



UNIVERSITY
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Student Course Handbook

BA [Hons]
Early Years Education
University Centre Weston
in partnership with
Bath Spa University

UCAS code: X314

This handbook is published for students studying at University Centre Weston on the above programme and is available in a range of alternative formats on request.

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1. Introduction

Welcome

Welcome to the BA [Hons] Early Years Education degree. This course is offered in partnership between Bath Spa University and University Centre Weston (UCW). You are a registered student at Bath Spa University and UCW, and as such, have access to services on both sites.

Purpose of Handbook

This handbook gives you essential background information that will be of help in your studies on the BA [Hons] Early Years Education programme. It provides links to the definitive sources wherever possible. The handbook can be accessed via Microsoft Teams.

Please note that the electronic version will be kept up to date and you will be notified of any significant changes. If you have taken a hard copy please remember to refer back to the electronic version to ensure that you are working with the most up to date information.

For **module information** please see the respective Module Handbook.

2. Course content

Major, Joint, Minor or Specialised	Specialised
Delivered at	University Centre Weston
Faculty	Service Sectors
Campus	Winter Gardens Knightstone Campus
Final award	BA(Hons) Early Years Education
Intermediate awards available	Not applicable
UCAS code	X314
Details of professional body accreditation	Not applicable
Relevant QAA Benchmark statements	Early Childhood Studies (2014)
Date specification last updated	September 2015

Course Distinctiveness

Why study for the BA Hons Early Years Education Degree?

The role of professionals in early years was examined by Professor Cathy Nutbrown who indicated in her interim report (2012) that well trained practitioners with reliable qualifications are crucial to quality provision, but there is often insufficient time for students to study the theory underpinning practice. This degree will provide this background to prepare you for a successful contribution to the early years sector.

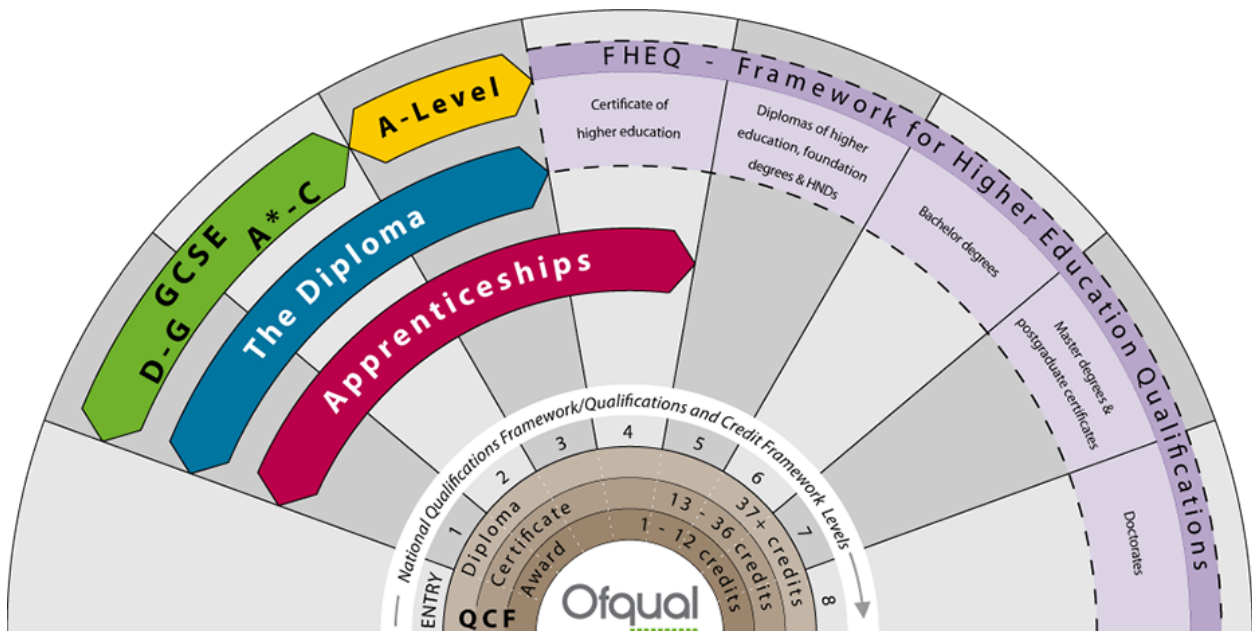
During the BA (Hons) Early Years Education programme you will build on skills developed during your Foundation degree (or equivalent qualification) such as reflective practice, action research, report-writing, portfolio development and presentation skills.

You will study innovative approaches to how young children engage in learning by:

- investigating how other international countries approach the early years curriculum;
- observing children in their own learning environment;
- gaining advanced research skills and techniques in preparation for a work-based project;
- developing project management skills through carrying out a work-based project relevant to the Early Years sector;
- understanding the principles of leadership and management and looking at effective ways of leading pedagogy;
- developing strategies to promote children’s literacy and numeracy skills in Early Years settings.

The programme has been designed to develop you as an independent and reflective learner able to critically reflect on your own work practice as a means of self-development as an Early Years practitioner. The programme has been developed to enhance your career potential and provides flexible learning opportunities.

The below diagram illustrates the framework for Higher Education qualifications.



Framework for Higher Education Qualifications

Entry requirements

In addition to a foundation in Early Years or a related subject, it is a requirement of this course that you work for at least two days or twelve hours per week in an appropriate setting. This will give you the experience to reflect effectively as a professional as well as to gather data for your dissertation. You may be in paid work or a substantial placement, but as it comprises part of your learning experience the setting is subject to inspection and approval by UCW.

Course Structure

Course Structure

Title	Code, including credits
Education Dissertation	ED 6001-40
Pedagogy, Culture and Society	ED 6503-20
Symbolic Representation: Young Children Making Meaning	ED 6038-20
International Perspectives of Early Childhood	ED 6034-20
Leadership and Teamwork in Early Childhood	ED 6117-20

All HE programmes at UCW are delivered as a collection of modules, which build on each other to form a complete programme of study. Each module carries a credit rating, defining how much study time it takes to complete. Notionally, 1 credit equates to 10 hours study time (so 10 credits = 100 study hours). "Study hours" includes lectures, seminars, tutorials, group work, independent study and research – in fact, any time that contributes to your learning on the module.

Link Tutor

Each programme has an identified link tutor from its validating partner University whose role it is to support the UCW team and students. The link tutor for your programme is:

Name	Email	Tel
Viki Bennett Kane	v.bennett@bathspa.ac.uk	01225 875878

3. Course Aims

The aims of the BA (Hons) Early Years Education programme are:

1. To provide a stimulating programme which examines and questions the aims, values and outcomes of education in local and global contexts;
2. To explore the social, cultural, historical, political and economic contexts of education;
3. To enable students to interrogate educational processes, societal and organisational structures and their impact on individuals;
4. To equip students to understand the role, range and scope of educational research and enquiry;
5. To enable students to undertake educational research and enquiry;
6. To provide support for all students to maximise their participation, critical engagement and intellectual independence;
7. To develop knowledge & skills that enable progression to a range of employment or postgraduate study in related educational contexts;
8. To transform our students' understanding of their role in social and educational change through an understanding of global issues and debates.

Programme learning outcomes

Programme Intended Learning Outcomes (ILOs)

A. Subject-specific Skills and Knowledge.

	On graduating our students will be able to demonstrate: Level 6
A1	A critical understanding of a diverse range of perspectives on education and the complexities of educative processes;
A2	Systematic knowledge of the diverse care and educational needs of babies and young children;
A3	A critical understanding of the disputed nature of curricula and the contested nature of knowledge;

A4	Detailed knowledge of contemporary and historical policies, provision and pedagogical approaches in relation to babies young children their families in the UK and internationally ;
A5	Coherent understanding of the wider social, cultural, historical, political and economic contexts of education;
A6	Critical understanding of the main methods of enquiry in educational research and an ability to apply methods to their own research;
A7	Systematic understanding of the impact of inequalities in gender, race, class and disability on educational processes and outcomes.
A8	Critical and coherent understanding of perspectives on early child development including those at the forefront of the discipline;
A9	Detailed knowledge of multiprofessional leadership and management in early years provision as well as theoretical and statutory perspectives regarding children’s rights, health and well-being, child protection, safeguarding, disability, diversity and inclusion.

B. Cognitive and Intellectual Skills.

	On graduating our students will be able to demonstrate: Level 6
B1	Skills to critically evaluate and apply concepts, competing positions, theories, research and issues of policy in relation to childhood, babies and young children;
B2	Ability to identify and evaluate trustworthy primary and secondary sources to extend knowledge and understanding, and to apply the concept to their own research;
B3	Ability to demonstrate a critical understanding of the importance of ethical collection, application and analysis of data, including numerical data, including in their own research;
B4	Skills to process and synthesise data to create arguments using relevant specialist vocabulary and present these using academic conventions.

C. Skills for Life and Work.

	On graduating our students will be able to demonstrate:
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	Level 6
C1	Autonomous learning (including time management) that shows the exercise of initiative and personal responsibility and enables decision-making in complex and unpredictable contexts;
C2	Team working skills necessary to flourish in the global workplace, with an ability both to work in and lead teams effectively;
C3	Communication skills that ensure information, ideas, problems and solutions are communicated effectively and clearly to both specialist and non-specialist audiences;
C4	IT skills and digital literacy that demonstrate core competences and are commensurate with an ability to work at the interface of creativity and new technologies.

