

APPLICATION FOR ETHICAL APPROVAL

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

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

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

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

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

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

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

SECTION A: About You (Principal Researcher)

Full Name:		Sara Louise Llwyd			
Tick all boxes which apply:		Member of staff:	☐	Honorary research fellow:	☐
Undergraduate Student	☒	Taught Postgraduate Student	☐	Postgraduate Research Student	☐
Institute/Academic Discipline/Centre:		University of Wales Trinity Saint David Childhood and Education Yr Athrofa			
Campus:		Carmarthen			
E-mail address:		1908097@student.uwtsd.ac.uk			
Contact Telephone Number:		07805708631			
For students:					
Student Number:		1908097			
Programme of Study:		BA (Hons) Early Years Education and Care			
Director of Studies/Supervisor:		Dawn Jones			

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): Approval in principle must be obtained from the relevant source prior to seeking ethical approval	Research Degrees Committee		☐		
	Institute Research Committee		☐		
	Other (write in) Supervisor		☒	29/06/2020	

SECTION C: Internal and External Ethical Guidance Materials

Please list the core ethical guidance documents that have been referred to during the completion of this form (including any discipline-specific codes of research ethics, and also any specific ethical guidance relating to the proposed methodology). Please tick to confirm that your research proposal adheres to these codes and guidelines.	
UWTSD Research Ethics & Integrity Code of Practice	☒
GDPR	☒
British Education Research Association (BERA) (2018)	☒

SECTION D: External Collaborative Research Activity

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

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

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

SECTION E: Details of Research Activity

Indicative title:	The use of picture books in shared book reading to facilitate a mix of low and high order questioning and the responses of children in relation to their individual language abilities.		
Proposed start date:	15/06/2020	Proposed end date:	13/07/2020
Introduction to the Research (maximum 300 words) Ensure that you write for a <u>Non-Specialist Audience</u> when outlining your response to the three points below: • <i>Purpose of Research Activity</i> • <i>Proposed Research Question</i> • <i>Aims of Research Activity</i> • <i>Objectives of Research Activity</i> Demonstrate, briefly, how <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>			
Purpose of Research Activity The purpose of this research is to observe children and practitioners when they are engaged in shared book reading activities within their setting. The video observations and field notes should provide qualitative and quantitative data regarding the number and type of utterances produced by both practitioners and the children involved. The research will look at the relationship between type of book and type of dialogue between practitioner and children. The research will involve children of varying levels of language proficiency and will seek to compare their responses to questions and look for any relationship between type of question asked, type of response elicited and individual language ability.			
Research Question 1. Does the use of picture books in shared book reading facilitate a mix of low and high order questioning from practitioners? 2. How do children respond to these questions in relation to their individual language abilities?			
Aims of Research Activity The aim of the proposed research is: To ascertain whether practitioners use more questions, as is typical in dialogic shared book reading, when using picture books, as opposed to books with text. To find out if there is a mix of low and high order questioning, and if so, what level the majority of questions posed are at. To discover how the type and level of response from children varies, dependent on their individual language abilities and the type of question asked.			
Objectives of Research Activity The research is intended to improve understanding of how to best utilise shared book reading to develop language and literacy skills in all children, whatever their current level of language ability. The research aims to inform practice by providing practitioners with evidence of which types of books (picture or text), and style of reading and questioning lead to highest level of engagement and response from children.			

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.

- Observations – Video recordings of shared book reading sessions within the 2 settings, filmed using an iPad. This has been chosen as it is a familiar piece of equipment to the children and they are used to activities within the setting being recorded, which should minimise any potential change in behaviour, such as the Hawthorne Effect.
- Field notes – Taken by the researcher during the sessions at the settings.
- Focus group sessions – Led by the researcher and involving practitioners who are participating in the shared book reading sessions.

Voluntary informed consent will be obtained from all participants prior to commencement. A detailed outline of the proposed research will be provided to participants, and in the case of children, to their parents/guardians. Verbal consent will be sought from the child participants just before the shared book reading activity. If any child shows any sign of verbal or behavioural dissent, the researcher will stop all recording at that time and attempt to resume their research at a later date.

