

APPLICATION FOR ETHICAL APPROVAL

RESEARCH STUDENTS

This form is to be completed by the student within **SIX** months for full-time students and **TWELVE** months for part time students, after the commencement of the research degree or following progression to Part Two of your course.

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

This document is also available in Welsh.

RESEARCH STAFF ONLY

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

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

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

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

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

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

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

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

SECTION A: About You (Principal Researcher)

1	Full Name:	Caitlin Lucy Ridgway			
2	Tick all boxes that apply:	Member of staff:	☐	Honorary research fellow:	☐
	Undergraduate Student	☒	Taught Postgraduate Student	☐	Postgraduate Research Student
3	Institute/Academic Discipline/Centre:	Psychology and Counselling			
4	Campus:	Swansea SA1			
5	E-mail address:	2004822@student.uwtsd.ac.uk			
6	Contact Telephone Number:				
For students:					

7	Student Number:	2004822
8	Programme of Study:	BSc Psychology and Counselling
9	Director of Studies/Supervisor:	Dr Kate Williams

SECTION B: Approval for Research Activity

1	Has the research activity received approval in principle? (please check the Guidance Notes as to the appropriate approval process for different levels of research by different categories of individual)	YES	☒	NO	☐
					Date
2	If Yes, please indicate source of approval (and date where known): Approval in principle must be obtained from the relevant source prior to seeking ethical approval	Research Degrees Committee	☐		
		Institute Research Committee	☐		
		Other (write in) - Dr Kate Williams	☒	16.08.2023	

SECTION C: Internal and External Ethical Guidance Materials

	Please list the core ethical guidance documents that have been referred to during the completion of this form (including any discipline-specific codes of research ethics, location-specific codes of research ethics, and also any specific ethical guidance relating to the proposed methodology). Please tick to confirm that your research proposal adheres to these codes and guidelines. You may add rows to this table if needed.				
1	UWTSD Research Ethics & Integrity Code of Practice				☒
2	UWTSD Research Data Management Policy				☒
3	<i>BPS Ethic Code of Human Research 2021</i> <i>BPS Code of Ethics and Conduct 2021</i> <i>BPS Internet-Mediated Research Ethics 2021</i>				☒

SECTION D: External Collaborative Research Activity

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

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

8	Is the research being undertaken within an existing UWTSD Athrofa Professional Learning Partnership (APLP)?	If YES then the permission question below does not need to be answered.	YES	☐	NO	☐
9	Has permission to undertake the research has been provided by the partner organisation?	(If YES attach copy) If NO the application cannot continue	YES	☐	NO	☐

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

10	Does this organisation have its own ethics approval system?	YES	☐	NO	☐
	If Yes, please attach a copy of any final approval (or interim approval) from the organisation (this may be a copy of an email if appropriate).				

SECTION E: Details of Research Activity

1	Indicative title:	<i>Allocation of attention to assessment feedback measured via an attention questionnaire</i>		
2	Proposed start date:	November 2023	Proposed end date:	May 2024
	Introduction to the Research (maximum 300 words per section) Ensure that you write for a <u>Non-Specialist Audience</u> when outlining your response to the points below: <i>Purpose of Research Activity</i> <i>Proposed Research Question</i> <i>Aims of Research Activity</i> <i>Objectives of Research Activity</i> Demonstrate, briefly, how <u>Existing Research</u> has informed the proposed activity and explain <i>What the research activity will add to the body of knowledge</i> <i>How it addresses an area of importance.</i>			
3	Purpose of Research Activity - The purpose of this research study is to measure attention control and assessment experiences. - More specifically, the purpose is to investigate whether having increased attention control leads to better assessment experiences, in education settings. (this box should expand as you type)			
4	Research Question Does having increased attentional control link to better assessment experiences, in educational <u>settings</u>.			
5	Aims of Research Activity - The aim is to ask participants to complete two separate questionnaires. The first questionnaire being an attentional control scale. and the second questionnaire being their personal assessment experiences. - The aim of the study is to research theories of attention and link the finding of attentional control and assessment experiences in education.			