Graduate attributes

	Bath Spa Graduates...	In Early Years Education, we enable this...
1	Will be employable: equipped with the skills necessary to flourish in the global workplace, able to work in and lead teams	By embedding employability within the Early Years programme, we develop your skills to flourish in the global and professional workplace. You are required to undertake at least one placement in a professional education setting and you are assessed against a range of employment focused criteria. Many optional modules also give you the opportunity to undertake further placements, both internationally and in the UK, and to gain additional professional accreditations.
2	Will be able to understand and manage complexity, diversity and change	We believe that education is about change and we will challenge you to change and develop your ideas, attitudes, skills and knowledge as part of this course.
3	Will be creative: able to innovate and to solve problems by working across disciplines as professional or artistic practitioners	We believe that education professions are creative ones – the Institute for Education strapline is, ‘Be creative, educate’. You will have a range of options to explore your own creativity and the creativity of learners. You will also take modules that encourage problem solving and give you opportunities to work across academic and professional disciplines.
4	Will be digitally literate: able to work at the interface of creativity and technology	We aim to build your existing skills as a ‘digital learner’ so that you can benefit from technology to its fullest extent. You become a confident user

		of digital technologies in your own learning by working extensively with Minerva (our virtual learning environment) on all of your modules. You will have the opportunity to choose modules that explore digital technologies and to develop creative work using technology as part of your assessments.
5	Will be internationally networked: either by studying abroad for part of the their programme, or studying alongside students from overseas	Education studies equips you to understand and engage with education issues here in the UK and internationally. From year one, our curriculum presents an international perspective on education issues and you can take optional modules that explore issues in international education in detail. You will have the opportunity to participate in international placements and study visits associated with modules or to organise your own education focused international placement. There are also a number of opportunities to study abroad as part of the course, including on an Erasmus placement or a University exchange.
6	Will be creative thinkers, doers and makers	This course enables your knowledge and understanding of education, but it also gives you opportunities, through placements, study visits and creative assessments, to develop your practice and your professionalism.
7	Will be critical thinkers: able to express their ideas in written and oral form, and possessing information literacy	The development of critical thinking skills are embedded in our curriculum from the first weeks of your year one core module, when you will be introduced to philosophical debates around the purposes of education. Your modules will encourage you consider issues from a range of perspectives and will develop your skills to express your ideas clearly in oral and written form. You will also develop skills to understand, critically assess and conduct educational research.
8	Will be ethically aware: prepared for citizenship in a local, national and global context	We believe that education is about change and we provide you with opportunities to develop your personal values and beliefs about education. You will rigorously examine and defend these values against a framework of ethical behaviours and will have the opportunity to consider the ethics of educational research and of working as a professional in education settings.

Exit requirements

Postgraduate courses such as PGCE or EYTT require maths, English, and science GCSE.

To work in the early years sector you will also need GCSE in English and maths.

4. Learning Environment

Learning and Teaching Methods

UCW has a Learning and Teaching Strategy for Higher Education, which underpins our approach.

We intend that the learning programme should be both stimulating and demanding, and should lead you through progressive stages of development, towards increasingly complex and open-ended tasks, increasingly sophisticated application of intellectual/conceptual and personal (transferable) skills, and increasingly independent study.

A variety of learning methods will be used, which might include:

- Lectures
- Seminars
- Experiential learning
- Reflective learning
- Skills practice
- Group work and group discussions
- Workshops
- Fieldwork
- Case studies
- Student presentations
- Information and communications technology (ICT) based activities
- Visiting speakers/expert practitioners will be used during the programme

University Centre Weston actively encourages the development of technology enhanced learning and you will find staff utilising new teaching methods to enhance your learning experience.

Online course materials

The majority of the material and information you need will be available via the relevant Virtual Learning Environment (VLE) for your programme, which will be Minerva on the Bath Spa University website and Microsoft Teams for any other support. Your tutors will explain how to use the VLE in more detail during induction.

Office365 is free to download for students from www.office.com

You will need to sign in using your UCW email address and select “Work or School Account” (not Personal Account) when presented with these options. Select “Install Office365” to

download the applications. Office365 is compatible with most devices, including PCs, Macs, smart phones, iPads and tablets.

Remember, the Office365 applications are free for students, so don't click on the "Buy Office365" button by mistake.

Ethical Practice

Ethical practice is concerned with ensuring that all actions involving children could be considered as doing good. This includes doing no harm, making sure that informed consent is sought, and enabling the voice of the child to be heard.

It is therefore vital that all of your assignments and practice on this course demonstrate good ethical practice. This especially applies to work-based assignments where you will need to consider how your work might impact on others. All assignments involving a practical or research element need to be preceded by an ethical approval form that is approved by the module leader, and the gathering of information cannot begin until this form is approved.

Should a submitted assignment be deemed by the marker as showing an element of unethical practice, they will request the assignment be modified before dissemination, in order to remove the potential for harm. In certain assignments where ethics are a part of the requirement, it is possible to fail the assignment on grounds of poor ethical consideration.

You must act according to good ethical practice at all times and ensure that when requested the ethical approval form is completed prior to the work.

For further information on ethics, please see the Bath Spa University Ethical Guidance in the appendix section.

Work-based Learning

The BA (Hons) Early Years Education programme builds upon the work-based learning ethos already established on the Foundation degree in Early Years. You will be expected to use your work experience to inform discussions and reflect upon real-life examples of contemporary issues. In addition, it is very likely that your dissertation will require the gathering of raw data from the setting. Your research themes may be guided by a focus within the work place.

You will usually be visited at least once by a course tutor. There will be no formal observation, but it is expected that you take time to engage in a professional discussion in relation to your workplace.

Work-based mentor

During your studies on this programme you will need a mentor. The role of the mentor is to provide advice and support and should be sufficiently senior or qualified to fulfil their role. A manager or senior colleague is ideal.

The responsibilities of the work-based mentor are:

- to provide professional support and guidance in early years practice to the student.
- Advise and support good ethical practice throughout the course
- to support the student in keeping up-to-date with professional developments such as local and national initiatives that may impact upon the work of an Early Years practitioner;
- to help to identify and arrange for appropriate work-based support, including resources and materials especially relating to the needs of the dissertation;
- to provide advice to the student on career development

Dissertation support

You will be allocated a Dissertation Supervisor from the programme team following completion of your research proposal. You will work with that supervisor on an individual basis throughout the duration of your research project. The Dissertation Supervisor's role is to provide guidance and support for the Research Dissertation, ED6001. Tutorials will be arranged with your Supervisor. The Dissertation Supervisor will mark your dissertation proposal, and in addition will approve and sign off the ethical consideration form before you commence research. The dissertation research proposal will need to be approved together with an action plan and signed off by your Supervisor.

Further information on project support and supervision is provided in your module handbook for ED6001 Research Dissertation.

5. How Quality is assured

Quality monitoring and evaluation

The programme you are studying was approved by Bath Spa University. As part of the approval process it was assured that

- the content of the programme met national benchmark requirements;
- the programme met any professional/statutory body requirements; and
- the proposal met other internal quality criteria covering a range of issues such as admissions policy, teaching, learning and assessment strategy and student support mechanisms.

This was done through a process of programme approval which involves consulting academic experts including subject specialists from other institutions and industry.

How we monitor the quality of this programme

The quality of this programme is monitored each year through evaluating:

- external examiner reports (considering quality and standards);
- statistical information (considering issues such as the pass rate); and
- student feedback including the National Student Survey (NSS).

Drawing on this, and other, information programme teams undertake an annual monitoring process, in accordance with the University's quality policy.

Once every six years an in-depth review of the subject area is undertaken by a panel that includes at least two external subject specialists. The panel considers documents, looks at student work, speaks to current and former students and speaks to staff before drawing its conclusions. The result is a report highlighting good practice and identifying areas where action is needed.

The role of the Programme Committee

This course has a Programme Committee comprising all relevant teaching staff, student representatives and others who make a contribution towards its effective operation (e.g. library/technician staff). The Programme Committee has responsibilities for the quality of the programme and plays a critical role in the University's quality assurance procedures.

External Examiners

The standard of this programme is monitored by at least one external examiner. External examiners have two primary responsibilities:

- To ensure the standard of the programme; and
- To ensure fairness and equity.

The external examiner for your programme:

Name (including prefix e.g. Dr.)	Role in institution	Name of institution
Debbie Albon	Senior Lecturer	University of Roehampton

As part of their role, external examiners complete an annual report for the University commenting on the learning, teaching and assessment standards of the modules and the programme overall. The report will highlight areas of good practice and identify areas for development, as well as provide assurance that your programme is of an equable standard to similar HE provision nationally.

External examiner reports, and the University's response, are shared with students. They are normally discussed at Staff/Student Liaison Committees and made available online, via Microsoft Teams.

External references

The following methods are used for gaining the views of other interested parties:

- Feedback from former students;
- Employers;
- Discussions with local settings
- Meetings with North Somerset early years team
- Attendance at the Early Childhood Studies Degree Network meetings

6. Module Descriptors

Module code	ED6001			
Module title	Education Dissertation			
Subject field	Education			
Pathway(s)	Early Years Education			
Level *			6	
UK credits	40			
ECTS credits	20			
Core or Compulsory or Optional	Core			
Acceptable for	None			
Excluded combinations	None			
Class contact time: total hours	15			
Independent study time: total hours	375			
Duration of the module	26 weeks			
Main campus location	Winter Gardens Knightstone Campus			
Programme Leader	Mark Wilkins			
Additional costs involved				
<p>Brief description and aims of module</p> <p>The dissertation is an opportunity to carry out a detailed academic study in the field of education. It is a chance to build on the skills you have already acquired through your work in the core modules at levels 4 and 5. You might choose a topic which is related to your career choice, or is a subject which you are very interested in, or is an area which you have already done some work on and which you would like to develop further. The exact format will depend on the type of study you choose to do. It is often a small-scale empirical enquiry, with a critical analysis of background literature, on a selected topic or an in-depth study of literature and published research on a selected topic. You are expected to work independently with the support of a lecture series and associated resources, and with the advice of a dissertation supervisor. You will be expected to research your topic thoroughly and produce a 9000 word dissertation at the end.</p>				

Outline syllabus

The dissertation is founded on independent learning and the utilisation of skills acquired at levels 4 and 5. The work is supported by lectures and help from a supervisor. The syllabus includes:

Introduction to the dissertation process:

Choosing a topic

Research design: shaping the study

Ethical considerations

Using electronic sources

Advanced library skills

Critical evaluation of internet sources

Writing a review of literature

Case study research skills

Data analysis

Getting the writing done

Teaching and learning activities

The module is organised with two essential elements:

1. A lecture series providing support to key aspects of conducting educational research (framing study in terms of theory and methodology, engagement with research literature, development of focused research questions, application of research methods, data analysis, ethical considerations, writing a dissertation)
2. Support from an assigned supervisor who will provide advice and guidance at each stage of the research process

Teaching and learning is supported by the VLE, key readings and lecture resources. Learning from examples of successful Research Proposals and Dissertations are provided including through liaison with the Library services who curate a sample of BSU Education dissertations and are available for assistance with conducting literature reviews.