Location of research activity

Identify all locations where research activity will take place.

- Cylch Meithrin 1 – located in large village in Ceredigion
- Cylch Meithrin 2 – located in small rural village in Ceredigion
- Personal office at home address of researcher, for collating and writing up research.

Research activity outside of the UK

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

(this box should expand as you type)

Use of documentation not in the public domain: Are any documents NOT publicly available?	NO	☒
	YES	☐

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

(this box should expand as you type)

SECTION F: Scope of Research Activity

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

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 and Young People under the age of 18? (Consent from Parent, Carer or Guardian will be required)	☒	☐
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 specifically any group who may be unable to give consent) please indicate here and tick the appropriate box.	☐	☒
Other – please indicate here: (this box should expand as you type)		

Participant numbers and source	
Provide an estimate of the expected number of participants. How will you identify participants and how will they be recruited?	
How many participants are expected?	Practitioners – 4 Students (children aged 2-4 years) – 30
Who will the participants be?	Practitioners working in the settings, including leaders and assistants. Children attending the settings.
How will you identify the participants?	Through the setting leaders, acting as gatekeepers.

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			
<i>(this box should expand as you type)</i>			

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

SECTION H: Anticipated Risks

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

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

Full risk assessment completed and appended?

Yes

☐

No

☒

Risks to participants

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

Risk to Participant:

1. Risk of identification.
2. Risk of emotional upset in children.
3. Risk of practitioners feeling judged or threatened by their practice being observed.
4. Feelings of anxiety with practitioners concerned about the impact upon their job.
5. Feeling pressured to participate, either due to relationship with researcher or expectations of colleagues, parents or other participants.
6. Loss of observation materials leading to anonymity being compromised.

How will you mitigate the Risk to Participant

1. Through affording participants anonymity by using pseudonyms, and only referring to the settings with a general geographic location as the "the confidential and anonymous treatment of participants' data is the norm for the conduct of research" (BERA, 2018, p.21).
2. By seeking informed consent, not coercing children to participate and accepting their dissent, whether it be verbal or behavioural, in line with Article 12 of the UNCRC (UNICEF, No date). Also, by ensuring that the participants "understand, as well as they can, what is involved" (BERA, 2018, p.6) in the study. This is in line with the University of Wales Trinity Saint David Research Ethics and Integrity Code of Practice (2017) "protect the rights and welfare of participants and minimise the risk of physical and mental discomfort, harm and danger from research procedures" (UWTSD, 2017, p.2).
3. Trust is an "essential element within the relationship between researcher and researched" (BERA, 2018, p.5). As such, the researcher will work closely with practitioners to be open and honest about the purpose and aims of the research, whilst showing sensitivity to the balance of power in such relationships due to the dual role of being a colleague and researcher. This will be mitigated by making the "researcher role very explicit" (BERA, 2018, p.13).
4. Practitioners will be reassured that the purpose of the research is to inform practice and that the recordings are not being used in any sort of staff appraisal. They will also be assured that data will not be shared outside of the focus group unless it is in an anonymised form, as per their informed consent. They will be informed that their express consent would be required if the data was to be reused (BERA, 2018, p.17).