	(this box should expand as you type)
6	Objectives of Research Activity - Collecting data on the research topic. - Completion of both questionnaires of attention control and assessment experience. - The comparison of data to assess whether attentional control links to assessment experiences. - The link to theories and previous empirical research of attention
	Proposed methods (maximum 600 words) Provide a brief summary of all the methods that may be used in the research activity, making it clear what specific techniques may be used. If methods other than those listed in this section are deemed appropriate later, additional ethical approval for those methods will be needed. You do not need to justify the methods here but should instead describe how you intend to collect the data necessary for you to complete your project.
7	- Once participants have signed up for the study via EMS, they will be guided to the study on Qualtrics. They will then be required to read the provided information sheet. This information sheet will provide them with all the information regarding research topic such as why and what they're data will be used for. - Once they have read the information sheet, they will be presented with a consent sheet. Participants are then able to confirm their participation in the study or withdraw themselves before beginning the study. The participant will tick a confirmation box to continue with the study. - The information sheet and consent form will be made available to download and will provide the researcher and supervisors contact details. - The first questionnaire will then be presented to the participant. This questionnaire is the Derryberry, Reed (2002) Attentional Control Scale. This is a 20-item questionnaire, using a 1-4 Likert scale. This questionnaire presents statements based on the participants attention, where they can answer based on their personal opinion. - Once the first questionnaire of attention control is completed, the participant will then move onto the second presented questionnaire. This questionnaire is the Gibbs and Simpson (2003) Measuring the Response of Students to Assessment, The Assessment Experience Questionnaire. - This questionnaire involves a 6 sectioned questionnaire. Each sub section is a different topic within assessment experiences each having 6 questions. These are answered using the Likert scale where the participant can answer based on their personal experiences. - Once both questionnaires are completed, the participant will be presented with a debrief form, this includes contact information of the researcher and supervisor, which will also be available to download. - The data will then be securely stored in password protected Qualtrics, and anonymously stored in university one drive password protected file. (this box should expand as you type)
	Location of research activity Identify all locations where research activity will take place.
8	The location of this study is online. Students can access this study at any location with a device that is able to access Qualtrics to complete the study.
	Research activity outside of the UK If research activity will take place overseas, you are responsible for ensuring that local ethical considerations are complied with and that the relevant permissions are sought. Specify any local

	guidelines (e.g. from local professional associations/learned societies/universities) that exist and whether these involve any ethical stipulations beyond those usual in the UK (provide details of any licenses or permissions required). Also specify whether there are any specific ethical issues raised by the local context in which the research activity is taking place, for example, particular cultural and/or legal sensitivities or vulnerabilities of participants. If you live in the country where you will do the research, then please state this.
9	(this box should expand as you type)

10	Use of documentation not in the public domain: Are any documents NOT publicly available?	NO	☒
		YES	☐
11	If Yes, please provide details here of how you will gain access to specific documentation that is not in the public domain and that this is in accordance with the current data protection law of the country in question and that of England and Wales. (this box should expand as you type)		

	Does your research relate to one or more of the seven aims of the Well-being of Future Generations (Wales) Act 2015?	YES	NO
12	A prosperous Wales	☒	☐
13	A resilient Wales	☒	☐
14	A healthier Wales	☐	☒
15	A more equal Wales	☒	☐
16	A Wales of cohesive communities	☐	☒
17	A Wales of vibrant culture and thriving Welsh language	☐	☒
18	A globally responsible Wales	☐	☒
19	If YES to any of the above, please give details:		
	This questionnaire is about the differences in attention within different people and the challenges that may come with these difficulties, with the aim of understanding prosperity, resilience and equality when considering different experiences people have with assessments and their own attention. (this box should expand as you type)		

SECTION F: Scope of Research Activity

	Will the research activity include:	YES	NO
1	Use of a questionnaire or similar research instrument?	☒	☐
2	Use of interviews?	☐	☒
3	Use of focus groups?	☐	☒
4	Use of participant diaries?	☐	☒
5	Use of video or audio recording?	☐	☒
6	Use of computer-generated log files?	☐	☒

7	Participant observation with their knowledge?	☐	☒
8	Participant observation without their knowledge?	☐	☒
9	Access to personal or confidential information without the participants' specific consent?	☐	☒
10	Administration of any questions, test stimuli, presentation that may be experienced as physically, mentally or emotionally harmful / offensive?	☐	☒
11	Performance of any acts which may cause embarrassment or affect self-esteem?	☐	☒
12	Investigation of participants involved in illegal activities?	☐	☒
13	Use of procedures that involve deception?	☐	☒
14	Administration of any substance, agent or placebo?	☐	☒
15	Working with live vertebrate animals?	☐	☒
16	Procedures that may have a negative impact on the environment?	☐	☒
17	Other primary data collection methods. Please indicate the type of data collection method(s) below.		
	Details of any other primary data collection method: (this box should expand as you type)	☐	☒

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

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

SECTION G: Intended Participants

If there are no participants then do not complete this section, but go directly to section H.

