

Pupil Experience Toolkit



Contents

Introduction: Pupil Experience Toolkit	3
Project Structure	4
Toolkit: Methods.....	5
Method A: Primary and Secondary groups.....	5
Focus Groups.....	6
Creative Method: character study	6
Method B: Foundation Phase	7
Learning Tour	8
Book Look.....	9
Photo Challenge	9
Method C: Special School	9
Example Questions	10
Toolkit Activity: Sample	11
Toolkit Activity: Ethical Considerations	12
Resources	14
Appendix	20

Introduction: Pupil Experience Toolkit

Aims for the toolkit:

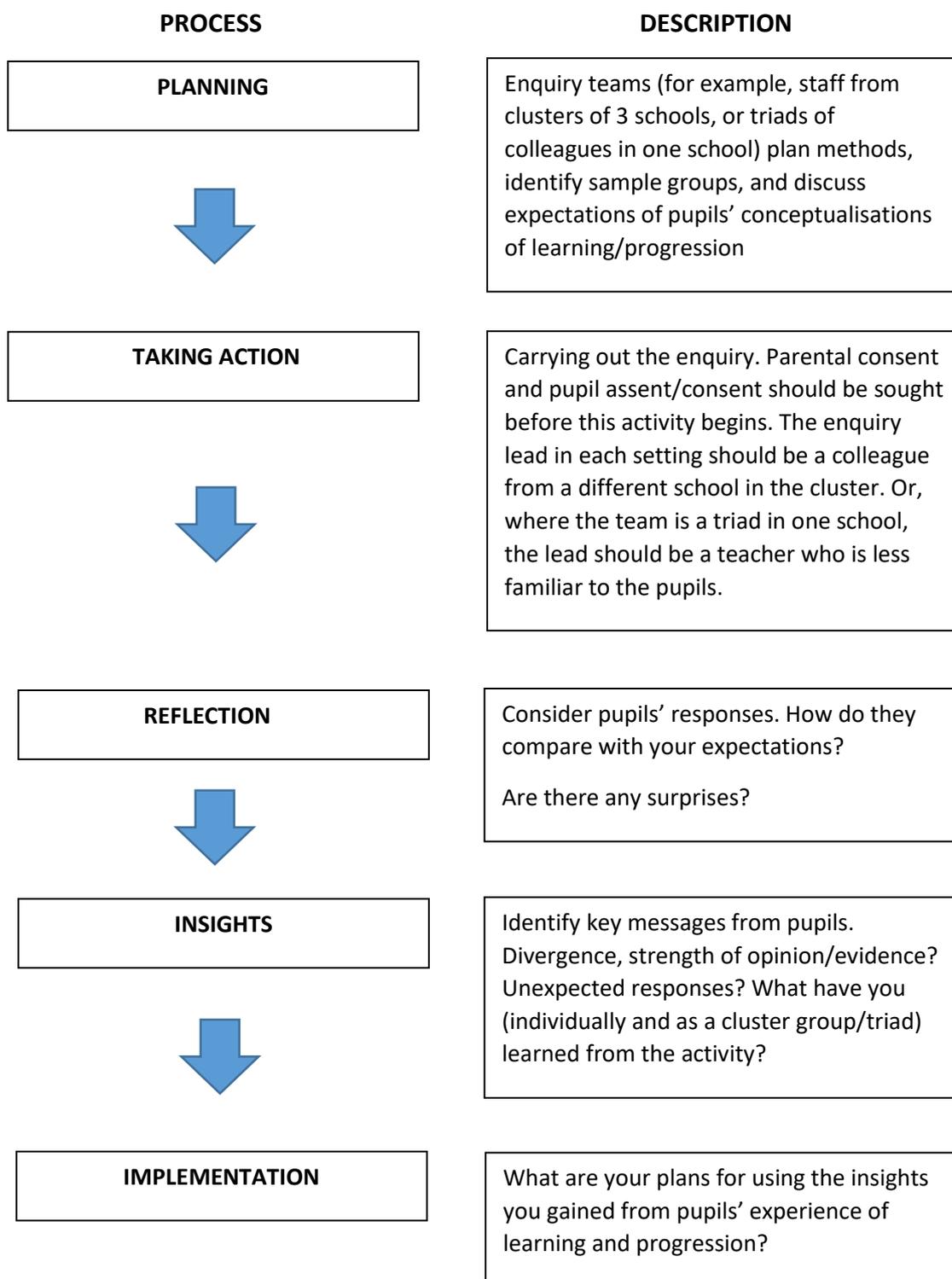
This toolkit is designed to take you, as a teacher, through a process to explore how some of your pupils conceptualise learning and progression. The toolkit functions as a framework for keeping track of your activity and can be adapted according to your specific setting.