Intended learning outcomes

By successful completion of the module, students will be able to:

How assessed

<ol style="list-style-type: none"> 1. Prepare a coherent report of an investigation of an educational issue 2. Develop knowledge and understanding of a defined area at the forefront of current understanding 3. Devise and use systematic enquiry methods to carry out the investigation and give an analysis of the methods in relation to their appropriateness for the investigation 4. Display sustained understanding of and engagement with ethical concerns in educational research 5. Gain a detailed understanding of the chosen topic by analysing data from the investigation. 6. Synthesise and critically evaluate arguments, assumptions and data from a variety of sources 7. Formulate an argument and justify personal viewpoints using a variety of evidence so as to extend current understanding 8. Confidently initiate and manage own learning, making decisions about own work and working to deadlines. 	All through S1
<p>Assessment and feedback</p> <p><i>Formative exercises and tasks:</i></p> <p>F1. Research Proposal:</p> <p>This will be 1000 words plus an ethics form. A research proposal is a clear and concise statement of intent. It specifies what you will do and how you will do it. It should be succinct and give a clear sense of the structure of your research work. You will be provided with an indicative formative grade (A, B, C, D) which will reflect the formative assessment of the feasibility of the proposed research, scoping of research literature, consideration of methodology, methods and ethics, and a proposed timeline for the research.</p>	
<p><i>Summative assessments:</i></p> <p>S1. Submit a 9,000 word dissertation which reports the purpose, process, outcomes and findings of your research.</p>	<p>Weighting%</p> <p>100%</p>

Learning resources

The key resources for this module are University Library print and electronic resources and Minerva.

Required and additional readings are clearly indicated on Minerva next to each week's topic and are always available electronically. Lecture slides and podcasts are also available on Minerva.

Essential Reading (Ebooks)

Newby, P. (2014) *Research methods for education*. [electronic resource]. [online]. Harlow, England ; New York : Pearson Education Ltd., [2014].

Other available Ebooks (BSU Online)

Aubrey, C. (2000) *Early childhood educational research*. [electronic resource] : issues in methodology and ethics. London : Routledge Falmer.

Bassey, M. (1999) *Case study research in educational settings*. [electronic resource]. *Doing qualitative research in educational settings*. Buckingham : Open University Press.

Biesta, G., Allan, J. and Edwards, R. (2013) *Making a difference in theory*. [electronic resource] : *the theory question in education and the education question in theory*. Theorizing education. London : Routledge.

Bray, M., Adamson, B. and Mason, M. (2007) *Comparative education research*. [electronic resource] : *approaches and methods*. *CERC studies in comparative education*: 19. Hong Kong : Comparative Education Research Centre, Dordrecht : Springer.

Brundrett, M. (2013) Education 3-13. [electronic resource] : *40 years of research on primary, elementary and early years education*. *Education heritage series*. London : Routledge.

Cohen, L., Manion, L. and Morrison, K. (2007) *Research methods in education*. [electronic resource].

Creswell, J.W. (2014) *Educational research*. [electronic resource] : *planning, conducting, and evaluating quantitative and qualitative research*. *Pearson custom library*. Harlow, Essex : Pearson.

Crossley, M. and Watson, K. (2003) *Comparative and international research in education*. [electronic resource] : *globalisation, context and differences*. London : New York : RoutledgeFalmer.

Fenwick, T.J. and Edwards, R. (2012) *Researching education through actor-network theory*. [electronic resource]. *Educational philosophy and theory special issue book series*. Chichester : Wiley-Blackwell.

Hamilton, L. and Corbett-Whittier, C. (2013) *Using case study in education research*. [electronic resource]. *Research methods in education*. Los Angeles : SAGE.

Hedegaard, M. and Flear, M. (2008) *Studying children*. [electronic resource] : *a cultural-historical approach*. Maidenhead : Open University Press.

Hitchcock, D.H. and Hughes, D. (1995) *Research and the teacher : a qualitative introduction to school-based research*. [electronic resource]. London ; New York : Routledge.

Jarvis, P. (2012) *Research in the early years. [electronic resource]: a step-by-step guide*. Harlow : Pearson.

McMillan, J.H. and Schumacher, S. (2014) *Research in education. [electronic resource]: evidence-based inquiry*. Harlow, Essex : Pearson.

Newby, P. (2014) *Research methods for education. [electronic resource]*. Harlow, England ; New York : Pearson Education Ltd.

O'Donoghue, T.A. (2007) *Planning your qualitative research project. [electronic resource]: an introduction to interpretivist research in education*. London ; New York : Routledge.

Porter, J. and Lacey, P. (2005) *Researching learning difficulties: a guide for practitioners. [electronic resource]*. London : P.C.P. ; Thousand Oaks, CA : SAGE Publications.

Pring, R. (2005) *Philosophy of education: aims, theory, common sense and research. [electronic resource]* London : Continuum.

Tight, M. (2012) *Researching higher education. [electronic resource]*. Maidenhead : Open University Press.

Other Available Books (BSU Library)

Biggs, I. (2009) *Art as research: creative practice and academic authority: a project-based examination of the politics of art-led research in a doctoral context*. Saarbrken : VDM Verlag Dr. Mler.

Cahnmann-Taylor, M. and Siegesmund, R. (2007) *Arts-based research in education: foundations for practice. Inquiry and pedagogy across diverse contexts series*. London : Routledge.

Carr, W. (1995) *For education: towards critical educational inquiry*. Open UP.

Creswell, J.W. (2013) *Qualitative inquiry & research design: choosing among five approaches*. Thousand Oaks, Calif. ; London : SAGE.

Denscombe, M. (2014) *The good research guide: for small-scale social research projects*. Open UP study skills. Maidenhead : Open University Press.

Denzin, N. and Lincoln, Y. (2011) *The SAGE Handbook of Qualitative Research*. 4th edition. Sage Publications Inc.

Denzin, N.K. and Lincoln, Y.S. (2000) *Strategies of qualitative inquiry*. Thousand Oaks, Calif. ; London : SAGE.

Hartas, D. (2010) *Educational research and inquiry: qualitative and quantitative approaches*. London : Continuum.

Haydon, G. and Haydon, G. (2006) *Values in education. Continuum studies in research in education*. London : Continuum.

Heath, C., Hindmarsh, J. and Luff, P. (2010) *Video in qualitative research: analysing social interaction in everyday life. Introducing qualitative methods*. London : SAGE.

Johnson, B. and Christensen, L.B. (2014) *Educational research : quantitative, qualitative, and mixed approaches*. Los Angeles : SAGE.

MacNaughton, G. (2005) *Doing Foucault in early childhood studies : applying poststructural ideas. Contesting early childhood series*. London : Routledge.

MacNaughton, G., Rolfe, S.A. and Siraj-Blatchford, I. (2010) *Doing early childhood research : international perspectives on theory & practice*. Maidenhead : McGraw-Hill Open University Press.

McNamee, M.J. and Bridges, D. (2002) *The ethics of educational research*. Oxford : Blackwell.

Silverman, D. (2011a) *Doing qualitative research : a practical handbook*. London : SAGE.

Silverman, D. (2011b) *Qualitative research : issues of theory, method and practice*. Los Angeles, [Calif.] ; London : SAGE.

Strike, K.A. (1989) *Liberal justice and the Marxist critique of education : a study of conflicting research programs. Philosophy of education research library*. New York ; London : Routledge.

Journals

British Journal of Educational Studies

British Educational Research Journal

British journal of special education

Education 3-13

International Journal of Qualitative Methods

Journal for critical education policy studies

Oxford Review of Education

Research in Education

Preparatory work

Students are encouraged to identify a range of problems in educational theory, policy practice or understanding which they would be interested in exploring.

They are asked to reflect on the content of modules they have previously taken which their problems are linked with.

An online questionnaire is completed and on the basis of this, and wherever possible, students are matched with a supervisor who will be able to assist them in the exploration of their identified problems.

Module code	ED6503			
Module title	Pedagogy, Culture and Society			
Subject field	Education			
Pathway(s)	Early Years Education			
Level			6	
UK credits	20			
ECTS credits	10			
Core or Compulsory or Optional	Compulsory for Early Years Award			
Acceptable for	None			
Excluded combinations	None			
Class contact time: total hours	39			
Independent study time: total hours	161			
Duration of the module	26 weeks			
Main campus location	Winter Gardens Knightstone Campus			
Module Leader	Mark Wilkins			

Additional costs involved	None
<p>Brief description and aims of module</p> <p>The aim of this module is to enable you to reflect on and gain a critical understanding of some of the issues that impact contemporary society, and consider how these issues provide the context in which you work. You will need to demonstrate how you can develop a pedagogy that reflects the social landscape and will be given the opportunity to respond to change. Issues may include technological, cultural, environmental and political discourses</p>	
<p>Outline syllabus</p> <p>Drawing upon previous study and work experience within the early years sector, you will develop a reflective and critical understanding of the impact of change within some of the following areas;</p> <ul style="list-style-type: none"> • Digital technology • Education • Gender • Health • Globalisation • Diversity and equality • Policy issues • Plus others <p>You will then learn how a reflective pedagogy can respond to change through provision and curricular design, and develop your own attributes as reflective practitioners by critical exploration of contemporary issues.</p> <p>The learning methods for this module will consist of formal lectures, group seminars and discussions, exploration of media such as the internet, and guest speakers. Also you will be expected to undertake independent study to enhance their understanding of the content of the module.</p>	
<p>Teaching and learning activities</p> <p>There will be 13x 3hr sessions in the module. Each seminar will be a balance of tutor input, student centred discussion, group activity and reflection. Discussion which will develop your understanding of themes relevant to the assessments will be an integral part of each session.</p> <p>Key reading material for each session will support your engagement in discussion of key ideas and theory which will enhance the quality of your learning outcomes.</p> <p>Prior to formal assignments an assignment guidance session will be included in the schedule, in which students will work together to develop ideas and approaches to the assignment.</p>	