	Who are the intended participants:	YES	NO
1	Students or staff at the University?	☒	☐
2	Adults (over the age of 18 and competent to give consent)?	☒	☐
3	Vulnerable adults?	☐	☒
4	Children and Young People under the age of 18? (Consent from Parent, Carer or Guardian will be required)	☐	☒
5	Prisoners?	☐	☒
6	Young offenders?	☐	☒
7	Those who could be considered to have a particularly dependent relationship with the investigator or a gatekeeper?	☐	☒
8	People engaged in illegal activities?	☐	☒
9	Others. Please indicate the participants below, and specifically any group who may be unable to give consent.		
	Details of any other participant groups: (this box should expand as you type)	☐	☒

	Participant numbers and source Provide an estimate of the expected number of participants. How will you identify participants and how will they be recruited?	
10	How many participants are expected?	The aim of this study is to capture up to 100 participants. However, as this is a within subject design, the minimum number of participants is 30.
11	Who will the participants be?	Participants will be undergraduate and post graduate students, studying one of the Psychology related degree courses at UWTSD.
12	How will you identify the participants?	All undergraduate participants will be recruited via the psychology department experiment management system on a voluntary basis, in exchange for course credits. Otherwise, purely voluntarily by post graduate students. For undergraduate students signing up via the EMS, they will be identified via their unique EMS ID. A different unique study ID code will then be assigned to their data.

	Information for participants:	YES	NO	N/A
13	Will you describe the main research procedures to participants in advance, so that they are informed about what to expect?	☒	☐	☐
14	Will you tell participants that their participation is voluntary?	☒	☐	☐
15	Will you obtain written consent for participation?	☐	☒	☐
16	Will you explain to participants that refusal to participate in the research will not affect their treatment or education (if relevant)?	☒	☐	☐
17	If the research is observational, will you ask participants for their consent to being observed?	☐	☐	☒
18	Will you tell participants that they may withdraw from the research at any time and for any reason?	☒	☐	☐
19	With questionnaires, will you give participants the option of omitting questions they do not want to answer?	☒	☐	☐
20	Will you tell participants that their data will be treated with full confidentiality and that, if published, it will not be identifiable as theirs?	☒	☐	☐
21	Will you debrief participants at the end of their participation, in a way appropriate to the type of research undertaken?	☒	☐	☐
22	If NO to any of above questions, please give an explanation			
	Written consent will not be obtained, due to the study being online rather than in person. Instead there will be a tick box to confirm consent.			

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

(this box should expand as you type)