The following pages include four worksheets that will help you plan your activity, make notes on what you expect to find, reflect on the process, and develop insights that will inform how you implement what you have learned.

There is also an overview of some suggested methods which have been developed through a robust pilot programme by colleagues in the Athrofa, UWTSD, as well as information on selecting pupils to work with, and the ethical considerations of carrying out such work with your learners. Ideally the staff leading the work with pupils are not the pupils' everyday teachers, but individuals who are less familiar for the pupils.

Project Structure

The enquiry breaks down into five parts, as follows:



Toolkit: Methods

The following methods have been piloted by researchers from the Athrofa, UWTSD, during a project that sought to gain insights into pupils' experience of learning and progression.

We recommend working in a team of three to carry out the enquiry into pupils' experiences, so that a member of staff who is unfamiliar to the pupils can lead each method (focus group, book look etc). This will help ensure that pupils do not feel coerced into providing the 'right' answer for their teacher, and feel more able to express their opinions openly. The teams could comprise colleagues from different schools in your cluster, or triads of colleagues from the same school.

The methods we piloted are described in more detail below as examples that you might wish to use for your own pupil experience enquiry. The aims of the pilot research, our research question, and the specific questions we asked during discussions with pupils can be found on page X.

Method A describes some research tools for use in mainstream primary and secondary schools.

Method B describes some research tools you can use when working with pupils in the Foundation Phase.

Method C describes how you might adapt and use these methods when working with pupils in special schools.

Method A: Primary and Secondary groups

	Method	Notes
	Focus group discussion	Discussion in which one teacher prompts the focus group discussion and a second teacher takes notes and asks questions to clarify responses, where necessary.
	Creative method: character study	Pupils draw a 'typical' student in response to the questions. For example, instead of have you got better at writing? The pupils can draw/describe how 'Jo' has got better at writing. The aim is to enable inclusion in the discussion, to remove potential barriers to participation, and encourage willingness to share personal experiences. Instead of responding about her/his own experience, the pupils can project their ideas onto a fictional character. This also allows for different methods of contribution other than verbal, since pupils can draw pictures, diagrams with labels, or write if they prefer.

Focus Groups

A focus group is similar to a group interview, but instead of offering individual responses to the questions, participants are encouraged to respond to each other's ideas, and discuss their responses as a group. The role of the teacher is to encourage this discussion by guiding participants to respond to each other, rather than to stick to a long list of questions. You can do this through non-verbal communication, or verbally, by showing assent and encouraging participants to go into more detail, offering pupils' statements or opinions forward as questions for the others to answer, and so on. It is important to maintain a distance between yourself and the participants, and to try not to influence the discussion beyond ensuring contributions are fair and respectful.

The role of the second teacher in this model is to make notes on the focus group discussion. Ideally, these would include transcriptions of what participants say, as well as notes on the context. For example, is discussion lively and free-flowing? Are all participants joining in? Is there conflict of opinion? Are individuals dominating discussion? Is there consensus on some issues and not others?