<p>Intended learning outcomes (drawn from the 2015 QAA Benchmark)</p> <p><i>By successful completion of the module, you will be able to demonstrate:</i></p> <ol style="list-style-type: none"> 1. A critical understanding of issues shaping contemporary society, and how these issues are communicated 2. An in-depth knowledge and understanding of how current issues impact on educational systems 3. The ability to analyse influences on curriculum and pedagogy 4. The ability to critically reflect on your own and others' value systems 5. The ability to use your knowledge and understanding critically to locate and justify a personal position in relation to the subject 6. The ability to use new knowledge to influence changes in practice 	<p><i>How assessed</i></p> <p>S1/S2</p> <p>S2</p> <p>S2</p> <p>S1/2</p> <p>S1/S2</p> <p>S1</p>
<p>Assessment and feedback</p> <p>Students will be given formative tutor and peer feedback on informal group presentations and discussion feedback, which will encapsulate critical analysis of key concepts as the module progresses. This will support understanding of progress against the stated skills or knowledge outcomes.</p> <p><i>Formative exercises and tasks:</i></p> <p>F1 Group seminars that enable the student to evidence reading and critical thinking</p>	
<p><i>Summative assessments:</i></p> <p>S1 A poster (equivalent to 1500 words)</p> <p>S2 An essay (3500 words)</p>	<p>Weighting%</p> <p>30</p> <p>70</p>
<p>Learning resources</p> <p><i>University Library print, electronic resources and Minerva:</i></p> <p>Key texts</p> <p>Anning, A., Cullen, J. & Flear, M. (2009) <i>Early Childhood Education: society and culture</i>. London: Sage</p> <p>Browne, N. (2003) <i>Gender equity in the early years</i>. Maidenhead: Open University Press</p> <p>Murphy, P., Hall, K. and Soler, J. (2008) <i>Pedagogy and Practice Culture and Identities</i>. London: Sage</p> <p>Montgomery, H (2013) <i>Local childhoods, global issues</i>. Bristol: Policy Press</p> <p>Bragg, S. and Kehily, S-J. (2013) <i>Children and young people's cultural worlds</i>. Bristol: Policy Press</p> <p>Pugh, G. and Duffy, B. (2013) <i>Contemporary Issues in the Early Years</i>. 6th ed. London: Sage</p> <p>Rogers, S. (2011) <i>Rethinking Play and Pedagogy in Early Childhood Education</i>. Abingdon: Routledge</p> <p>Wright, H. (2014) <i>The Child in Society</i>. London: Sage</p> <p>Journals</p> <p><i>Contemporary Issues in Early Childhood</i></p> <p><i>Pedagogy, Culture and Society</i></p> <p><i>Globalisation Societies and Education</i></p> <p><i>Gender and Education</i></p> <p><i>Oxford Review of Education</i></p> <p><i>Race Ethnicity and Education</i></p> <p><i>Education 3-13</i></p> <p><i>Early Years: Journal of International Research & Development</i></p>	

<p>Preparatory work</p> <p>This module explores contemporary issues, so students can prepare for studies by reading sources such as The Guardian, http://www.spiked-online.com, and following changes in government policy through Early Years Educator and Nursery World Magazines.</p>	
Module code	ED6117
Module title	Leadership and Teamwork in Early Childhood Settings.
Subject field	Education
Pathway(s)	Early Years Education
Level	6
UK credits	20
ECTS credits	10
Core or Compulsory or Optional	Compulsory for Early Years Award
Acceptable for	None
Excluded combinations	None
Class contact time: total hours	39
Independent study time: total hours	161
Duration of the module	26 weeks
Main campus location	Winter Gardens Knightstone Campus
Module Leader	Susan Score
Additional costs involved	DBS may be required
<p>Brief description and aims of module</p> <p>This module introduces you to the principle and theories of leadership as they apply to early childhood settings. You will explore contested understandings of quality in relation to early childhood provision together competing political and social agendas. You will be introduced to the concept of ethical leadership. This will include themes relating to setting purpose, the construction of the practitioner and the image of the child.</p> <p>This module enables you to explore effective ways of leading a pedagogical team with an emphasis on relationship, collaboration and reflection, communication skills, supporting effective communities of practice and developing others.</p>	

In this module you will develop an understanding of the setting as embedded in its particular context. You will explore approaches to working with parents/carers, the wider community and the implications of this for leadership of multi-professional teams.

You will have the opportunity to reflect, analyse and share your own experiences and responses to leadership issues. The module will provide you with underpinning knowledge and understanding that will constructively support the way in which you work with others.

Outline syllabus

Main contexts, theories and ideas

- Pedagogical leadership of settings
- Leadership of early childhood settings as an ethical enterprise
- Principles and theories of leadership as they apply to early childhood leadership
- Early childhood settings as embedded in communities and the implications for leadership
- Effective leadership of change and the relevance of setting culture
- The contested nature of 'quality'
- Developing others
- Working in partnership with families and a multi-professional team

Learning is facilitated by 3 hour seminars in alternate weeks. Tutor generated course materials will be provided on Minerva and discussed in conjunction with key readings in the sessions.

Visiting speakers will add a further dimension of reflection and analysis of current leadership practice.

Teaching and learning activities

There will be 13x 3hr sessions in the module. Each seminar will be a balance of tutor input, student centred discussion, group activity and reflection. Discussion which will develop understanding of themes relevant to the assessments will be an integral part of each session.

Key reading material for each session will support engagement in discussion of key ideas and theory which will enhance the quality of learning outcomes.

There will be opportunities for critical reflection and analysis relating to leadership, teamwork and collaboration and for students to share and discuss their knowledge and understanding and experiences of practice with others on the programme.

Prior to formal assignments an assignment guidance session will be included in the schedule, in which students will work together to develop ideas and approaches to the assignment.

Intended learning outcomes

By successful completion of the module, you will be able to demonstrate:

1. A critical understanding of theories and principles of leadership and their relevance and application to Early Years professional practice

How assessed

S1, S2

<p>2. Knowledge and understanding of leading partnerships which include practitioners, families and a wider group of professionals, in order to meet agreed objectives.</p> <p>3. A systematic understanding of the spectrum of approaches necessary to establish and sustain a culture of cooperative and collaborative working between colleagues, parents, carers and communities.</p> <p>4. The ability to devise and sustain arguments relating to a leader's ability to influence and shape policies and practice and share collective responsibility for implementation of change and development of professional practice.</p> <p>5. The ability to critically evaluate the ambiguous and contested concept of quality and the implications of this for leaders of early childhood settings</p> <p>6. Knowledge and understanding of the challenges and tensions involved in leadership of early childhood settings as an ethical enterprise</p>	<p>S1, S2</p> <p>S1, S2</p> <p>S1</p> <p>S2</p> <p>S2</p>
<p>Assessment and feedback</p> <p><i>Formative exercises and tasks:</i></p> <p>Students will be given formative tutor and peer feedback on informal group presentations and discussion feedback, which will encapsulate critical analysis of key concepts as the module progresses. This will support understanding of progress against the stated skills or knowledge outcomes.</p>	
<p><i>Summative assessments:</i></p> <p>S1. Individual presentation (2,500 word equivalent)</p> <p>S2. Essay (2,500 words)</p>	<p>Weighting%</p> <p>50%</p> <p>50%</p>
<p>Learning resources</p> <p><i>Key texts</i></p> <p>Aubrey, C. (2011) <i>Leading and Managing in the Early Years (2nd Ed)</i>, London, Sage Publications</p> <p>Ebbeck and Waniganayake (2003) <i>Early Childhood Professionals: Leading Today and Tomorrow</i>. Elsevier: MacLennan & Petty</p> <p>Miller, M. & Cable, C. (2011) <i>Professionalization, Leadership and Management in the Early Years</i>. London: Sage</p> <p>Dahlberg, G. Moss, P. and Pence, A. (2007) <i>Beyond Quality in Early Childhood Education and Care: Languages of Evaluation (2nd Ed)</i>, London: Falmer Press.</p> <p>Pugh, G. (Ed) (2009) <i>Contemporary Issues in the Early Years</i>, London: Paul Chapman Publishing.</p> <p>Rodd, J. (2013) <i>Leadership in the Early Years</i>. (4th Ed), Maidenhead: Open University Press.</p>	

Rose, J. & Rogers, J. (2012) *The Role of the Adult in Early Childhood Settings*, Milton Keynes, Open University Press

Whalley, M. (2008) *Leading Practice in Early Years Settings*. Exeter. Learning Matters Ltd

Key web-based and electronic resources

- links to resources and reading material posted on Minerva

Specialist resources:

- European Early Childhood Education Research Journal
- International Journal of Early Years Education
- Early Years: An International Journal of Research and Development
- Early Childhood Research Quarterly
-

Preparatory work

Reflect on your own experiences of leaders in a work context. What attributes did they have?

Module code	ED6038			
Module title	Symbolic Representation: Young Children Making Meaning			
Subject field	Education			
Pathway(s)	Early Years Education			
Level			6	
UK credits	20			

ECTS credits	10
Core or Compulsory or Optional	Compulsory for Early Years Award
Acceptable for	None
Excluded combinations	None
Class contact time: total hours	39
Independent study time: total hours	161
Duration of the module	26 weeks
Main campus location	University Campus Weston
Module Leader	Susan Score
Additional costs involved	DBS may be required

Brief description and aims of module

This module explores children making meaning as a social construct as they find ways to make their voices heard. You will explore symbolic representation as a fundamental feature of children’s meaning-making endeavours, with a particular focus on literacy development and learning in children from birth to eight. Definitions of literacy will be examined within the context of ideas of cultural capital and the power relationships within society. As part of the module, you will observe children in familiar environments engaging in literacy and problem solving activities. You will use theoretical models of language and literacy, as well as scientific, multimodal and mathematical learning to examine themes, and to reflect on your observations and practical experience.

Links will be made throughout the module between different forms of communication, strategies for making meaning, and the development of the ‘conventional’ written forms in social contexts. You will be supported throughout this module in developing an analytical and critical approach to evaluating resources which promote and encourage children to represent their own ideas and meanings, informed by social, cultural, political and educational perspectives.