SECTION H: Anticipated Risks

Outline any anticipated risks that may adversely affect any of the participants, the researchers and/or the University, and the steps that will be taken to address them. If you have completed a full risk assessment (for example as required by a laboratory, or external research collaborator) you may append that to this form.					
1	Full risk assessment completed and appended? <table border="1"> <tr> <td>Yes</td> <td>☐</td> </tr> <tr> <td>No</td> <td>☒</td> </tr> </table>	Yes	☐	No	☒
Yes	☐				
No	☒				
2	Risks to participants For example: sector-specific health & safety, emotional distress, financial disclosure, physical harm, transfer of personal data, sensitive organisational information <table border="1"> <tr> <td> Risk to participants: - As the study is online, there are risks that the researcher and participant are not face to face. - Participants data - Participants may be concerned with completing a questionnaire on their attention if they feel this is poor or have concerns completing a questionnaire on their assessment experiences if these have been previously negative. </td> <td> <i>How you will mitigate the risk to participants:</i> Following BPS internet mediated research guidelines, to mitigate this risk, every document will be downloadable to the participants. My university email address, and the supervisors email address will be provided to every participant, so they are able to contact me or the supervisor with any questions or issues. <i>In line with BPS and UWTSD data handling procedures, to mitigate this risk, all data will be collected anonymously. Once the data has been collected it will be stored confidentiality, on a university one drive password protected account. No names will be collected and data will only be identified by a unique study ID.</i> <i>In line with BPS research ethics, to mitigate this risk, the EMS advert and information sheet will be clear as to the purpose of the study, what will be expected, and the types of questions to be completed. Therefore, participants can make an informed decision as to whether to take part. They will also be able to leave questions blank and/or withdraw from the study entirely at any point before submitting their data. They will also receive a debrief outlining the purpose of the study, and the researcher and supervisor contact details for any further queries or support.</i> </td> </tr> </table>	Risk to participants: - As the study is online, there are risks that the researcher and participant are not face to face. - Participants data - Participants may be concerned with completing a questionnaire on their attention if they feel this is poor or have concerns completing a questionnaire on their assessment experiences if these have been previously negative.	<i>How you will mitigate the risk to participants:</i> Following BPS internet mediated research guidelines, to mitigate this risk, every document will be downloadable to the participants. My university email address, and the supervisors email address will be provided to every participant, so they are able to contact me or the supervisor with any questions or issues. <i>In line with BPS and UWTSD data handling procedures, to mitigate this risk, all data will be collected anonymously. Once the data has been collected it will be stored confidentiality, on a university one drive password protected account. No names will be collected and data will only be identified by a unique study ID.</i> <i>In line with BPS research ethics, to mitigate this risk, the EMS advert and information sheet will be clear as to the purpose of the study, what will be expected, and the types of questions to be completed. Therefore, participants can make an informed decision as to whether to take part. They will also be able to leave questions blank and/or withdraw from the study entirely at any point before submitting their data. They will also receive a debrief outlining the purpose of the study, and the researcher and supervisor contact details for any further queries or support.</i>		
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3	If research activity may include sensitive, embarrassing or upsetting topics (e.g. sexual activity, drug use) or issues likely to disclose information requiring further action (e.g. criminal activity), give details of the procedures to deal with these issues, including any support/advice (e.g. helpline numbers) to be offered to participants. Note that where applicable, consent procedures should make it clear that if something potentially or actually illegal is discovered in the course of a project, it may need to be disclosed to the proper authorities N/A				
4	Risks to the investigator For example: personal health & safety, physical harm, emotional distress, risk of accusation of harm/impropriety, conflict of interest <table border="1"> <tr> <td> Risk to the investigator: Unwanted or unpleasant emails </td> <td> <i>How you will mitigate the risk to the investigator:</i> To mitigate this issue, as the researcher I will only provide my university email address rather </td> </tr> </table>	Risk to the investigator: Unwanted or unpleasant emails	<i>How you will mitigate the risk to the investigator:</i> To mitigate this issue, as the researcher I will only provide my university email address rather		
Risk to the investigator: Unwanted or unpleasant emails	<i>How you will mitigate the risk to the investigator:</i> To mitigate this issue, as the researcher I will only provide my university email address rather				

	Risk of accusation or harm	than a private email address or phone number. If unwanted or unpleasant emails are made, I will immediately forward the email to my supervisor and report the incident. To mitigate this issue, as the researcher I will report any issues of accusation or harm to my supervisor and report the issue to the appropriate staff. Also, consistently following the BPS code of human conduct (2021). While holding a professional manner, by providing them their rights, sufficient information to the participant such as information in the debrief and the right of withdrawal.
5	University/institutional risks For example: adverse publicity, financial loss, data protection	
	Risk to the University: Reputation and integrity if the ethical guidelines are not followed correctly. Leaked data/Data Protection	<i>How you will mitigate the risk to the University:</i> To mitigate this issue as the researcher I would uphold a professional manner by following all the BPS codes of conduct. To mitigate this issue by following all code of a conduct. Making sure data is collected correctly and each participants data is kept anonymously stored. Storing data correctly and confidentiality, in university one drive password protected account.
6	Environmental risks For example: accidental spillage of pollutants, damage to local ecosystems	
	Risk to the environment: This is an online study therefore creating no risk to the environment.	<i>How you will mitigate the risk to environment:</i> N/A

Disclosure and Barring Service				
	If the research activity involves children or vulnerable adults, a Disclosure and Barring Service (DBS) certificate must be obtained before any contact with such participants.	YES	NO	N/A
7	Does your research require you to hold a current DBS Certificate?	☐	☐	☒
8	If YES, please give the certificate number. If the certificate number is not available, please write "Pending"; in this case any ethical approval will be subject to providing the appropriate certificate number.			