	5. The researcher remains aware that participants may feel pressurised to participate and will mitigate this when working with practitioners through “making the researcher role very explicit” (BERA, 2018, p.13), and reminding them of their ongoing right to withdraw consent “for any reason and at any time” (BERA, 2018, p.9). When seeking to work with children the “rights and duties of those who have legal responsibility for children” (BERA, 2018, p.15) will be respected, but it is also imperative that research has respect for the views of the child as stated in Article 12 of the UNCRC (UNICEF, No date), and that consent is sought from children, either verbally or through actively stopping research at signs of verbal or behavioural dissent. 6. The researcher will strictly adhere to GDPR guidelines (Information Commissioner’s Office, 2018) by not allowing others access to the data collected. However, to minimise the risk of accidental loss of observation materials, they will only be transported by the researcher in their own vehicle and will be stored in their own office, transfer of data and anonymisation will be done in a timely manner.
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	
<i>(this box should expand as you type)</i>	
Risks to investigator For example: personal safety, physical harm, emotional distress, risk of accusation of harm/impropriety, conflict of interest	
Risk to Investigator: 1. Risk of accusations of bad practice being made. 2. Risk of damaging relationships with participants. 3. Faulty equipment meaning that data cannot be collected. 4. Personal accident. 5. Risk of accusations around dishonesty e.g theft. 6. Risk of witnessing bad practice and the need to report this. <i>(this box should expand as you type)</i>	<i>How will you mitigate the Risk to Investigator:</i> 1. The researcher will not undertake any work “for which they are not competent” (BERA, 2018, p.8). In addition to ensuring full ethical approval is granted by University of Wales Trinity Saint David, the researcher will inform all participants in the information letter provided prior to gaining consent, of the formal complaint procedure and the procedures for dealing with allegations of research misconduct (UWTSD, 2017; BERA, 2018, p.29). 2. By respecting the rights of participants to “withdraw from the research for any or no reason, and at any time” (BERA, 2018, p.18), and by being “open and honest with

	participants, avoiding non-disclosure” (BERA, 2018, p.16), the researcher aims to build and maintain professional relationships based on mutual respect and trust. - The researcher will ensure that equipment is fully charged and in good working order. There will be a second device available should the first device fail to work properly. “Safeguarding the physical and psychological wellbeing of researchers is part of the ethical responsibility of employing institutions and sponsors, as well as of researchers themselves” (BERA, 2018, p.35). Although this study is deemed to be low risk, the researcher is aware that the usual safety procedures should be followed regarding safe driving, car maintenance and being mindful of any risks which arise to their personal safety. - The researcher understands the need to act with integrity at all times, and will inform participants in the information letter provided of the Institute’s procedures around allegations of misconduct (University of Wales Trinity Saint David, 2017). “All social scientists should act with regard to their social responsibilities in conducting and disseminating their research” (BERA, 2018, p.4). It is therefore necessary that any bad practice is reported to the setting leader or committee, in line with the setting’s own policies and procedures and that research ceases until any incident has been investigated and resolved. Settings will be informed of this potential before they consent to participate.
University/institutional risks For example: adverse publicity, financial loss, data protection	
Risk to University: There is a risk of bringing the integrity and reputation of the institute into disrepute through the following: - Behaving inappropriately. - Using unsafe equipment. - Data breaches. - Plagiarism. - Producing research that is not robust and ethically sound. <i>(this box should expand as you type)</i>	<i>How will you mitigate the Risk to University:</i> - The researcher will adhere to guidance as set out in the British Educational Research Association (BERA) Ethical Guidelines (2018) and the University of Wales Trinity Saint David Research Ethics and Integrity Code of Practice (2017) at all times. - The equipment used (Apple iPad), conforms to British safety Standards and will be PAT tested before research commences. - The researcher will abide by the General Data Protection Regulations (GDPR) (2018), and do their utmost to safely process all data collected. In the event of a data breach, the researcher will report it

	to supervisor at UWTSD and the Information Commissioner's Office, within 72 hours of becoming aware, as per GDPR (Information Commissioner's Office, 2018). 4. The researcher will endeavour to disclose and correctly attribute all work by others used in the study, and will seek permission from any author where "large amounts of other people's (or the researcher's own) written or illustrative material are to be used" (BERA, 2018, p.30). 5. Ethical considerations have been guided by the British Educational Research Association (BERA) Ethical Guidelines (2018) and the University of Wales Trinity Saint David Research Ethics and Integrity Code of Practice (2017). A mixed-method approach, using 3 different methodologies is being used for triangulation. The limitations of the study, regarding such things as sample size and demographic have been considered and will be stated clearly in the research report. The researcher will not "bring research into disrepute by in any way falsifying, distorting, suppressing, selectively reporting or sensationalising their research evidence or findings" (BERA, 2018, p.33).
--	---