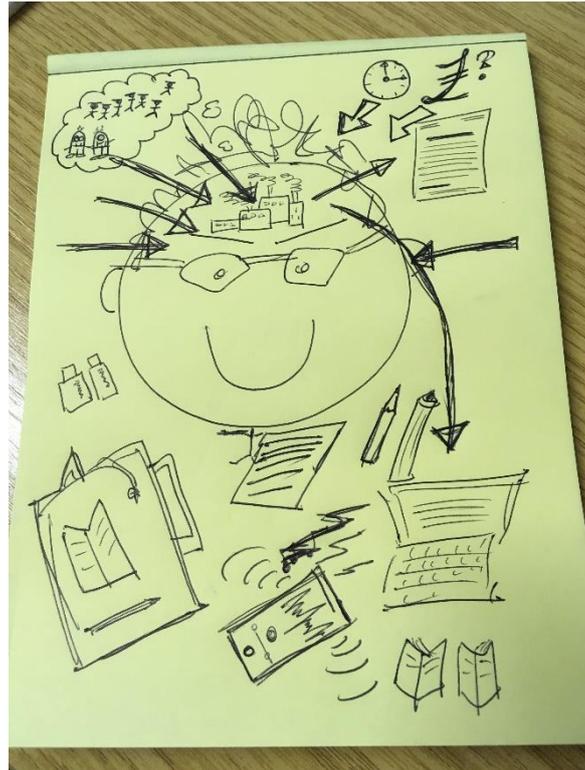
It is also useful to make a note of some details about the context and logistics of the sessions. For example, those present, where the session took place, at what time, and any other points of interest, such as interruptions, or surrounding activity. This will help in contextualising and considering the transcriptions later. For example, a session that took place on a Monday afternoon in a spacious, relaxed, common room is going to encourage different responses from pupils than one which takes place during lunchtime, in a hot, stuffy classroom with the sound of a noisy playground outside.

In writing the notes, the teacher should use codes rather than names, to ensure anonymity. For example, by using alpha-numeric codes such as M1-Mx to denote numbers of male pupils.

Creative Method: character study

In this method, participants are asked to respond to questions visually, rather than verbally, in the first instance. Instead of discussing their response to the questions, as in the focus group described above, the pupils are asked to draw a picture, or diagram if they prefer, of a 'typical' student from their school and describe/explain how s/he would respond to the questions. This description or explanation can be included in the picture itself through labelling or notes added to the character, or the pupils can describe/explain the picture to the teacher.

While the participants are drawing their characters, teachers should ask each pupil to describe and explain her/his character. This will give more detail and greater insight into the pupils' responses to the questions. Teachers should retain the pictures that pupils have drawn, for reference, in case you wish to refer back for clarification at a later point in the process. The notes you have made based on the pupils' explanations and discussion about their pictures will form your data for this method. This data is the information you will use to reflect on what you have learned.



The picture above shows the visual response by a participant during a research project using the creative approach. The participant was asked the following questions: *Draw yourself as a researcher. What do you look like? What skills/attributes do you have? What resources do you have? What do you need?*

Discussing the drawing after the exercise she explained the details – the laptop, notebooks, flash drives, stationery, and audio recorders are resources. She described her brain as a ‘factory’, and the pressures on her role as time and sourcing funding for activity (the images, top right). The thought bubble on the left shows her wish for Minions (assistants) and a group of peers from whom she could learn. Further discussion could follow these pieces of information to gain a greater understanding of the participant’s role as a researcher, and relationship to the work. For example, why a factory? How does or can she overcome the pressures? Describe the peers in the thought bubble – how could they help? What could she learn from them?

Method B: Foundation Phase

Pilot research into the experiences of pupils in the Foundation Phase was found to be most effective when carried out with small groups of 2-3 pupils, using one or more of the following methods:

- Learning tour
- Book look
- Photo challenge

These methods are particularly useful for younger children who are supported to respond to questions with concrete, practical examples that they can describe and explain.

It is important to remember in all of these methods that the pupils may not all be able to answer all of the questions asked, and the teacher should be led by their responses, and follow up with questions that ask pupils to explain further, rather than focusing too much on trying to get answers to specific questions. The idea is to give pupils the opportunity to express their opinions on a given topic.

Learning Tour

In a learning tour, pupils are asked to show the researchers a place in the classroom/school that is relevant to the focus of the enquiry, and asked questions based on the setting.

In our example from the pilot research project into pupils' understanding of learning and progression, pupils took the researcher to a place in the classroom where they had learned something. The researcher then asked the pupils to show them some examples of work they had done, explain what they had learned, how, and why they learned this, focusing on specific objects as the to guide the conversation.