SECTION I: Feedback, Consent and Confidentiality

1	Feedback What de-briefing and feedback will be provided to participants, how will this be done and when?
	Once the participant has completed the study, they will be presented with a downloadable debrief form. This will contain information as to the purpose of the study and the contact details of the researcher and supervisor. It will also remind participants that if they do not wish their data to be included in the study then they should not click the submit button as after this point it is not possible for them to withdraw their information, as it is stored anonymously and it is not possible to find the participants specific answers. The debrief also includes what the participants data will be used for, the purpose of the study, and how it will be appropriately stored.
2	Informed consent Describe the arrangements to inform potential participants, before providing consent, of what is involved in participating. Describe the arrangements for participants to provide full consent before

	data collection begins. If gaining consent in this way is inappropriate, explain how consent will be obtained and recorded in accordance with prevailing data protection legislation.
	Participants will first see the advert for the study on the EMS. Before participants consent to being a part of the study, the individual will be presented with a downloadable version of an information sheet, to read through. The information sheet covers the details of the study, such as what is involved, what is expecting from the participants, data collection and the purpose of the study, as well as the contact details of the researcher and supervisor should they have any questions before commencing. Once the participant has read this information, they will be presented with a consent form reiterating the key points from the information and will be asked to provide consent by ticking a consent box to confirm their consent. <i>(this box should expand as you type)</i>
3	Confidentiality / Anonymity Set out how anonymity of participants and confidentiality will be ensured in any outputs. If anonymity is not being offered, explain why this is the case.
	• Participants can only sign-up to the study via their unique EMS ID. • All raw data will be anonymous with a different study ID code assigned to the data. The EMS code will not be linked to the participants data. • The data will be kept in a password protected file on a university One Drive account, which is only accessed through myself. • Participants names will not be collected at all, allowing it to be completely anonymous going into the study. • The researcher will keep data confidential and not disclose data or use the data for any other purpose other than the study. <i>(this box should expand as you type)</i>

SECTION J: Data Protection and Storage

	Does the research activity involve personal data (as defined by the General Data Protection Regulation 2016 "GDPR" and the Data Protection Act 2018 "DPA")?	YES	NO
1	"Personal data" means any information relating to an identified or identifiable natural person ('data subject'). An identifiable natural person is one who can be identified, directly or indirectly, in particular by reference to an identifier such as a name, an identification number, location data, an online identifier or to one or more factors specific to the physical, physiological, genetic, mental, economic, cultural or social identity of that natural person. Any video or audio recordings of participants is considered to be personal data.	x	☐
	If YES, provide a description of the data and explain why this data needs to be collected:		
2	This study will collect demographics data of age and gender. However, these will not be linked to any names or other identifiable information. The purposes of collecting age and gender is for descriptive statistics, which form standard reporting measures in psychology. These will be aggregated for any reports or outputs. <i>(this box should expand as you type)</i>		
	Does it involve special category data (as defined by the GDPR)?	YES	NO
3	"Special category data" means sensitive personal data consisting of information as to the data subjects' – (a) racial or ethnic origin, (b) political opinions, (c) religious beliefs or other beliefs of a similar nature, (d) membership of a trade union (within the meaning of the Trade Union and Labour Relations (Consolidation) Act 1992), (e) physical or mental health or condition, (f) sexual life, (g) genetics, (h) biometric data (as used for ID purposes),	☐	x

	If YES, provide a description of the special category data and explain why this data needs to be collected:
4	NA <i>(this box should expand as you type)</i>

	Will data from the research activity (collected data, drafts of the thesis, or materials for publication) be stored in any of the following ways?	YES	NO
5	Manual files (i.e. in paper form)?	☐	☒
6	University computers?	☒	☐
7	Private company computers?	☐	☒
8	Home or other personal computers?	☐	☒
9	Laptop computers/ CDs/ Portable disk-drives/ memory sticks?	☐	☒
10	"Cloud" storage or websites?	☒	☐
11	Other – specify:	☐	☒
12	For all stored data, explain the measures in place to ensure the security of the data collected, data confidentiality, including details of backup procedures, password protection, encryption, anonymisation and pseudonymisation:		
	- Keeping all raw data in an electronic format. The Qualtrics data will be collected through a university account only. This is protected by a password encryption only known to me. - Qualtrics data will be downloaded anonymously. Once downloaded it will be kept in a password protected file, on university one drive storage. <i>(this box should expand as you type)</i>		

Data Protection			
	Will the research activity involve any of the following activities:	YES	NO
13	Electronic transfer of data in any form?	☒	☐
14	Sharing of data with others at the University outside of the immediate research team?	☐	☐
15	Sharing of data with other organisations?	☐	☐
16	Export of data outside the UK or importing of data from outside the UK?	☐	☐
17	Use of personal addresses, postcodes, faxes, emails or telephone numbers?	☐	☐
18	Publication of data that might allow identification of individuals?	☐	☐
19	Use of data management system?	☐	☐
20	Data archiving?	☐	☐
21	If YES to any question, please provide full details, explaining how this will be conducted in accordance with the GDPR and Data Protection Act (2018) (and any international equivalents, where appropriate):		
	Data is collected in university account password protected Qualtrics account, downloaded anonymously and stored in university password protected one drive account. <i>(this box should expand as you type)</i>		