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

SECTION I: Feedback, Consent and Confidentiality

Feedback

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

As BERA (2018, p.8) guidelines state, it is the responsibility of the researcher to inform participants of the research outcomes in appropriate ways. Bearing in mind the need to avoid jargon, and to consider the best format to deliver the information that will be of most interest to participants (Walker and Solvason, 2014), participants and parents will be invited to a presentation about the findings, with opportunity to ask questions. They will also be given the opportunity to read the abstract of the research report and will be directed to where the full report is available to read on publication.

It is also recognised that “children have the right to access and ownership of research outputs” (Harcourt et al, 2011), and to feedback, and as such, they will be given verbal feedback following each session and will be welcome at the presentation to parents and practitioners.

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.

Practitioners and parents/guardians of the children from whom consent will be sought will receive a detailed written outline of the proposed research, including its purpose, methodologies to be used, data collection, processing and protection. All efforts will be made to “ensure that all potential participants understand, as well as they can, what is involved in a study”, including “why their participation is necessary, what they will be asked to do, what will happen to the information they provide” (BERA, 2018, p.9). They will also be invited to an introductory presentation, which will again outline the study and allow potential participants to ask any questions they may have. As is normal for informed voluntary consent “consent to be involved in a study will be obtained at the start of the study,” and “researchers will remain sensitive and open to the possibility that participants may wish, for any reason and at any time, to withdraw their consent” (BERA, 2018, p.9).

The principles of consent outlined in BERA (2018) also apply to children, however, it is recognised that due to their age, this will involve both “gaining the consent of those responsible for children, such as a parent or guardian” (BERA, 2018, p.15) and the approval of a gatekeeper, the leader of each setting. Verbal informed consent will be sought from child participants, and any sign of dissent, vocal or behavioural will be recognised and acted upon.

In line with the requirements of GDPR (2018), written consent will be stored in a locked filing cabinet, accessible only by the researcher, in their office.

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.

The following steps will be taken to ensure confidentiality /anonymity:

- The location of the settings will not be published, with a brief geographical outline given instead. The researcher will “take all reasonable precautions to avoid identification” (BERA, 2018, p.23).
- All participants will be given pseudonyms to protect their identity. This measure is recognised as one which may be appropriate according to GDPR (2018).
- No identifying details will be published relating to the participants or the settings.
- Digital data will be stored on a password protected device with the researcher being the only person who knows the password.
- Hard copies of data, including consent letters, will be stored in a locked filing cabinet, with the researcher being the sole keeper of said key.

The researcher is aware of the requirement that they “should keep up to date with changes in data use regulations and advice” (BERA, 2018, p.7), and will adhere to current guidance around GDPR (2018).

SECTION J: Data Protection and Storage

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

Does the research activity involve personal data (as defined by the General Data Protection Regulation 2016 "GDPR" and the Data Protection Act 2018 "DPA")?	YES	NO
"Personal data" means any information relating to an identified or identifiable natural person ('data subject'). An identifiable natural person is one who can be identified, directly or indirectly, in particular by reference to an identifier such as a name, an identification number, location data, an online identifier or to one or more factors specific to the physical, physiological, genetic, mental, economic, cultural or social identity of that natural person.	☐	☒
If YES, provide a description of the data and explain why this data needs to be collected:		
(this box should expand as you type)		
Does it involve special category data (as defined by the GDPR)?	YES	NO
"Special category data" means sensitive personal data consisting of information as to the data subjects' – (a) racial or ethnic origin, (b) political opinions, (c) religious beliefs or other beliefs of a similar nature, (d) membership of a trade union (within the meaning of the Trade Union and Labour Relations (Consolidation) Act 1992), (e) physical or mental health or condition, (f) sexual life, (g) genetics, (h) biometric data (as used for ID purposes),	☐	☒
If YES, provide a description of the special category data and explain why this data needs to be collected:		
(this box should expand as you type)		
Will the research activity involve storing personal data and/or special category data on one of the following:	YES	NO
Manual files (i.e. in paper form)?	☒	☐
University computers?	☐	☒
Private company computers?	☐	☒
Home or other personal computers?	☒	☐
Laptop computers/ CDs/ Portable disk-drives/ memory sticks?	☒	☐
"Cloud" storage or websites?	☐	☒
Other – specify:	☐	☒
For all stored data, explain the measures in place to ensure the security of the data collected, data confidentiality, including details of password protection, encryption, anonymisation and pseudonymisation:		
Digital data, including the video recordings will be transferred onto the OneDrive of the researcher's university account, which is password protected, and retained for the duration of the period of study, after which time it will be destroyed.		