In this example, pupils might take the researcher to the part of the classroom featured in the picture below. The researcher could ask the pupils to point to their own picture and describe how they made it, had they done this before, what did they find easy, what was difficult, how did they get better at it, what do they want to do next, what did the teacher tell them they should do, and so on.

Or, the pupils might want to talk about the materials underneath the pictures – which they liked using, which were fun, easy, difficult, what they wanted to learn to do next, what they could do to get better at using this etc.

In this way, the researcher is able to gather information about how the pupil understands her own learning and/or progression, using specific examples that she can show and explain.



Book Look

Using the 'book look' method, pupils show the teacher their workbooks, and the teacher bases questions around specific examples of work and activities in the books.

In our example, Pupil A shows the researcher a piece of writing that has been commented upon by the teacher. The researcher asks what Pupil A has written about, what she enjoyed about writing this, what was difficult, what the teacher said/wrote about the work? The researcher can then follow on with more questions that explore progression. Such as, what does Pupil A need to do to improve her writing? How will she do this? Where can she get help?

Photo Challenge

The photo challenge is similar to the learning tour method, in that pupil participants are asked to find a place in the classroom / learning space that helps them respond to the focus you wish to explore through the enquiry. In this method, pupils are tasked with taking photos of specific spaces/resources/areas in the classroom/school grounds and explaining the significance in relation to the enquiry in question.

For example, a pupil might take the photo of the art area, above. The teacher could then begin asking questions about why this area, what does the pupil like/dislike about this area, what has s/he learned there, how, why and so on. The teacher can point to details in the photograph and ask the pupil to describe and explain what happens there, and to give examples of things s/he has done there. This way, the questions around learning are less abstract and can be directed around specific objects and activities.

Method C: Special School

Through the pilot research project, we learned that the most appropriate method for working with pupils in special schools was using an advocacy approach, potentially working with pupils on an individual rather than focus group basis. The methods for finding out pupils' experiences will be specific to the individual, and negotiated under advice from her/his teachers, and pupils' advocates, as well as the pupil her/himself, rather than establishing prescribed methods in advance. In this way, the needs of the pupil will be prioritised to ensure s/he is able to express her/his opinions in an appropriate environment. During the pilot, the Foundation Phase methods were found to be useful, but schools will have their own preferred means for exploring the views of pupils in these settings.

Example Questions

The specific questions you ask during the focus group, learning tour, book look and so on will be guided by your own research question. Below are the questions we used in our pilot research, as examples of how you might structure your own discussions with pupils.

Aims of Pilot Research:

1. Generate data from schools in Wales about children and young people's general conceptualisation of their own learning and progression in school, across all Areas of Learning and Experience (AoLEs);
2. Generate rich data that describes children and young people's understanding and experience of progression in specific AoLEs that will function as examples of how progression is conceptualised by pupils, against what criteria, and how these understandings are formulated.

Research Question: How do pupils conceptualise learning and progression?

Focus Group Questions

The questions for pupils during the pilot research project were as follows:

1. How do you know if you have learnt something (in school)?
2. Have you got better (this year) at writing?
 - a) How do you know?
(i.e. What can you do (or do well) now that you couldn't manage to do earlier?)
 - b) What do you need to do next?
(i.e. How could you improve your writing abilities even more?)
 - c) How do you know this?
 - d) What did you find difficult about (this improvement)?
 - e) How did you overcome these difficulties?

We used the creative method for the following question, so the question has been adapted to reflect the focus on an imagined, 'typical' pupil that the participants had drawn.

We asked them to label the picture if they wanted, or to draw their answers instead. We also had conversations with pupils while they were drawing, and later to follow-up on some of the ideas.

3. Has this pupil got better (this year) at being healthy?
 - a) How does she know? (i.e. What can she do (or do well) now that she couldn't manage to do earlier?)
 - b) What does she need to do next? (i.e. How could she improve her health and wellbeing even more?)
 - c) How does she know this?
 - d) What did she find difficult about (this improvement)?
 - e) How did she overcome these difficulties?

If you are working with pupils in the Foundation Phase, the focus of questions will be led by the pupils' selection of examples. See the explanations in the Methods section of this toolkit, for further information.

