical, legal and professional frameworks, obligations and standards as required by statutory and regulatory authorities, as well as the university's Research Integrity and Ethics Code of Practice. Research misconduct in this respect can take many forms, including:

- fabrication: making up results or other outputs (eg, artefacts) and presenting them as if they were real
- falsification: manipulating research processes or changing or omitting data without good cause
- plagiarism: using other people's material without giving proper credit
- failure to meet ethical, legal and professional obligations: for example failure to declare competing interests; misrepresentation of involvement or authorship; misrepresentation of interests; breach of confidentiality; lack of informed consent; misuse of personal data; and abuse of research subjects or material
- improper dealing with allegations of misconduct: failing to address possible infringements such as attempts to cover up misconduct and reprisals against whistle-blowers

Adverse Outcomes. Think carefully about the possibilities, and cover here

Section I: Feedback, Consent and Confidentiality

Feedback to participants: outline your approach. Will interview transcripts be shared with respondents to check accuracy? Will summaries of questionnaire analysis be made available to respondents in some way? Will an overview report be provided? How and when?

Informed consent: Draft letter / e-mail / or heading (or footer) section of questionnaire must be approved by DoS/supervisor (if research student), supervisor/module tutor if taught student, or Head of School / Assistant Dean if a member of staff.

Confidentiality/Anonymity. Explain clearly how you will ensure confidentiality and anonymity.

Section J: Data Protection and Storage

Before completing this section it is necessary to read the University's Research Data Management information. The questions that follow are designed to ensure compliance with the Data Protection Act as well as established research protocols.

Many research activities will involve electronic transfer of data and use of data management systems in the summarisation and analysis of data. You will need to explain these in relation to compliance with the Data Protection Act.

Think carefully about who will have access to your data, this will include supervisors and examiners. Also that a thesis will be made available via the University library and the British Library system. If you are seeking an access bar for a period of time after completion then mention it here. If you will provide a copy of your findings, or intend to give a presentation, to a facilitating/supporting/accessing organisation then explain that in this section. But also think about the general principle of data sharing, as explained in the Research Data Management information.

In terms of storage of data please ensure security, and also mitigate against loss of data.

Section K: Declaration

Ensure the appropriate countersignatures have been provided

Look carefully at the checklist and ensure that you comply with and tick all that are relevant to your research.

APPENDIX 2



Consent form for taking photographs and filming while working with children

For the purpose of teacher training only, I agree to allowing:

as a representative of Initial Teacher Education – Yr Athrofa (University of Wales Trinity Saint David), to:

Take photographs

Take video

Tape-record (Tick accordingly)

(Tick accordingly)

Parental consent:

Child consent:

Name of headteacher:

Signed by:

Name of school:

Date:

Note for student

You should always seek the Headteacher's consent before taking photographs or filming children.

As a student of University of Wales Trinity Saint David, Carmarthen, I agree that I will only use the material for the purpose of teacher training. In so doing I will be adhere to the professional code of conduct expected of teachers. Aside from course tutors, I will not pass on the material to a third party.

Signed by student:

Date:

[If applicable]

I am happy for the university to film myself and use the material for training purposes:

Name of student:

Signed by:

Telephone contact:

APPENDIX 3

RESEARCH PROJECT CHECKLIST Name: _____

The topic relates to an aspect of professional interest in primary education that is important to you; is researchable and answerable, and enables you to make a new and original contribution to the existing research.	
The chosen topic has the potential to improve an aspect of your own and/or other people's classroom practice.	
The title page contains the project title, your name/student number, the qualification for which the research project is submitted, the name of the university (University of Wales, Trinity Saint David), the name of the supervisor, and the date (month and year only).	
The Acknowledgements recognise the people who have helped either in the research or writing up of the research project.	
The Frontispiece contains a statement that the work contained in the research project is all your own except where reference is made to other work.	
The page numbers in the Table of Contents are accurate.	
The Introduction outlines your research project's aim and objectives , the background of your study and why it is important.	
Your Literature Review shows that you are aware of the work of key authors, recent research in, and current thought about your chosen area and provides a strong discussion of what the literature reveals about the topic.	
The tutor has approved the chapter headings and content of the research project.	
The Primary Research explains how you gathered evidence to answer your research question, explains what the evidence has shown; makes appropriate links with the literature review.	
The Conclusion draws sensible conclusions based on evidence and findings and explores the wider implications of the study.	
The Appendices include any relevant additional material that would complicate the main text if included there.	
The references have been completed in accordance with the University Reference Guidance (Harvard)	
The work avoids making sweeping statements. All claims are supported by evidence.	
The work has been edited and proof read before submission.	
The work has been written in an appropriate academic style.	
The work has been referenced in accordance with the University's guidelines.	
The research project adheres to the University's Ethics Statement .	
The research project has been presented in the School House Style outlined in the module handbook.	
The work is approximately 6,000 words long (excluding the Appendices, the textboxes and the references.) (A 10% allowance under or above this figure will be permitted.)	

APPENDIX 4: Cytundeb Tiwtor-Myfyriwr *Tutor-Student Agreement*



Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David

Yr Athrofa
Institute of Education
Addysg i Gymru Education for Wales

ECAD6003/ECAD6003C

Cytundeb Tiwtor-Myfyriwr *Tutor-Student Agreement*

Myfyriwr <i>Student</i>	Grŵp <i>Group</i>	Rhif <i>Number</i>
Cwestiwn/maes ymchwil a awgrymir <i>Suggested research question/area of research</i>		
Cwestiwn/maes ymchwil a gytunwyd <i>Agreed research question/area of research</i>		
Teitl y prosiect ymchwil <i>Research project title</i>		
Tiwtor <i>Tutor</i>		
Cytundeb cyfarfodydd <i>Meetings arrangement</i>		
Dyddiad a lleoliad y cyfarfod <i>Date and place of meeting</i>	Unigol <i>Individual</i>	Grŵp <i>Group</i>
		Wedi mynychu <i>Attended</i>
		Tiwtor <i>tutor</i>
		Myfyriwr <i>Student</i>
Sylwadau <i>Comments</i>		