22	List all who will have access to the data generated by the research activity:		
	• Researcher • Supervisor • External Examiner <i>(this box should expand as you type)</i>		
23	List who will have control of, and act as custodian(s) for, data generated by the research activity:		
	• Researcher • <i>(this box should expand as you type)</i>		
24	Give details of data storage arrangements, including security measures in place to protect the data, where data will be stored, how long for, and in what form. Will data be archived – if so how and if not why not.		
	• Data will be stored anonymously, in a password protected one drive file on a university account. This will be from Qualtrics to the one drive file. • This will be stored until report has been confirmed by the examiner. • Once the report has been confirmed, all of the collected and stored data will be deleted from Qualtrics and the one drive file on the researcher's university account. <i>(this box should expand as you type)</i>		
25	Please indicate if your data will be stored in the UWTSD Research Data Repository (see https://researchdata.uwtsd.ac.uk/). If so please explain. <i>(Most relevant to academic staff)</i>		
	NA <i>(this box should expand as you type)</i>		
26	Confirm that you have read the UWTSD guidance on data management (see https://www.uwtsd.ac.uk/library/research-data-management/)	YES	☒
27	Confirm that you are aware that you need to keep all data until after your research has completed or the end of your funding	YES	☒

SECTION K: Declaration

	The information which I have provided is correct and complete to the best of my knowledge. I have attempted to identify any risks and issues related to the research activity and acknowledge my obligations and the rights of the participants. In submitting this application I hereby confirm that I undertake to ensure that the above named research activity will meet the University's Research Ethics and Integrity Code of Practice which is published on the website: https://www.uwtsd.ac.uk/research/research-ethics/		
1	Signature of applicant:	CR	Date: 17/10/23

For STUDENT Submissions:

2	Director of Studies/Supervisor:	Dr Kate Williams	Date: 13.11.2023
3	Signature:	<i>K. E. Williams</i>	

For STAFF Submissions:

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

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

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

RESEARCH STUDENTS ONLY

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

RESEARCH STAFF ONLY

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

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

Appendix:

Centre for Psychology and Counselling
SA1 Campus

Swansea



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

Study Information Sheet

This document contains essential information about this study and outlines the expectations for your role as the participant.

Please, thoroughly review this information before continuing forward and providing consent to take part in the study.

The purpose of this study is to explore the link between an individual's self-report attentional control and their self-report experience with educational assessments.

During this study you will be required to do the following:

- Fill out an online demographic questionnaire asking for your age and gender.
- Complete an Attention Control Scale questionnaire. This will be a 20-item questionnaire, using a Likert scale. This questionnaire presents statements based on your attention, where you can answer based on your opinion.
- Complete an Assessment Experience Questionnaire. This will involve 6 sections. Each sub section focuses on a different topic within assessment experiences, each having 6 questions. These are answered using a Likert scale of your personal experiences.

A repeat of the specific instructions for each questionnaire will be provided at the beginning of each questionnaire.

At the end of the study, you will be provided with the study debrief, which can be downloaded and will include the contact details of the researcher and supervisor.

However, if you have any questions or concerns before starting the study, please contact the researcher – Caitlin Ridgeway: 2004822@student.uwtsd.ac.uk, or the supervisor Dr Kate Williams on Kate.williams@uwtsd.ac.uk.

If you wish to discontinue your participation in the study, you have the option to withdraw at any point during the study by closing your browser. At the end of the study, you will be asked whether you want to submit your data. If you submit your data, it will not be possible to withdraw your data as it will be anonymous.

If you do not feel you would be comfortable completing questions about your attention or experiences with assessments, you are advised not to take part in this study.

If you are happy to take part in this study, please confirm by clicking the confirm button below. This will direct you to the consent form for the study which will have to be completed to continue.

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Study Consent Form

I understand that this research study is being carried out by a Psychology Student for a level 6 empirical project, and that taking part in this study will involve completing two online questionnaires. One to collect information on my self-report levels of attentional control and another on my personal experience with educational assessments.

I understand that this study will take approximately 10-15 minutes to complete and that as a student at UWTSD, I will be awarded course credit for my participation.

I understand that participation in this study is voluntary, and I am free to withdraw participation at any time during or before the end of the study without giving a reason.

