

Close-to-Practice Research: Ethical Considerations

You can edit this PDF directly; before making your research public, please check these ethical considerations.

When preparing to start close-to-practice research, these ethical considerations will help you think through whether your research is **manageable**, **fair** and **appropriate** within your role as an educator.

1. Time and workload

- This enquiry is realistic within my role and responsibilities Checked ☐
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- Any additional activity is proportionate and agreed Checked ☐

2. Impact on learners

- The enquiry does not disrupt learning or reduce entitlement Checked ☐
- Any changes are in the best interests of learners Checked ☐

3. Power and relationships

- I have considered my position of authority Checked ☐
- Participation is genuinely voluntary where relevant Checked ☐
- Where appropriate, learners and staff would feel able to say no or withdraw Checked ☐

4. Inclusion and fairness

- The enquiry does not exclude or disadvantage any group Checked ☐
(for example, provision being withheld from a 'control group')
- Learners with additional needs are included meaningfully Checked ☐
- The focus reflects inclusive practice, not convenience Checked ☐

5. Professional boundaries

- My role as researcher aligns with my role as an educator Checked ☐
- I am not collecting information beyond my professional remit Checked ☐
- Safeguarding remains central at all times Checked ☐

6. Usefulness and purpose

- The enquiry addresses a genuine area for improvement Checked ☐
- Findings will be used to inform practice Checked ☐

7. Transparency with colleagues

- Colleagues understand the purpose of the enquiry Checked ☐
- They know how any findings may be used Checked ☐
- Contributions are recognised appropriately Checked ☐

Final sense check

- I am comfortable explaining this to a parent or carer Checked ☐
- I am comfortable discussing this with a senior leader or inspector Checked ☐