Toolkit Activity: Sample

During the pilot phase, the project team found that dividing pupils according to prior attainment levels resulted in different responses across the groups. Groups with higher and lower prior attainment levels described different understandings of progression, and gave different examples of how they knew what to do next. They also described different types of feedback from teachers and peers that they found useful in learning specific tasks. This may have been because they felt more comfortable discussing successes and difficulties they experienced in class with a group of peers who had similar experiences. In addition, since the groups had common strengths and challenges when divided according to prior attainment, the project team were also able to focus on specific issues with pupils, and therefore explore some responses in more detail. Where the pilot activity took place with groups of pupils of mixed ability, the data was less detailed, since the responses from pupils about how they understood learning and progression were so diverse. This meant less time could be spent talking about common themes. How you choose to group your children in the focus groups will be guided by the focus of your enquiry, the above is included as a point to note and consider.

Ideally, each focus group should include 5-6 participants, and broadly reflect the demographic of the school, in terms of gender, ethnicity, socio-economic background (as indicated by eligibility for free school meals – eFSM), and Additional Learning Needs (ALN).

In the Foundation Phase, smaller focus groups of 2-3 pupils are advised, to make the activity manageable.

Toolkit Activity: Ethical Considerations

It is essential that you consider the ethical implications of all enquiry-related activity that you carry out in your schools. Broadly, ethical research aims to maximise the benefit of the activity, while minimising the potential harm.

Ethics refers to rules of conduct; typically, to conformity to a code or set of principles. In education, this code is set out by the British Education Research Association (BERA).

Before beginning your research activity, you should read the BERA guidelines, here: <https://www.bera.ac.uk/researchers-resources/resources-for-researchers>

You should also read and discuss the EWC Research Ethics Resources. These are a series of PowerPoint presentations with examples that will give you the essential information you need to understand and apply the BERA ethical guidelines to your own project.

The EWC Research Ethics Resources are available here:

<https://www.ewc.wales/site/index.php/en/policy-hub/practitioner-research/research-ethics.html>

There are three essential ethical considerations that you must address before beginning your toolkit activity:

1. Minimising harm. You need to consider the rights of participants; ensure the activity is intended for the benefit of the individuals involved; ensure they will be protected from harm; and consider any negative consequences which might arise.

In this case, potential harm could refer to discomfort, feeling singled out, feeling coerced into participating, feeling as though s/he is missing out on lessons, or break-time, for example.

2. Informed consent/assent. You will need to ensure parental consent has been granted for this activity. Parents should be provided with information about the aim of the activity, what pupils will be asked to do, what you intend to do with the information, and the pupils' rights to withdraw as well as their rights to anonymity and confidentiality (see below). In addition, you will need to gain consent/assent from the pupils before beginning the research. Please find examples of participant information and consent forms on pages XX-XX. These can be adapted for your use, paying particular attention to appropriate language use for children and young people.

It is important that assent from pupils is ongoing, throughout the activity and that there are simple, accessible mechanisms to withdraw at any time. For example, the

pupil can indicate withdrawal by placing a coloured post-it note on the table. See EWC Ethics 4 for details about this aspect:

<https://www.ewc.wales/site/index.php/en/policy-hub/practitioner-research/research-ethics.html>

3. Confidentiality and anonymity. Confidentiality means not disclosing information from a participant in any way that might identify that individual or allow them to be traced. Anonymity means the teacher-researcher or another person cannot identify the participant from the information provided.

There is more detailed information and guidance on all of the above on the EWC Ethics Resource pages, here: <https://www.ewc.wales/site/index.php/en/policy-hub/practitioner-research/research-ethics.html>

The appendix provides examples of information sheets and consent forms that may be useful for you to amend and/or adopt.

Resources

In the following pages, you will find four worksheets that can be photocopied and used to plan, carry out, reflect on, and begin to apply what you've learned from your project.

The worksheets function as a framework to support you as you work through the project. Each worksheet comprises a series of questions and discussion points that will lead you through the staged process of the toolkit. By answering each of the questions, you will build a bank of information that will serve as a record of what, how and why you have carried out the project; what you have found out; what this might mean; and how you will use the information in practice.

For ethical reasons, please do not use pupil names or other personal information in your records.

The four worksheets are as follows:

Worksheet 1. Planning your project: Questions and Methods.