I understand that once I complete the study my data will remain confidential and will not be traced back to me as a code will be assigned in place of my name. The data collected will be stored indefinitely in accordance with the Data Protection Act, the UK's implementation of the General Data Protection Regulation (GDPR).

I am aware that if I have concerns about the study, I can contact the researcher at any time during or after the study on 2004822@student.uwtsd.ac.uk or the supervisor Dr Kate Williams on kate.williams@uwtsd.ac.uk, should I have any concerns.

To download a copy of this consent form, please click here: [Consent Form](#)

I also understand that at the end of the study I will be provided with a debrief form.

Please tick the boxes below to confirm:

- ☐ I am aged 18 years of age or over
- ☐ I understand I can withdraw at any time during the study without penalty
- ☐ I understand my data will be held confidentially with a code assigned in place of my name
- ☐ I understand all the above information on this consent form
- ☐ I give my consent to take part in this study

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Study Debrief Sheet

Allocation of attention to assessment feedback measured via an attention questionnaire.

Thank you for taking part in this study. The purpose of this research study is to explore the link between attention control levels and individuals' assessment experiences in educational settings. I specifically wanted to explore this by the completion of two questionnaires based on attention control levels and assessment experience. The aim is to establish whether individuals who have a lower score on self-reported attention control have a higher difficulty score in their experience with their educational assessments.

If you wish to withdraw from the study, you must close the browser without ticking the confirm participation box. After this point, all your data will remain anonymous and confidential, and we will not trace it back to you or recover it.

If taking part in this study has raised any questions or queries, please speak to the researcher Caitlin Ridgeway by email: 2004822@student.uwtsd.ac.uk.
Or contact the academic supervisor Dr Kate Williams: kate.williams@uwtsd.ac.uk

To download a copy of this debrief form, please click here: [Debrief Form](#)

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

BSc Psychology and Counselling

University of Wales Trinity Saint David, Swansea

ATQ

Here are some different ways that people can feel about working and concentrating. Please indicate how strongly each statement applies to you.

1 = Almost never
2 = Sometimes
3 = Often
4 = Always

- | | |
|---|---------------|
| 1. It's very hard for me to concentrate on a difficult task when there are noises around. | 1 2 3 4 |
| 2. When I need to concentrate and solve a problem, I have trouble focusing my attention. | 1 2 3 4 |
| 3. When I am working hard on something, I still get distracted by events around me. | 1 2 3 4 |
| 4. My concentration is good even if there is music in the room around me. | 1 2 3 4 |
| 5. When concentrating, I can focus my attention so that I become unaware of what's going on in the room around me. | 1 2 3 4 |
| 6. When I am reading or studying, I am easily distracted if there are people talking in the same room. | 1 2 3 4 |
| 7. When trying to focus my attention on something, I have difficulty blocking out distracting thoughts. | 1 2 3 4 |
| 8. I have a hard time concentrating when I'm excited about something. | 1 2 3 4 |
| 9. When concentrating I ignore feelings of hunger or thirst. | 1 2 3 4 |
| 10. I can quickly switch from one task to another. | 1 2 3 4 |
| 11. It takes me a while to get really involved in a new task. | 1 2 3 4 |
| 12. It is difficult for me to coordinate my attention between the listening and writing required when taking notes during lectures. | 1 2 3 4 |
| 13. I can become interested in a new topic very quickly when I need to. | 1 2 3 4 |
| 14. It is easy for me to read or write while I'm also talking on the phone. | 1 2 3 4 |
| 15. I have trouble carrying on two conversations at once. | 1 2 3 4 |
| 16. I have a hard time coming up with new ideas quickly | 1 2 3 4 |
| 17. After being interrupted or distracted, I can easily shift my attention back to what I was doing before. | 1 2 3 4 |
| 18. When a distracting thought comes to mind, it is easy for me to shift my attention away from it. | 1 2 3 4 |
| 19. It is easy for me to alternate between two different tasks. | 1 2 3 4 |

20. It is hard for me to break from one way of thinking about something and look at it from another point of view. 1 2 3 4

Assessment Experience Questionnaire (AEQ)

Please answer every item quickly by giving your immediate response.
Circle the appropriate code number to show your response to assessment.