Assessment is made up of two elements: assignment 1 is a critical analysis of a research paper, while assignment 2 requires you to carry out a case study. The focus of your study may be a setting, a child or children in a setting, which might be a home environment or an educational setting. If you are carrying out research in an educational setting, you would need to ensure that you have DBS

<p>clearance before beginning to gather data. You will be given time in the schedule to carry out field work for the case study, guidance for this will be built into the seminar sessions.</p>	
<p>Outline syllabus</p> <p>You will explore and develop a number of different perspectives in this module, including</p> <ul style="list-style-type: none"> • Different understandings of literacy, with a particular focus on the child's voice • Political and economic perspectives and socio-cultural contexts • Cultural capital and power relationships • Multi modal representation and making meaning • Affective dimensions of communicating • Ways of thinking • Curricula, pedagogy and educational approaches for young children • Language development and problem solving • Children's rights, identities, equity and agency • Observation as a tool to support an understanding of children's development and dispositions. 	
<p>Teaching and learning activities</p> <p>Seminars will be made up of lectures; workshops; observational visits to settings; directed activities; critical review of observations with peers; individual support and tutorials; reading and reflection.</p> <p>A range of research from peer-reviewed journal articles will be studied for the presentation, the first assessment item early in this module. This will help you to develop the underpinning knowledge and understanding needed for the second assignment, the case study. You will work with a partner for your presentation, and will develop your understanding in a supportive environment with both tutor and peer support.</p> <p>Guidance on methodology and observations will be given throughout, which will help you to structure your case study for the second assignment.</p>	
<p>Intended learning outcomes</p> <p>By successful completion of the module, you will be able to demonstrate:</p> <ol style="list-style-type: none"> 1. A critical understanding of the theory and practical implications of the concept of symbolic representation, and what this means to children in different socio-cultural contexts and in a rapidly changing multi-media world. 2. Explore and evaluate a variety of strategies to promote early literacy and problem solving in young children in a variety of settings 3. Conceive, plan and implement a case study project that has clear and defined aims and objectives 4. Draw upon a range of theoretical perspectives to support your analysis of how young children develop literacy and make meaning 5. Evaluate the impact of gender, ethnicity and class on children's experience and learning 6. Engage critically with the wider economic political and socio-cultural contexts of education 	<p><i>How assessed</i></p> <p>S1</p> <p>S1</p> <p>S2</p> <p>S2</p> <p>S2</p> <p>S2</p> <p>S2</p>
<p>Assessment and feedback</p>	

<i>Formative exercises and tasks:</i>	
F1. Group presentations of research papers for assignment 1, with verbal feedback from your tutor and your peers	
F2. Presentation of your case study plan to the group and to your tutor	
<i>Summative assessments:</i>	
S1. Critical Analysis (1,500 words)	Weighting% 30%
S2. Case Study (3,500 words)	70%
Learning resources	
<i>University Library print, electronic resources and Minerva:</i>	
Key texts	
Carruthers, E. and Worthington, M. (2011) <i>Understanding Children's Mathematical Graphics: Beginnings in Play</i> . Maidenhead: OUP.	
Dyson, A. H. (2013) <i>Rewriting the Basics: Literacy learning in Children's Cultures</i> . New York: Teacher's College Press.	
Freire, P. (1996) <i>Pedagogy of the Oppressed</i> . London: Penguin.	
Kelly, C. (2010) <i>Hidden Worlds; Young Children learning Literacy in Multicultural Context</i> . Stoke: Trentham Books.	
Kress, G. (1997) <i>Before Writing: Rethinking the Paths to Literacy</i> . London: Routledge	
Pahl, K. (1999) <i>Transformations: Meaning Making in Nursery Education</i> . Staffordshire: Trentham Books Ltd.	
Key web-based and electronic resources, including books and journals	
European Early Childhood Education Research Association Journal	
International Journal of Early Years Education	
Journal of Early Childhood Literacy	
Children's Mathematics Network	
National Literacy Trust	
United Kingdom Literacy Association (UKLA)	
Preparatory work	
You may wish to read a key text in preparation for this module:	
Kress, G. (1997) <i>Before Writing: Rethinking the Paths to Literacy</i> . London: Routledge	
This book is available as an e-book in the BSU library	

Module code	ED6034
Module title	International Perspectives of Early Childhood
Subject field	Education
Pathway(s)	Early Years Education
Level	6
UK credits	20
ECTS credits	10
Core or Compulsory or Optional	Compulsory for Early Years Award
Acceptable for	None
Excluded combinations	None
Class contact time: total hours	39
Independent study time: total hours	161
Duration of the module	26 weeks
Main campus location	University Campus Weston
Module Leader	Mark Wilkins
Additional costs involved	Optional fieldtrip expenses

Brief description and aims of module

This module introduces you to a number of international early childhood pedagogies including Te Whariki, Reggio Emilia, Nordic approaches amongst others, which have influenced practice in early childhood education and care. During the module you will identify and analyse similarities and distinctive qualities and their influences on current early years practice in England.

This module provides you with an opportunity to examine the contested nature of childhood, and scrutinise political influences on Early Childhood policy and practice, including issues of citizenship and democracy in early education. Early Childhood Education globally will be explored from a socio-cultural and cultural-historical perspective with a particular focus on the impact of a dominant western discourse and issues relating to education for sustainable development.

This module will enable you to reflect upon the relationship of culture and pedagogy and the influences upon this relationship. This will result in you applying similar lenses to pedagogy and practice in your own country.

There may also be an opportunity to visit early years' settings as part of an optional residential field trip.

Outline syllabus

During this module students will explore and analyse the following key concepts and arguments:

- the contested nature of the image of the child in society and the influence of this on the particular pedagogic approach
- Social, historical, political and cultural influences on the image of the child and the relationship between these and the pedagogical approach
- social pedagogy and childrearing practices
- The underpinning values of the curricula approach
- approaches to learning, teaching and assessing
- the desirability and utility of assessment strategies for young children
- the role of the adult
- the role of play
- How the underpinning philosophy is made visible in the practice
- The political dimension of early childhood education and care
- The impact and implications of a dominant western discourse on developing pedagogies in the majority world
- Issues relating to education for sustainable development and culturally sensitive pedagogies

Tutor generated course materials will be provided on Office 365 and discussed in conjunction with key readings in the sessions.

Teaching and learning activities

<p>There will be 13x 3hr sessions in the module. Each seminar will be a balance of tutor input, student centred discussion, group activity and reflection. Discussion which will develop your understanding of themes relevant to the assessments will be an integral part of each session.</p> <p>Key reading material for each session will support your engagement in discussion of key ideas and theory which will enhance the quality of your learning outcomes.</p> <p>Prior to formal assignments an assignment guidance session will be included in the schedule, in which students will work together to develop ideas and approaches to the assignment.</p>	
<p>Intended learning outcomes</p> <p><i>By successful completion of the module, you will be able to demonstrate:</i></p> <p>Students will develop knowledge and a systematic understanding of key aspects of international approaches to early childhood education:</p> <ol style="list-style-type: none"> 1. The role of historical, political, social and cultural influences in shaping educational practices 2. Critical evaluation of theoretical and ideological assumptions underlying different approaches to education 3. Synthesising and critically evaluating arguments, assumptions, abstract concepts from a variety of sources/early years practices 4. Devising and sustaining critical arguments and justifying personal viewpoints using a variety of evidence and drawing on published work 5. The complexity and contested nature of the societal and organisational structures and purposes of early childhood education and care 6. The complexity of the interaction between learning and local and global contexts and the extent to which these impact on education for sustainable development 	<p><i>How assessed</i></p> <p>S1, S2</p> <p>S1, S2</p> <p>S1, S2</p> <p>S1, S2</p> <p>S1, S2</p> <p>S2</p>
<p>Assessment and feedback</p> <p><i>Formative exercises and tasks:</i></p> <p>Students will be given formative tutor and peer feedback on informal group presentations and discussion feedback, which will encapsulate critical analysis of key concepts as the module progresses. This will support understanding of progress against the stated skills or knowledge outcomes.</p>	
<p><i>Summative assessments:</i></p> <p>S1. Critical analysis (2,500 words)</p> <p>S2. Essay (2,500 words)</p>	<p>Weighting</p> <p>50%</p> <p>50%</p>

Learning resources

Key texts

Dahlberg, G., Moss, P and Pence, A. (2007) (2nd edn) *Beyond Quality in Early Education and Care*. Oxon: Routledge

Dahlberg, G., Moss, P. (2005) *Ethics and Politics in Early Childhood Education*. Abingdon, Routledge and Falmer

Edwards, D., Gandini, L. and Forman, G. (1998) *The Hundred Languages of Children*. London: Ablex Publishing corporation.

Einarsdottir, Johanna and Wagner, Judith. T (2006) *Nordic Childhoods and Early Education: Philosophy, Research, Policy and Practice in Denmark, Finland, Iceland, Norway and Sweden*. Connecticut USA, Information Age Publishing

Georgeson, J. and Payler, J. (2013) *International Perspectives on Early Childhood Education and Care*. Maidenhead: Open University Press

Gilbert, L., Rose, J., Palmer, S. and Fuller, M. (2013) *Active engagement, emotional impact and changes in practice arising from a residential field trip*, *International Journal of Early Years Education*, 20.1, 22-38

Rose, J., Fuller, M., Palmer, S & Gilbert, L (2011) 'Transformative empowerment: stimulating transformations in practice', *LATHE*, 5, 56-72

Siegfriedsen, W. (2012) *Understanding the Danish Forest School Approach* Abingdon, Fulton

Sommer, D., Samuelsson, I., Hundeide, K. (2010) *Child Perspectives and Children's Perspectives in Theory and Practice*, London, Springer

Key web-based and electronic resources –

- links to resources and reading material posted on Minerva, Office 365

Key journals

- European Early Childhood Education Research Journal
- International Journal of Early Years Education
- Early Years: An International Journal of Research and Development
- Early Childhood Research Quarterly

Preparatory work

Students who have experience of early childhood pedagogies both here and internationally might reflect on and analyse key aspects of these practices for sharing in the sessions.

7. Appendices

Appendix 1 – Sample Assessment Report Form



Education studies: Assessment Report Form

Part 1: To be completed by the student and submitted with each piece of assessed work.