When complete, this worksheet will serve as your project plan, and will include the information you need to run the activity. You should complete one of these worksheets for every group of pupils you intend to work with (or individual pupils if in a special school).

Worksheet 2. Reflection.

This worksheet aims to give you the opportunity to look through your data, make notes on what pupils shared with you, and consider your own role in the process.

Worksheet 3. Insights.

By addressing the questions and discussion points of worksheet 3, you will begin to analyse the information and experiences pupils have shared with you. It also gives an opportunity for you to consider the implications of what they have shared, and what you have learned in the process.

Worksheet 4. Implementation.

What next? You will probably find you have learned a good deal through this process. Worksheet 4 asked you to consider what your response will be, and how you might turn all of this information into practice.

Worksheet 1: Planning your project: Questions and Methods

In your school cluster groups or triads, begin to plan your approach to the enquiry.

Use a separate worksheet for each group of pupils (or individual pupil if the research is taking place in a special setting).

Consider the following:

School/s:

AoLE:

Aim/s of Research:

Research Question:

Focus Group Questions:

Method/s:

Sample groups or individuals: [Do not include pupil names or other personal data]

Discussion points prior to undertaking your data collection

1. How do you think pupils might respond to the questions?
2. Consider the following questions/prompts, for each of your groups of pupils (or individuals, if working one-to-one):
 - i. What do you think pupils in your sample groups might say in response to each of the questions?
 - ii. What might they say? Do?
 - iii. How might they express their opinions?
 - iv. How might discussion differ across the questions?
 - v. Any other thoughts/notes on your expectations of the response?

Worksheet 2: Reflection

Look at your data, and answer the following questions:

1. What key points did pupils make?
(Summarise the responses as you understand them, rather than include quotes from the pupils)
2. Consider strength of evidence:
 - a) Were there any points that describe a majority view?
 - b) Or, did individual pupils, or specific groups of pupils, make different points?
3. Consider perspective:
 - a) Who is speaking?
 - b) How is s/he speaking?
 - c) How are the adults positioned in this conversation?
 - d) For example, did you know the pupils before this activity, and what is the relationship (class teacher, Head of Year etc)? Do you think this might have an influence on their responses? Did the pupils ask you any questions, or was the direction of questioning one-way? What is your role in the creation of this data?
For example, did you 'lead' any of the responses, now that you reflect upon the process? Did you prompt any pupils to answer, or give examples of possible responses?
4. Did responses confirm or disrupt your expectations?
 - a) Are there any surprises?
 - b) Who/what prompted the most discussion?
 - c) How do you feel about how pupils have described their experiences and understanding of the focus of your enquiry ?

Worksheet 3: Insights

Look back through your data and reflection notes, and answer the following questions:

1. What did you learn:
 - a) From pupils?
 - b) From the enquiry process?
 - c) In relation to your research question?
 - d) About your pupils?

Give some anonymised examples to illustrate

2. What are the implications,
 - a) For pupils?
 - b) You?
 - c) Staff in your school?

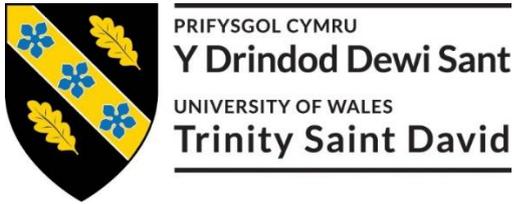
Give examples, where appropriate.

3. How might you respond to your research question?
4. To what extent did you meet your research aim?

Worksheet 4: Implementation

1. What are your plans for using the insights you gained from your pupil experience enquiry?
2. How do you intend to use these insights in practice?
3. What are your next steps ...?

Appendix



Rhif Adnabod Cyfranogwr:

Participant Identification
Number:

FFURFLEN GANIATÂD CYFRANOGIAD

SAMPLE PARTICIPANT INFORMATION
SHEET

Teitl Y Prosiect: / Project Title:

***MAE'R FFURFLEN HON I'W DIWYGIO A'I HADDASU YN ÔL YR ANGEN**

Annwyl Gyfranogwr:

Fy enw i yw **XXXX** ac rwy'n astudio yn Ysgol **XXXX**.