All hard copies of data will be stored in a locked filing cabinet, at the home office of the researcher, with the key being held only by the researcher. This includes field notes which will be written using pseudonyms for all participants.		
All Data Storage		
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 GDPR and DPA (and/or any international equivalent):		
Video recordings of observations will be transferred from the iPad to OneDrive at the researcher's University of Wales Trinity Saint David account, which is password protected and only accessible by the researcher.		
List all who will have access to the data generated by the research activity:		
Sara Llwyd Early Years Module Team for ECEY5001		
List who will have control of, and act as custodian(s) for, data generated by the research activity:		
Sara Llwyd		
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.		
Digital data will be stored on University of Wales Trinity Saint David One Drive account, which is password protected and has electronic protection systems for the duration of the study, after which time it will be permanently deleted. Hard copies of data including field notes will be stored in a locked filing cabinet in the researcher's home office for the duration of the study, after which time all data will be destroyed.		
Please indicate if your data will be stored in the UWTSD Research Data Repository (see https://researchdata.uwtsd.ac.uk/). If so please explain. <i>(Most relevant to academic staff)</i>		
No		
Confirm that you have read the UWTSD guidance on data management (see https://www.uwtsd.ac.uk/library/research-data-management/)	YES	☒
	NO	☐
Confirm that you are aware that you need to keep all data until after your research has completed or the end of your funding	YES	☒
	NO	☐

SECTION K: Declaration

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

In submitting this application I hereby confirm that I undertake to ensure that the above named research activity will meet the University's Research Ethics and Integrity Code of Practice which is published on the website: <https://www.uwtsd.ac.uk/research/research-ethics/>

Signature of applicant:	Sara Llwyd	Date: 15/06/2020
--------------------------------	------------	-------------------------

For STUDENT Submissions:

Director of Studies/Supervisor:		Date:
Signature:		

For STAFF Submissions:

Academic Director/ Assistant Dean:		Date:
Signature:		

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

☒	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 (and have NOT completed Section H of this form) (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.
☒	I have deleted the guidance notes before submitting the PG2 for consideration