Student Number		Module Code	
Short Title of Assignment			
Course/Marking Tutor		Date of Submission	
Word Count			

Student statement: *In submitting this assignment, I am confirming that I have read and understood the regulations for assessment, and I am aware of the seriousness with which the University regards unfair practice.*

Part 2 FEEDBACK: Your assignment has been assessed against the following criteria:

	F	D	C	B	A	A+
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Criteria	Poor	Satisfactory	Sound	Good	Distinguished	Outstanding
Programme Level: <ul style="list-style-type: none"> • Level 4: Knowledge of – • Level 5 Critical Understanding – • Level 6 Systematic Understanding 						
1. Knowledge, understanding and interpretation of key concepts (Students are made aware of the key concepts in question through module content and the assignment instructions (rubric).)						
2. Reading and evaluation of relevant literature (Students are expected to show that they have accessed a range of relevant texts in order to develop a depth of understanding and considered a topic from a variety of perspectives. Sources will include recommended module reading and material found by the student's own research. This may include multi media texts, recordings and videos. Literature should be trustworthy and will usually come from credible academic sources. Students are also expected to show how they have interpreted sources appropriately (rather than misapplied/ misunderstood the literature))						

<p>6. Ethical awareness and behaviour</p> <p>(Students need to demonstrate that the work submitted or presented is consistent with the values and practices of our academic community such as honesty, fairness, respect and equality. Students will need to discuss these ideas within seminars to ensure they are clear about the meaning of this criterion in the context of the assignment and university expectations (eg 'unfair practice'). In research based assignments, an ethics approval process will also be followed and demonstrated.)</p>						
<p>4. Appropriate use of predefined¹ academic conventions</p> <p>(Typical academic conventions shown in university work would be:</p> <p>Correct and accurate referencing (ie Harvard); Academic language; clear and coherent argumentation. In particular assignments, different or additional conventions may apply, such as when leading a workshop, writing a blog or contributing to a discussion forum. Your tutor will explain the conventions expected in each assignment.)</p>						

¹ Predefined by module leader/tutor

Module/Assignment level - the following criteria are in 'constructive alignment' with intended learning outcomes (ILOs) of the module						
1.						
2.						
Feedforward (Advice on how to improve and other comments and guidance)	<ul style="list-style-type: none"> • General comments • Strengths <ol style="list-style-type: none"> 1. 2. 3. • Areas for development <ol style="list-style-type: none"> 1. 2. 3. 					
Date:	Marker name:		Mark (%)			
	Moderator name					
All marks are provisional until agreed at the end of year exam board.						

Appendix ii: Marking Criteria

A Guide to Assessment Criteria

The following assessment criteria have been adopted by the University for all module assessment items in the Undergraduate Modular Scheme. They will be amplified and/or refined by more specific criteria, which will be set out in your module documentation.

Grade	Indicative	Criterion
	Mark Range	
A	80-100	An outstanding first. Work of outstandingly high quality and originality.
	77 –79	An excellent first. Work, which fulfils all the criteria of the A, grade, but at an exceptional standard for the Level concerned. Substantial originality and insight, very few minor limitations.
	74 – 76 A	A good first Work of distinguished quality, which is based on extensive research and/or strong technical and creative competence. Clear and logical organisation; consistent scheme of references, used entirely appropriately. An authoritative grasp of concepts, methodology and content appropriate to the subject/discipline and to the assessment task will be demonstrated. There is clear evidence of originality and insight and an ability to sustain an argument and/or solve discipline-related problems, based on critical analysis and/or evaluation. The ability to synthesise material effectively and the potential for skilled innovation in thinking and practice will be evident.
	70 -73	A first. The qualities of an A grade but with more limitations. Work of very good quality which displays most, but not all, of the A grade characteristics for the Level concerned.
B	67 – 69	A high upper second Work, which clearly fulfils all the criteria of the B grade for the Level concerned, but shows greater insight and/or originality.
	64 - 66	A good upper second Work of good quality, which is based on a wide range of properly referenced sources and/or creative input, demonstrating a sound and

		above average Level of understanding of concepts, methodology and content appropriate to the subject/discipline and to the assessment task. There is clear evidence of critical judgement in selecting, ordering and analysing content to construct a sound argument based on responses which reveal occasional insight and/or originality. Ability to solve discipline-related problems will be effectively and consistently demonstrated. Draws on an appropriate range of properly referenced sources
	60 – 63	An upper second Work of good quality, which contains most, but not all, of the B grade characteristics for the Level concerned
C	57 – 59	A high lower second Work, which clearly fulfils all the criteria of the C grade for the Level concerned, but shows a greater degree of critical analysis and/or insight
	54 – 56	A good lower second Work of sound quality which is based on satisfactorily referenced sources and/or creative input and which demonstrates a grasp of relevant material and key concepts, together with ability to structure and organise arguments or materials effectively. The work may be rather standard, but will be mostly accurate, clearly communicated and provide some evidence of ability to engage in critical analysis and/or evaluation. There will be no serious omissions or irrelevancies. In dealing with solutions to technical problems, appropriate methods will be chosen. Coherent organisation in general with effective use of references and acknowledgement of sources.
	50 – 53	A lower second Work of sound quality, which contains most, but not all, of the C grade characteristics for the Level concerned.
D	47 – 49	A high third Work of a satisfactory standard demonstrating a reasonable Level of understanding, and competent organisation, but lacking sufficient analysis and independence to warrant a C grade at the Level concerned.
	44 – 46	A good third Work of satisfactory quality, which covers the basic subject matter adequately and is appropriately organised and presented, but which is primarily descriptive or derivative rather than analytical or creative. Study may be limited and narrowly focussed. There may be some misunderstanding of key concepts and limitations in the ability to select relevant material or techniques, and/or in communication or other relevant key skills, so that the work may be flawed by some errors, omissions or irrelevancies. There will be some evidence of appropriate research and ability to construct an argument, but it may be narrowly focused. In dealing with solutions to technical problems, established and appropriate methods will generally be chosen, but these may be applied uncritically
	40 – 43	A third

		Work of bare pass standard demonstrating some familiarity with relevant subject matter and application of relevant academic capabilities, but only just meeting threshold standards in research, analysis, organisation, focus or other skills essential to the assessment task, and/or with significant errors or omissions.
F	30 – 39	A fail Work which indicates some evidence of engagement with the subject material and learning process, but which is essentially misinterpreted, misdirected, misunderstood or poorly organised and sketchy or otherwise just failing to meet threshold standards at the Level concerned.
	20-29	A clear fail Work which indicates little engagement with the subject material and learning process; which contains substantial errors or irrelevancies; which shows minimal evidence of planning and hardly any use of references and acknowledgement of sources; which clearly fails to meet threshold standards at the Level concerned
	10-19	A bad fail Work of poor quality, which is based on only minimal effort and/or contains little of relevance. It will offer hardly any evidence of familiarity with subject materials or skills appropriate to the discipline or task at the Level concerned.
	1-9	A very poor fail Some work submitted, but containing virtually nothing of any relevance, depth or merit.
	0	Nothing submitted, and extension not agreed before due date; or work containing nothing of any relevance or merit.
UP	0	Work failed due to unfair practice.

Appendix iii: Research and Ethics

Research and ethics (non-clinical) at Bath Spa University

Author - Dr Paul Davies

1. Background

1.1 This paper deals only with ethical considerations relating to non-clinical research.

1.2 Consideration of research ethics must take into account the legal framework. Relevant legislation includes The Data Protection Act 1984 (and subsequent), The Children's Act 1989 (and subsequent) and various 'privacy' laws. As the legal obligations relating to research ethics are not covered by any single Act, research organisations have generally responded to their obligations via policy documents, codes of practice or similar.

1.3 Many higher education institutes have developed a research ethics policy and mechanisms for formally agreeing the arrangements with respect to the gathering and storage of data in projects where ethical considerations justify it. This is usually separate from the formal agreement of the project as a viable project. Good practice, through Codes of Practice, has also been developed by a number of professional bodies, for example by the British Sociological Association and the British Psychological Society. Research active members of those organisations are obliged to adhere to these Codes of Practice *in addition to* any organisational codes.

1.4 This document proposes a way in which BSU deals with ethical issues related to non-clinical research. It seeks to ensure that research ethics are considered in *all* research projects undertaken, and to formally scrutinise and agree procedures relating to *individual* defined projects where it is appropriate to do so. It therefore outlines the issues that need consideration and proposes *Principles* (which must be adhered to by all who undertake research -defined fully in Appendix 1a), and *Procedures and Practice* (to be followed when specific approval is required – see below).

2. Definition of research subject to ethical considerations and definition of researchers included

2.1 For the purposes of this document research means all research that involves human participants as subjects undertaken as a part of formal University activity. The phrase 'human participants' refers to persons used in all types of research. Qualitative based research projects may include personal interviews, questionnaires, interviews, focus groups, observation of groups *etc.* Quantitative and experimental research may include questionnaires, surveys, trials *etc.*

2.2 Research included is that undertaken by:

Undergraduate students undertaking research as part (or all) of an undergraduate qualification

Directors of Studies and supervisors of students

All staff doing personal research, collaborative research with outside organisations, contract research and consultancy

All staff undertaking research with students or with other members of staff

3. Issues and Principles

3.1 All research involving human participants must consider the following issues from the inception of the research project. Researchers should be in a position to justify the decisions undertaken as a result of those considerations *should it be required*:

- the value of the research
- informed consent
- openness and honesty
- right to withdraw without penalty
- confidentiality and anonymity
- protection from harm
- briefing and debriefing
- reimbursements, payments and rewards
- suitability/experience of researcher
- ethics standards of external bodies and institutions
- reporting on ethical issues throughout
- research for clients/consultants
- intended dissemination

3.2 Some of the above issues require very careful consideration. All are discussed in detail in Appendix 1a where the *Principles* governing such considerations are laid out.

3.3 Ethically responsible conduct is part of the University's principles of good research practice (available as a separate document). It states that deliberate, reckless or negligent research misconduct may lead to disciplinary action via the University's disciplinary procedure. It is important to note that honest errors do not constitute misconduct.