Hoffwn i eich gwahodd i gymryd rhan yn fy mhrosiect ymchwil. Bydd y prosiect hwn yn **xxx** ac anela at **xxx**

*Amgaeaf gyda'r llythyr hwn holiadur byr a ddatblygwyd gan **XXX** a fydd yn asesu **XXXX**. Credaf y bydd eich barn o fudd mawr i ni.

Trwy eich cyfraniad yn yr holiadur a/neu'r cyfweiliadau, gobeithiaf ganfod **XXXX**.

Cedwir pob holiadur yn gwbl gyfrinachol gan yr ymchwilwyr sy'n rhan o'r gwaith ac **NI** ryddheir unrhyw holiaduron unigol i'r cyhoedd. Mae hyn yn rhoi cyfle i chi ddweud eich dweud am eich rhaglen mewn fforwm cyfrinachol a dienw a gwneud gwahaniaeth o hyd. Mae cymryd rhan yn yr astudiaeth hon yn gwbl wirfoddol ac felly cewch roi'r gorau i lenwi'r holiadur ar unrhyw adeg.

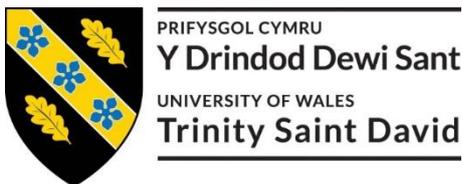
Dylai ein holiadur gymryd tua **XXX** munud i'w lenwi, ond nid oes cyfyngiad amser. Hefyd nid oes unrhyw atebion cywir nac anghywir. Gyda'r llythyr hwn yn ogystal â'r holiadur amgaeir **XXX** (e.e. taflen gyfarwyddiadau / ffurflen gydsynio / taflen adborth). Gan mai prosiect newydd yw hwn, mae eich adborth hefyd yn bwysig iawn inni a

byddwn yn ddiolchgar iawn pe baech yn cwblhau'r daflen adborth yn ogystal â'r holiadur. Deallwn fod eich amser yn brin ond mae eich barn yn werthfawr iawn i ni.

Ar ôl inni ddadansoddi'r data o'r holiadur hwn yn ofalus ac yn fanwl, bydd croeso i chi gael copi o'n canfyddiadau os dymunwch. Gobeithio y bydd canlyniadau'r holiadur hwn yn gwella fy nealltwriaeth o **XXXX** ac fe'i cedwir ar **XXX**. Bwydir canlyniadau'r ymchwil yn ôl i **XXX**.

Diolch ymlaen llaw am eich amser a'ch cyfraniad. Os bydd gennych unrhyw gwestiynau, mae croeso i chi gysylltu â ni pan fydd yn gyfleus.

ENW A CHYFEIRIAD YR YMCHWILYDD	NAME & ADDRESS OF RESEARCHER



Rhif Adnabod Cyfranogwr:

Participant Identification
Number:

FFURFLEN GANIATÂD CYFRANOGIAD

SAMPLE PARTICIPANT INFORMATION
SHEET

Teitl Y Prosiect: / Project Title:

***THIS FORM IS TO BE AMENDED AND ADAPTED AS NECESSARY**

Dear Participant:

My name is **XXXX** and I am studying in the School of **XXXX**.

I would like to invite you to participate in my research project. This project will **xxx** and aims to **xxx**

*Attached to this letter is a short questionnaire developed by **XXX** which will assess **XXXX**. I believe your opinions will be extremely helpful to me.

Through your participation in the questionnaire and/or interviews, I hope to ascertain **XXXX**.

All questionnaires will be kept strictly confidential to the researchers involved and at **NO** time will individual questionnaires be released to the general public. This gives you a chance to express your views on your programme a confidential and anonymous forum and still be able to make a difference. Your participation in this study is completely voluntary so you can withdraw from the questionnaire at any stage.

Our questionnaire should take about **XXX** minutes to complete, but there is no time constraint. There are also no right or wrong answers. Attached to this letter along with the questionnaire is **XXX** (e.g. an instruction sheet / a consent form / a feedback sheet). As this is a new project, your feedback is also important to us and we would be much obliged if you could also complete the feedback sheet along with the questionnaire. We understand that your time is at a premium but your opinions are very valuable to us.