References

- Barnes, E. and Puccioni, J. (2016) 'Shared book reading and preschool children's academic achievement: Evidence from the Early Childhood longitudinal Study-Birth cohort', *Infant and Child Development*. DOI: 10.1002/icd.2035.
- Bell, J. and Waters, S. (2014) *Doing Your Research Project A Guide For First-Time Researchers* 6th Ed. Berkshire: Open University Press.
- Bleses, D. et al. (2016) 'Early productive vocabulary predicts academic achievement 10 years later' *Applied Psycholinguistics*, 37(6), pp. 1461-1476. DOI: <https://doi.org/10.1017/S0142716416000060>.
- Blewitt, P. et al. (2009) 'Shared book reading: When and how questions affect young children's word learning', *Journal of Educational Psychology*, 101, pp.294-304. DOI: <https://doi.apa.org/doi/10.1037/a0013844>.
- Boardman, K. (2019) 'Too young to read': early years practitioners' perceptions of early reading with under-threes', *International Journal of Early Years Education*, 28(1), pp. 81-96. DOI: <https://www.tandfonline.com/doi/full/10.1080/09669760.2019.1605886>.
- British Educational Research Association. (2018) *Ethical Guidelines for Educational Research* 4th Ed. London: British Educational Research Association (BERA).
- Brownell, C. et al. (2012) 'Socialization of Early Prosocial Behavior: Parents' Talk About Emotions is Associated With Sharing and Helping in Toddlers', *Infancy: The official journal of the congress of infant studies*, 18(1), pp. 91-119. DOI: <https://dx.doi.org/10.1111%2Fj.1532-7078.2012.00125.x>.
- Burton, D. and Bartlett, A. (2005) *Practitioner Research for Teachers*. London: SAGE.
- Cameron-Faulkner, T. and Noble, C. (2013) 'A comparison of book text and Child Directed Speech' *First Language*, 33(3), pp. 268-279. DOI: <https://doi.org/10.1177%2F0142723713487613>.
- Chaparro-Moreno, L. et al. (2017) 'Wordless picture books boost pre-schoolers' language production during shared reading', *Early Childhood Research Quarterly*, 40, pp. 52-62. DOI: 10.1016/j.ecresq.2017.03.001.
- Denscombe, M. (2014) *The Good Research Guide: For Small-Scale Social Research Projects* 5th Ed. Berkshire: Open University Press.

Deshmukh, R. et al. (2019) 'Teachers' use of questions during shared book reading: Relations to child responses', *Early Childhood Research Quarterly*, 49, pp. 59-68. DOI: 10.1016/j.ecresq.2019.05.006.

Graham, A. et al (2013) *Ethical Research Involving Children*. Florence: UNICEF Office of Research. Available at: <https://childethics.com/wp-content/uploads/2013/10/ERIC-compendium-approved-digital-web.pdf> (Accessed 7 July 2020).

Grolig, L. et al. (2019) 'Narrative dialogic reading with wordless picture books: A cluster-randomized intervention study', *Early Childhood Research Quarterly*, 51, pp. 191-203. DOI: 10.1016/j.ecresq.2019.11.002.

Harcourt, D. et al. (2011) *Researching Young Children's Perspectives*. Abingdon: Routledge.

Information Commissioner's Office (2018) *Guide to the General Data Protection Regulation (GDPR)*. Available at: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/711097/guide-to-the-general-data-protection-regulation-gdpr-1-0.pdf (Accessed 7 July 2020).

Kalogiannakis, M. (2018) 'Teaching Magnetism to Preschool Children: The effectiveness of Picture Story Reading', *Early Childhood Education Journal*, 46, pp. 535-546. DOI: 10.1007/s10643-017-0884-4.

Knauer, H. et al. (2019) 'Enhancing young children's language acquisition through parent-child book-sharing: A randomized trial in rural Kenya', *Early Childhood Research Quarterly*, 50, pp. 179-190. DOI: 10.1016/j.ecresq.2019.01.002.

Lee, B. (2016) 'Facilitating Reading Habits and Creating Peer Culture in Shared Book Reading: An Exploratory Case Study in a toddler Classroom', *Early Childhood Education Journal*, 45, pp. 521-527. DOI: 10.1007/s10643-016-0782-1.

Lenhart, J. et al. (2018) 'The effects of questions during shared-reading: Do demand-level and placement really matter?', *Early Childhood Research Quarterly*, 47, pp. 49-61. DOI: 10.1016/j.ecresq.2018.10.006.

Lepola, J. et al. (2016) 'Early Oral Language Comprehension, Task Orientation, and Foundational Reading Skills as Predictors of Grade 3 Reading Comprehension' *Reading Research Quarterly*, 51, pp.373-390. DOI: <https://doi.org/10.1002/rrq.145>.

Lonigan, C. et al. (2013) 'Evaluating the components of an emergent literacy intervention for preschool children at risk for reading difficulties', *Journal of Experimental Child Psychology*, 114(1), pp. 111-130. DOI: <https://doi.org/10.1016/j.jecp.2012.08.010>.