4. Research for which approval is necessary

4.1 If the research project involves either:

- Deceptive research (defined below)
 - or
- Covert research where data are recorded in a manner in which anonymity of participants cannot be assured, or where when the research involves collection of sensitive personal material (including matters relating to behaviour), or where the participants are part of a vulnerable group (defined below);

approval must be sought through the procedures detailed below.

4.2 *Deceptive research* is that which is undertaken when the investigator deliberately conceals or significantly misrepresents his or herself, the true nature of the research, or any other significant aspect of the research (see Appendix 1b).

4.3 *Vulnerable group* includes any person(s) who may be precluded from giving *informed* consent. Note that this does not necessarily include all groups whose consent is given by parents or by those in *loco parentis*. It should additionally be noted that even in those circumstances the 'real' consent of those individuals under study should also be sought wherever possible (see Appendix 1a, informed consent).

4.4 Approval for research involving human participants not covered within the categories detailed in Section 4.1 should be sought through the school mechanisms agreed by AQSC on 6th October 2006. All projects must adhere to the *Principles*.

4.4.1 If there is any doubt as to whether a particular research project needs approval, advice should be sought from the relevant academic manager.

5. Procedures and Practice for approving research

5.1 Those projects requiring approval under 4 above will be required to seek such approval through the University's Research and Scholarship Committee. Advice on submitting projects requiring approval should be sought from the Chair of that Committee at an early stage in the formulation of the research proposal. Under no circumstances should such research be started prior to approval being given.

Appendix 1a - Principles

1. The value of the research

The value of the research, in terms of its original contribution to knowledge, should be made apparent to all involved wherever possible. Obviously in the case of deceptive or some covert research this does not apply to participants, but needs to be justified through the procedures outlined above.

2. Informed consent

Informed consent by individuals, guardians or individuals acting *in loco parentis* can be complicated (particularly when children are involved). Except in cases where free and informed consent is thought not be warranted (ethically acceptable deceptive and some forms of covert research). The default position is that free and informed consent should normally be gained in writing from the participant(s) and/or their properly authorised representative(s). In exceptional cases there may be reasons why the participant(s) or representative(s) wish not to sign consent themselves. In such cases the researcher should record consent. Even where an authorised

representative gives consent, the 'real' consent of the participant should also be obtained (see also right to withdraw).

The word *informed* is important. In order to be informed prior to consenting the participant should have an understanding of project aims, objectives, any potential benefits or harm that may arise and likely outcome of the research (eg. policy documents, publications).

Consent given does not oblige the participant to carry on through the entire research as originally requested in any formal or legalistic sense. It should, however, be made clear to participants what commitment they are consenting to, and also that by consenting they are in effect consenting to carry through the agreement.

The secondary analysis of data through access from their 'gatekeepers' does not negate the researchers involved from considering issues relating to consent except where the gatekeeper can act in law as the consentor (eg. is a parent or guardian).

3. Openness and honesty

As a default research should be carried out in an honest and open manner, with participants fully and honestly informed about the research rationale, method(s) and outcomes (see informed consent above). Some types of research (deceptive and some forms of covert research) may be exceptions and must be agreed (see above).

4. Right to withdraw without penalty

It should be made apparent to all potential participants, as part of the informed consent process, that they are free to withdraw without penalty from the research project, even if they have received inducements or payments. They

may also request that consent be withdrawn retrospectively and that any accrued data regarding them be destroyed.

Those whose consent has been given through a surrogate can themselves request to withdraw from the research, a request that must be honoured.

5. Confidentiality and anonymity

Privacy is normal practice in research and law. Confidentiality and anonymity becomes a real issue when data is recorded on computer (eg. named responses to questionnaires) or when named organisations are reported upon where individual roles cannot be hidden (eg. in action research projects). Data should be coded and stored in a manner that does not allow direct recognition of individuals within the stored data set(s) by anyone other than the researcher or research team. Data should not normally be shared with others without the consent of the subject or their surrogate. Plans to publish research should therefore be made clear at the outset. If it is suspected (due to the nature or context of the research work) that anonymity cannot be guaranteed even if data are coded etc. then this limitation should be made aware to the participants.

Those who court publicity or are active in the public-eye (speakers at public events, celebrities etc) are not considered subject to privacy/anonymity rights as outlined above.

6. Protection from harm

Researchers have a responsibility to ensure that the physical, social and psychological well-being of research participants is not affected in an adverse manner by the research. The relationship should be one of mutual respect and based, wherever possible, on trust. Undue risk is considered to be that above and beyond risks run in the normal everyday life of the participant. Particular care is needed when the participants are from vulnerable and/or powerless groups. The responsibility for protection from harm does not necessarily end with the research project; it may extend to the life of the data set. Particular care needs to be taken when discussing the results of research projects with those *in loco parentis* or other consenting positions, since such discussion *may* prejudice attitudes toward the participants.

7. Briefing and debriefing

As well as being informed about the research, participants should be adequately briefed as to how the research is to be carried out from inception to dissemination (see informed consent above). Wherever possible participants should also receive information relating to the outcomes of the research. Sometimes, for example in some forms of laboratory controlled psychology research, debriefing may involve remedial action to negate post-participatory effects, for example where negative moods have been induced.

8. Reimbursements, payments and rewards

Any arrangements should be clearly articulated to participants, in writing wherever possible. If staged or progressive payments are involved these should be clearly articulated from the beginning. Withdrawal of the participant between stages does not negate the obligation to reimburse the participant for completed stages. Reimbursements, payments and rewards may not be used to induce participants to take undue risk.

9. Suitability/experience of researcher

Investigators should have the relevant academic/professional competence to carry out the research project. In particular they (meaning either an individual in terms of an individually-led project, or the 'team' in the case of joint research) should have experience of dealing with the ethical dimensions of the research.

10. Ethics standards of external bodies and institutions

Where external bodies and institutions (either those funding the research, or professional bodies to which the researcher belongs) have their own ethical codes these must be followed. If there is any conflict with BSU principles and procedures these should be identified as soon as possible and the relevant academic managers notified.

11. Reporting on ethical issues throughout

If there are interim reports, whether verbal or written, ethical issues should be acknowledged and discussed throughout.

12. Research for clients/consultants

Where it is necessary, ethical positions should be clarified with external clients and organisations prior to the research beginning. Agreement should preferably be in writing. It is particularly important to establish data ownership rights and rights to publish (on both sides), since this establishes future 'gatekeepers'. Care should be taken not to compromise the BSU ethics guidelines and/or professional codes.

13. Intended dissemination

Should be relayed to the participant as part of the consent process. Wherever possible summaries of research findings (preferably in non-technical language) should be relayed to participants.

Appendix 1b – definitions

Deceptive research Research in which the investigator deliberately misrepresents his/her self, the true nature of the research and/or any other significant characteristic. Deceptive research may be a necessity, though as part of the procedures established above the investigator(s) must justify why deception is required.

Covert research Research gathering information about participants (in whatever form) without the participant's knowledge or consent. Note that this is not always problematic, the gaining of 'naturalistic' data of 'normal' behaviour may not be unethical, unless it infringes on some of the principles outlined above. Covertly observing people at public meetings or events is also normally not considered unethical. Key issues of anonymity and/or recoding of sensitive data must still be considered.

Gatekeeper An individual or organisation that controls access to data, or has legal rights with respect to the giving of permission to obtain data. The consent of a gatekeeper does not, in itself, constitute informed consent on behalf of the participants unless the gatekeeper also acts in law as the consenting authority for the participant.

Appendix iv – Sample Ethical approval form – used whenever ‘real world’ research is required



Bath Spa University Research Ethics Form

Principles underpinning educational research at Bath Spa University

The UUK Concordat to Support research Integrity expects all those engaged with research have a duty to consider how the work they undertake, host or support impacts on the research community and on wider society. It does this through as expectation of the following commitments:

- Upholding the highest standards of rigour and integrity in all aspects of research.
- Ensuring that research is conducted according to appropriate ethical, legal and professional frameworks, obligations and standards.
- Supporting a research environment that is underpinned by a culture of integrity and based on good governance, best practice and support for the development of researchers.
- Committed to using transparent, timely, robust and fair processes to deal with allegations of research misconduct when they arise.
- Committed to working together to strengthen the integrity of research and to reviewing progress regularly and openly.

Responsibilities of those conducting research at Bath Spa University

Professional and Funding body requirements and guidelines emphasise the following:

- responsibilities to participants
- responsibilities to sponsors, clients and stakeholders in research
- responsibilities to the community of educational researchers
- responsibilities for publication and dissemination
- responsibilities for researchers' wellbeing and development.

Please note that in accordance with these principles and responsibilities:

1. As a general rule you must obtain **full and explicit consent from participants** for your research (e.g. BERA 2018, 9-17). Participants' rights not to consent to participate in research are extremely important. Participants' **rights to withdraw** from the research must be respected and acted upon whenever reasonably possible.
2. If you are involved in primary research, **you must observe participants' rights to anonymity** unless they expressly ask to have their real names used (e.g. BERA 2018, 21-22).
3. Please note that any relevant documentation (e.g. information sheets or consent forms if used) should be attached with your ethics form so that they can be reviewed.
4. If you are asked to resubmit your application following review, then you must submit a revised form with responses to the comments (please use track changes).

This form is divided into three sections:

- **Section A** consists of an overview of the project and an ethical checklist. This should be completed by all staff and students undertaking research activity. If you answer Yes to any of the questions please complete Section B.

- **Section B** consists of the request to be permitted to undertake primary research. This section is not required for researchers who have answered NO to all questions in Section A i.e. those undertaking secondary research, that is to say research based on the analysis or reanalysis of materials demonstrably in the public domain
- **Section C** is the response of the Department to that request.
-

SECTION A – to be completed by all researchers

Name of applicant:	
Student ID no. (if PGR student)	
Programme of Study (if student)	

Date of submission of application:	
---	--

Supervisor name and department name:
Title of research project:

1. Brief overview OF THE STUDY: Describe the aims and purposes of the research proposed. Outline the research questions and methods to be used and list the main types of research participants you intend to collect data from.