After careful and precise analysis of the data obtained from this questionnaire, I will be happy to provide you with a copy of the findings at your request. The results of this questionnaire will hopefully enhance my understanding of XXXX and will be stored on XXX. The results of the research will be fed back to XXX.

We thank you in advance for your time and participation. If any questions do arise, feel free to contact me at your convenience.

ENW A CHYFEIRIAD YR YMCHWILYDD	NAME & ADDRESS OF RESEARCHER
--------------------------------	------------------------------



Rhif Adnabod Cyfranogwr:

Participant Identification Number:

FFURFLEN GANIATÂD CYFRANOGIAD

PARTICIPATION CONSENT FORM

Teitl Y Prosiect: / Project Title:

Enw'r Ymchwilydd / Name of Researcher:

**Blwch Cychwynnol /
Please initial box**

1	Cadarnhaf fy mod wedi darllen a deall y daflen wybodaeth dyddiedig XXXX ar gyfer yr astudiaeth uchod. Rwyf wedi cael y cyfle i ystyried y wybodaeth, gofyn cwestiynau, ac rwyf wedi cael ateb boddhaol i'r rhain.	I confirm that I have read and understand the information sheet dated XXXX for the above study. I have had the opportunity to consider the information, ask questions and have had these answered satisfactorily.	
2	Deallaf fy mod yn cymryd rhan o'm gwirfodd a bod croeso i mi dynnu'n ôl ar unrhyw adeg, heb roi rheswm.	I understand that my participation is voluntary and that I am free to withdraw at any time, without giving any reason.	
3	Deallaf y gellir defnyddio unrhyw wybodaeth a roddir gennyf mewn adroddiadau, erthyglau neu gyflwyniadau gan y tîm ymchwil.	I understand that any information given by me may be used in future reports, articles or presentations by the research team.	
4	Deallaf na fydd fy enw'n ymddangos mewn unrhyw adroddiadau, erthyglau neu gyflwyniadau.	I understand that my name will not appear in any reports, articles or presentations.	
5	Cytunaf i gymryd rhan yn yr astudiaeth uchod.	I agree to take part in the above study	

Enw'r Cyfranogwr Name of Participant		Llofnodwyd Signature
Ymchwilydd Researcher		Llofnodwyd Signature

<p>Cewch wrthod cymryd rhan yn yr astudiaeth hon. Cewch ddod â'ch cyfranogiad yn yr astudiaeth hon i ben unrhyw bryd. Os penderfynwch barhau'n ddiennw, bydd sicrhau hynny'n flaenoriaeth a chymerir pob cam ymarferol i guddio pwy ydych. Os yw'n well gennych fod yn anhysbys, ni fydd unrhyw wybodaeth yn eich enwi ar dapiau sain na thrawsgrifiadau o'r cyfweiliad hwn nac o unrhyw un arall. Ni fydd neb yn clywed unrhyw dapiau sain nac yn gweld unrhyw drawsgrifiadau heb eich cydsyniad o flaen llaw. Bydd deunyddiau a grëir yn sgil y cyfweiliad hwn neu unrhyw gyfweiliad arall yn aros yn gyfrinachol.</p>	<p>You may decline to participate in this study. You may end your participation in this study at any time. If you decide to remain anonymous, maintaining your anonymity will be a priority and every practical precaution will be taken to disguise your identity. If you prefer anonymity, there will not be any identifying information on audiotapes or transcripts of this or any interview. No-one will hear any audiotapes or see any transcripts without your prior consent. All materials generated from this or any interview will remain confidential.</p>
--	---



<p>Ar ôl llenwi'r ffurflen, dychwelwch hi yn yr amlen a ddarperir (lle bo'n berthnasol). Rhoddir un copi i'r cyfranogwr a chedwir y gwreiddiol yn ffeil y tîm ymchwilio yn:</p>	<p>When completed please return in the envelope provided (if applicable). One copy will be given to the participant and the original to be kept on the file of the research team at:</p>
ENW A CHYFEIRIAD YR YMCHWILYDD	NAME & ADDRESS OF RESEARCHER