1 Amount and distribution of study effort

	strongly disagree	disagree	?	agree	strongly agree
I do the same amount of study each week, regardless of whether an assignment is due or not.	1	2	3	4	5
I can be quite selective about what I study and learn and still do well.	5	4	3	2	1
I only study things that are going to be covered in the assignments .	5	4	3	2	1
I have to study regularly if I want to do well on the course.	1	2	3	4	5
On this course, it is possible to do quite well without studying much.	5	4	3	2	1
In weeks when the assignments are due I put in many more hours.	5	4	3	2	1

2 Assignments and learning

Tackling the assignments really makes me think.	1	2	3	4	5
I learn more from doing the assignments than from studying the course material.	1	2	3	4	5
In completing the assignments you can get away with not understanding and still get high marks.	5	4	3	2	1
The assignments give very clear instructions about what you are expected to do.	1	2	3	4	5
When I tackle an assignment it is not at all clear what would count as a successful answer.	5	4	3	2	1
The assignments are not very challenging.	5	4	3	2	1

3 Quantity and timing of feedback

On this course I get plenty of feedback on how I am doing.	1	2	3	4	5
The feedback comes back very quickly.	1	2	3	4	5
There is hardly any feedback on my assignments when I get them back.	5	4	3	2	1
When I get things wrong or misunderstand them I don't receive much guidance in what to do about it.	5	4	3	2	1
I would learn more if I received more feedback.	5	4	3	2	1
Whatever feedback I get comes too late to be useful.	5	4	3	2	1

4 Quality of feedback

	strongly disagree	disagree	?	agree	strongly agree
The feedback mainly tells me how well I am doing in relation to others.	5	4	3	2	1
The feedback helps me to understand things better.	1	2	3	4	5
The feedback shows me how to do better next time.	1	2	3	4	5
Once I have read the feedback I understand why I got the mark I did.	1	2	3	4	5
I don't understand some of the feedback.	5	4	3	2	1
I can seldom see from the feedback what I need to do to improve.	5	4	3	2	1

5 What you do with the feedback

I read the feedback carefully and try to understand what the feedback is saying.	1	2	3	4	5
I use the feedback to go back over what I have done in the assignment.	1	2	3	4	5
The feedback does not help me with any subsequent assignments.	5	4	3	2	1
The feedback prompts me to go back over material covered earlier in the course.	1	2	3	4	5
I do not use the feedback for revising.	5	4	3	2	1
I tend to only read the marks.	5	4	3	2	1

6 The examination and learning (only to be completed if there is an exam)

Preparing for the exam was mainly a matter of memorising.	5	4	3	2	1
Doing the exam brought things together for me.	1	2	3	4	5
I learnt new things while preparing for the exam.	1	2	3	4	5
I understand things better as a result of the exam.	1	2	3	4	5
I'll probably forget most of it after the exam.	5	4	3	2	1
In the exam you can get away with not understanding and still get 5 4 3 2 1 good marks.	5	4	3	2	1

Comments you would like to make about the way the assessment affected your learning on the course

Appendix 2 Assessment Experience Questionnaire Scoring Sheet

Write in the numbers circled for each question and add the scores for each scale.

1 Amount and distribution of study effort	2 Assignments and learning	3 Quantity and timing of feedback
Total =	Total =	Total =
4 Quality of feedback	5 What you do with the feedback	6 The examination and learning
Total =	Total =	Total =

1 Amount and distribution of study effort

A high score indicates that students study evenly across weeks and across topics, and feel that they have to in order to do well. A low score indicates that students study effort is allocated narrowly to assessed topics and those weeks where assessment takes place, and feel they can get away with this and still do well.

2 Assignments and learning

A high score indicates that students see assignment requirements as clear and challenging, requiring understanding. A low score indicates that assessment demands are perceived as unclear and that assignments are seen as unchallenging and as not requiring understanding.

3 Quantity and timing of feedback

A high score indicates that students perceive that they get plenty of feedback fast enough. A low score indicates that students perceive the feedback to be insufficient to support their learning, and too late to be useful.

4 Quality of feedback

A high score indicates that students find the feedback understandable and useful, explaining both grades, misunderstandings and how to improve. A low score indicates that the feedback is neither comprehensible nor useful, and only indicates how well the student is doing in relation to others.

5 What you do with the feedback

A high score indicates that students use the feedback to guide follow-up learning, to tackle subsequent assignments differently, and to revise. A low score indicates that the feedback has little impact on subsequent studying and learning.

6 The examination and learning

A high score indicates that the perceived exam demands had a positive influence on the quality of learning undertaken during the course and during revision and that the exam itself was a learning experience. A low score indicates that the perceived exam demands encouraged memorisation and subsequent forgetting.