RESEARCH ETHICS CHECKLIST

Please confirm you have consulted the guidelines of a professional association relevant to your discipline (i.e. BERA, BSA or BPS) in completing this checklist (please consult your supervisor if necessary)

Please confirm that you and your supervisor (if appropriate) have discussed research ethics and safety issues

Researchers should answer each question below by ticking the appropriate box:

	Yes	No
1. Will the research involve gathering personal information on identifiable living individuals?	<input type="checkbox"/>	<input type="checkbox"/>
2. Will the research involve gathering confidential information of any kind (i.e. information not currently in the public domain)?	<input type="checkbox"/>	<input type="checkbox"/>

<p>3. Will the research involve participants who are particularly vulnerable or unable to give informed consent (e.g. children, adults with learning difficulties)?</p>	<input type="checkbox"/>	<input type="checkbox"/>
<p>4. Will the research require the cooperation of a “gatekeeper,” e.g. an authority figure who has the power to grant access to groups and individuals possibly without their informed consent?</p>	<input type="checkbox"/>	<input type="checkbox"/>
<p>5. Will participants be remunerated in some form for the information they are asked to provide (e.g. being paid for interviews)?</p>	<input type="checkbox"/>	<input type="checkbox"/>
<p>6. Could the research cause harm to subjects or have negative consequences for them that exceed those experienced in everyday life?</p>	<input type="checkbox"/>	<input type="checkbox"/>
<p>7. To the best of the researcher’s knowledge, will the research raise any issues which should be the subject of ethical consideration and/or review?</p>	<input type="checkbox"/>	<input type="checkbox"/>
<p>8. Does the research entail potential security or health and safety risks to the researcher that exceed those experienced in everyday life?</p>	<input type="checkbox"/>	<input type="checkbox"/>
<p>9. It is suggested that research reports are made available publicly upon completion to participants. Do you or your supervisor feel that, for any reasons whatsoever, access to your final report may need to be restricted?</p>	<input type="checkbox"/>	<input type="checkbox"/>

If you have ticked **NO** to all questions, please sign below:

Researcher signature	Date
Supervisor signature (if researcher is student)	Date

If you ticked **Yes** to any of the questions in section A, please fill in the relevant sections in **Section B** and sign at the end of that section.

SECTION B - To be completed by researchers having answered Yes to any of the previous questions in Section A

<p>1. RECRUITMENT/SELECTION PROCEDURES: How will study participants be selected? What information will be provided about the study so that participants can make an informed decision. Is there any sense in which participants might feel 'obliged' to participate?</p>
<ul style="list-style-type: none"> ● Information provided to participants must consist of a brief factual account of the study aims and data collection methods so that participants can make an informed decision, if necessary following further discussion with the researcher. ● The approach taken to requesting consent must be sufficiently separate from the provision of information. As a general rule researchers will use information sheets and consent forms, although there may be cases in which this is not appropriate. ● If you are considering using social media to recruit and select participants please read the BERA 2018 guidelines on this topic and/or the ESRC guidance on internet-mediated research (link on p.11 of the BERA 2018 guidelines) and/or access the resources that can be found on the Research Office intranet site ●
<p>2. VULNERABLE INDIVIDUALS: Specify whether the research will include vulnerable groups, including children, vulnerable adults or others. If so, please explain what will be done to facilitate their participation and reduce possible harm to them. If working with people with disabilities, please explain how you will provide any special support that they may need, for instance, in relation to communication or to access to the interview site.</p>

- Consider if there are any particular issues for children, babies, vulnerable adults, English as a Second Language (ESL) speakers, refugees and other potentially vulnerable participants? How will you ensure your research approach takes account of vulnerabilities?

3. INFORMED CONSENT: Please explain your approach to how consent is to be obtained, including from parents, carers and children as appropriate. As a general rule a consent form should be used, unless this is not appropriate (if so please explain why). A copy of the proposed consent form, **written in simple, non-technical language intelligible to your participants** should be attached with this form. Participants' entitlement to withdraw consent should be explained on the consent form used.

- Please explain clearly how children are asked for assent to participate
- Information should be provided to participants outlining rationale for study
- Consider how information will be provided to parents, and how consent will be requested from parents if appropriate.
- As a general rule consent should be explicit. Participants should opt-in not opt-out
- Participants' right to withdraw must be respected and acted upon whenever reasonably possible. If participants' data is no longer identifiable and cannot be disaggregated as data analysis is already at an advanced stage then full withdrawal of all data may not be possible.

4. PARTICIPANTS IN DEPENDENT RELATIONSHIPS: Specify whether participants will include students or others in a dependent relationship (this could affect their ability to decline to participate). For example, they may be children in a class you are teaching or working with. How will you ensure that participants feel able not to consent to the research or to withdraw?

- Carefully consider whether potential participants can give unrestrained informed consent and how to reassure potential participants that non-participation is acceptable and will be fully respected (see BERA 2018 guidelines pages 9-13 on consent)

5. PARTICIPANTS WHO YOU WORK WITH OR FOR: Explain how you have considered relationships with colleagues who you work with or managers you work for as part of this research (if appropriate).

<ul style="list-style-type: none"> ● Carefully consider any particular issues of conducting research with staff in place of work. How will you deal with these? How will you ensure that your role as a researcher is clear to colleagues? Will you only be conducting the research at specific times in the workplace? If so how will you make this clear to colleagues and/or managers?
<p>6. CONFIDENTIALITY: Please state who will have access to the data and which measures will be adopted to maintain the confidentiality of research participants. Will the data be anonymised and if so in what ways?</p>
<ul style="list-style-type: none"> ● Explain how you will achieve anonymity if appropriate eg. using pseudonyms ● Ensure that any documentation relating to the research maintains confidentiality and anonymity when appropriate. Consider how participants might be identified with reference to any information you might provide. ● Consider checking the data you have collected from research participants is factually accurate. As a general rule, It is considered good practice to allow participants to review their contributions before analysis. ● Consider whether participants have a right to read the final report, in addition to having the right to view any data that concerns them. ●
<p>7. PROTECTION OF RESEARCHER (Applicant): Please state briefly any precautions being taken to protect your health and safety if appropriate. Is there anything about the environment in which you will be researching that requires you to take extra precautions? Do you have any health condition that might give you serious problems during your fieldwork?</p>
<ul style="list-style-type: none"> ● Ensure you are competent to conduct the research, including all research methods you plan to use ● Consider any potential risks in the environments and contexts you are researching in. Please consult BERA 2018 guidelines (pages 35-36)
<p>8. ANTICIPATED USE OF RESEARCH DATA: Do you anticipate using your data beyond your research project, e.g. for publishing articles or in a report for your organisation? If so, please state</p>
<ul style="list-style-type: none"> ● You must carefully consider how you use data relating to your research project. As a general rule data (and particularly any personal data) should be destroyed following completion of the research project. ● However, you should consider if there is a secondary use of the research data, and how this will be handled appropriately considering your responsibilities to participants and to your organisation (if appropriate). Will it be necessary to request further consent from participants? ● Wherever possible, and where appropriate, data should be anonymised and uploaded to BathSpaData

<p>9. DATA PROTECTION AND MANAGEMENT: How do you intend to store your data? Have you thought carefully about archiving methods and where to keep confidential information? What data protection procedures will you follow to ensure the anonymity of your participants at all times? Please ensure you are aware of the GDPR guidelines.</p>
<ul style="list-style-type: none"> ● Consider how will you store and subsequently destroy data. Data must be stored securely. Use password protection and data encryption; avoid portable storage devices; anonymise records and avoid transferring data by email (please see BERA 2018 guidelines, page 25). ● Consider how personal data will be processed in accordance with GDPR guidelines. Researchers must have participants' explicit permission to disclose personal information to third parties. Please read the BERA 2018 guidelines on privacy and data storage (pages 21-24 and page 16). All citizens are entitled to know how and why their data is being stored, how data will be used and to whom it will be made available. ● Please explain your procedure for dealing with disclosure (consider pages 25-26 of BERA 2018), and information that you may come across regarding illegal or harmful activities.
<p>10. FEEDBACK TO PARTICIPANTS: Will the data or findings of this research be made available to participants or to others? If so, specify the form and timescale for feedback – e.g. an electronic copy of your thesis or report. What commitments will be made to participants regarding feedback? How will these obligations be verified?</p>
<ul style="list-style-type: none"> ● How do you plan to disseminate your findings to participants? It might be appropriate to give a copy to the school or setting in which you have done the research. Alternatively, it might not be appropriate on ethical grounds (for example if you have interviewed Teaching Assistants on their perspectives of school support it might break confidentiality to give a copy to the Head teacher . Please consider your responsibilities for dissemination (BERA 2018, pages 32-35), and discuss with your supervisor what is appropriate for your project (as appropriate).

Guidance and support, and templates for supporting documentation (including consent forms and information sheets), can be found on the UK Data service site at: [UK data sharing authority](https://www.ukdataservice.ac.uk)

Please note that the information sheet should make it clear to participants that the title of the research may evolve and change contingent on the final findings of the research.

DURATION OF PROJECT	
START DATE	
END DATE	

Researcher Signature	Date

Document checklist for submission

I have completed and include relevant documents with this form, which may include:
Information sheet <input type="checkbox"/> Consent form <input type="checkbox"/> Interview schedule <input type="checkbox"/> Observation schedule <input type="checkbox"/> Survey <input type="checkbox"/> Systematic literature review format <input type="checkbox"/>

SECTION C – Review and Decision

Ethics Committee use only:

Decision on ethics form

Pass	You can now start your research	
Conditional pass	You can start your research when you meet the following conditions:	
Redraft the form and resubmit	Please reconsider your approach to ethics and make changes taking account of the following comments (which may be provided separately by email). Then resubmit the form.	
Reject in current form	Please reconsider your research project in its entirety as the issues raised require a thorough re-examination of your research approach (please see comments send separately by email)	
Refer to University Ethics Committee	The University Ethics Committee will examine the issues raised in your ethics form. Please await further guidance.	
Ethics Peer Review College member signature		
UEC Chair signature (if referred is required)		

Please note that if necessary the University Ethics Committee or Ethics Peer Review College members may be asked to make further comments on this application, and these will be made in the box below:

Further notes from the University Ethics Committee or Chair or EPRC members	
Signature and role	Date