MacKenzie, M. (2017) *What is the Halo Effect cognitive bias?* [video]. Available at: <https://www.youtube.com/watch?v=rjqc98on5Hw> (Accessed 2 July 2020).

Massaro, D. (2015) 'Two different communication genres and implications for vocabulary development and learning to read', *Journal of Literacy Research*, 47(4), pp. 505-527. DOI: 10.1177/1086296x15627528.

McNiff, J. (2013) *Action Research: principles and Practice* 3rd Ed. Abingdon: Routledge.

Montag, J. (2019) 'Differences in sentence complexity in the text of children's picture books and child-directed speech', *First Language*, 39(5), pp.527-546. DOI: 10.1177/0142723719849996.

Myers, J. (2018) 'Explicit Vocabulary Instruction in Kindergarten: Case Studies of Students With and Without Language Disorders', *Early Childhood Education Journal*, 46, pp. 683-691. DOI: 10.1007/s10643-018-0896-8.

Niklas, F. et al. (2016) 'The sooner, the Better: Early Reading to Children' *SAGE Open*, October-December 2016, pp1-11. DOI: 10.1177/2158244016672715.

NSPCC (2012) *NSPCC Research Ethics Committee Guidance for applicants*. Available at: <https://learning.nspcc.org.uk/media/1504/research-ethics-committee-guidance-applicants.pdf> (Accessed 8 July 2020).

Roberts-Holmes, G. (2018) *Doing Your Early Years Research Project A Step-By-Step Guide* 4th Ed. London: SAGE.

Sayakhan, N. and Bradley, D. (2019) 'Nursery Rhymes as a Vehicle for Teaching English as a Foreign Language', *Journal of University of Raparin*, 6(1), pp.44-53. DOI: [https://doi.org/10.26750/vol\(6\).no\(1\).paper4](https://doi.org/10.26750/vol(6).no(1).paper4).

Skibbe, L. et al. (2017) 'Preschoolers' Visual Attention during Electronic Storybook Reading as Related to Different Types of Textual Supports', *Early Childhood Education Journal*, 46, pp. 419-426. DOI: 10.1007/s10643-017-0876-4.

Torr, J. (2019) 'Infants' Experiences of Shared Reading with Their Educators in Early Childhood Education and Care Centres: An Observational Study' *Early Childhood Education Journal*, 47, pp. 519-529. DOI: 10.1007/s10643-019-00948-2.

UNICEF (No date) *A summary of the UN Convention on the Rights of the Child*. Available at: https://downloads.unicef.org.uk/wp-content/uploads/2019/10/UNCRC_summary1_1.pdf?_ga=2.193708014.2113469561.1594150705-163261384.1594150705 (Accessed 7 July 2020).

University of Wales Trinity Saint David (2017) *Research Ethics and Integrity Code of Practice 2017-2020*. Available at: <https://www.uwtsd.ac.uk/media/uwtsd-website/content-assets/documents/research/research-ethics-integrity-code-practice.pdf> (Accessed 8 July 2020).

Victoria State Government (2012) *Reading to Young Children: A Head-Start in Life*. Available at: <https://www.education.vic.gov.au/documents/about/research/readtoyoungchild.pdf> (Accessed 23 June 2020).

Walker, R. and Solvason, C. (2014) *Success with your early years research project*. Los Angeles: SAGE.

Walsh, R. et al. (2017) 'Why Would You Say Goodnight to the Moon? Response of young Intellectually Gifted Children to Lower and Higher Order Questions During Storybook Reading', *Journal for the education of the Gifted*, 40(3), pp. 220-246. DOI: 10.177/0162353217717032.

3 Minute Ed Theory (2018) *The Hawthorne Effect – Or Why Everything Works* [video]. Available at: https://www.youtube.com/watch?time_continue=1&v=o4XX90lqT6E&feature=emb_logo (Accessed 2 July 2020).