



MEaP Academy Scholars' Publishing Programme (MaSPP) Handbook

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Introduction

The MEaP Academy Scholars' Publishing Programme (MaSPP) is an innovative community initiative that aims to critically examine and consolidate the decolonial work that is being undertaken in grassroots communities. Scholars who enrol onto the programme, who will mostly be graduates, will be mentored and guided under the expert supervision of a Series Editor (from [Palgrave Macmillan](#)) who will guide them from the book proposal submission to the book production cycle that precedes publication. Scholars from MaSPP would then be able to submit their book as a “thesis” into a year-long university PhD by publication programme, where they would only need to contribute a further 5,000 to 15,000-word accompaniment illustrating the contribution to their field and impact before submitting their book for a viva voce (oral examination). MaSPP will also help the Scholars identify the most suitable university PhD by publication programmes for their book, as well as helping them prepare their book accompaniment.



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Timetable

All sessions will be held online via Zoom

Individual Cycle

1-3 mths	4 – 6 mths	7 – 9 mths	10 – 12 mths	13 – 15 mths	16 – 18 mths	19 – 21 mths	22 – 24 mths
Sep – Nov 2021	Dec - Feb (2022)	Mar - May	Jun - Aug	Sep – Nov	Dec – Feb (2023)	Mar – May	Jun - Aug
Enrolment Point 1 (and 3; 25-27 months, Sep – Nov, 2023)				(Enrolment Point 2)			
Group Induction							Book Production Process



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1-3 mths	4 – 6 mths	7 – 9 mths	10 – 12 mths	13 – 15 mths	16 – 18 mths	19 – 21 mths	22 – 24 mths
Sep – Nov 2021	Dec - Feb (2022)	Mar - May	Jun - Aug	Sep – Nov	Dec – Feb (2023)	Mar – May	Jun - Aug
PD9: Meeting with Series Editor: Book Proposal (PD1)	PD9: Meeting with Series Editor: Discussing Reviewers' Comments	PD9: Writing check in	PD9: Google Classroom interim draft Manuscript Submission	PD9: Writing check in	PD9: Writing check in	PD9: Google Classroom final draft Manuscript submission	PD9: Planning accompanying material
				PD9: Meeting with Series Editor: Book Proposal (PD1)	PD9: Meeting with Series Editor: Discussing Reviewers' Comments	PD9: Writing check in	PD9: Google Classroom interim draft Manuscript Submission
			Annual Review (AR)			AR	



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1-3 mths	4 – 6 mths	7 – 9 mths	10 – 12 mths	13 – 15 mths	16 – 18 mths	19 – 21 mths	22 – 24 mths
Sep – Nov 2021	Dec - Feb (2022)	Mar - May	Jun - Aug	Sep – Nov	Dec – Feb (2023)	Mar – May	Jun - Aug
			Research Forum (RF): Discussing Ideas and Writing Progress			RF: Presenting Draft manuscripts	
Training Needs Assessment (TNA)	Research Training Activities (RTA)	RTA		RTA	RTA		



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Group Cycle

	Yr 1 (1-12 mths) Sep – Aug 2021 - 2022	Yr 2 (13-24 mths) Sep – Aug 2022 - 2023	Yr 3 (25-36 mths) Sep – Aug 2023 - 2024	Yr 4 (37-48 mths) Sep – Aug 2024 - 2025
Launch Books	2 books			
Scholar cohort 1	3 books			
Scholar cohort 2		3 books		
Scholar cohort 3			3 books	



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The Scholars' Journey

The following pages summarise scholars' main activities and milestones.

Annual and on-going milestones and activities

Enrol Scholars

Must enrol once depending on their Enrolment point (see Enrolment).

Undertake independent research

Depending on their projects and the stage of their research, Scholars will spend the majority of their time undertaking independent research activities.

Meet with the Series Editor

Meetings with the Series Editor should be recorded on the Record of editorial meetings (PD9) form found on Google Classroom. Scholars should have at least three meetings a year (see Responsibilities).

Engage with Personal and Professional Development activities

Scholars should complete a training needs analysis (TNA) when they start their book project and revisit this on a regular basis. The TNA and training and development requirements are to be discussed with their Series Editor (SE). Scholars are required to complete at least two weeks' worth of Research Training activities per year. (See Training and Development)



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Complete the Annual Review

Each year, in months 10-12 and 19-21, Scholars undertake an annual review with a member of the Advisory Board to examine their progress and allow them to raise any issues or concerns they may have (see Annual review).

Starting the Book Project

Induction

Within first 3 months, Scholars must attend group induction session to introduce the handbook and to discuss overview of the project programme

TNA Meeting

Within first 3 months, Scholars must attend TNA session with Series Editor to discuss and their training needs and book proposal (see Application for registration, PD1)

At the end of the first 3 months, Scholars will submit the book proposal



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Publication: Key milestones and activities

Months 10 – 12 (22-24; 34-36)

Submit interim draft manuscript (via Google classroom)

Months 19 – 21 (31-33; 43-45)

Submit final draft manuscript (via Google classroom)

Months 22 – 24 (34-36; 46-48)

Attend to production process with Publisher's Copy Editor

Prepare accompanying written material for University PhD submission



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Enrolment

Please note that for this Scholars' publishing programme, enrolment and registration are two distinct and different processes. See Applying for registration (PD1). There are three enrolment points in the Scholars' Publishing Cycles; 1 and 3. At 1-3 months and at 25-27 months, Publishing Cycle 2. At 10-12 months. If a Scholar's application (via Expression of Interest (EOI) and eligibility) to join the MEaP Academy Scholars' Publishing Programme (MaSPP) at MEaP Academy Community Training and Research Institute (MaCTRI) has been successful, and they are offered a place of study, their start date will be confirmed within their offer letter. Once they have accepted their place, they will be sent a welcome letter (via email) approximately a month before that start date providing details of how to enrol online with the Institute. The Scholar must ensure that they enrol with the Institute prior to starting on their book project. If a research Scholar does not enrol within four weeks of their start date, they will be considered to have withdrawn from the Institute.

Getting started

Once a Scholar has successfully enrolled, they will be given Research ID and password for Shibboleth electronic research access. The Scholar will also be invited to join the Institute's Google Classroom, where all course resources, announcements and Zoom invitations will be posted. The Scholar will receive two important pieces of financial information

- Details for the University Fees Savings Programme organised by MaCTRI in preparation for university book submission for PhD, see Saving for University Fees, post MaSPP
- Details for Fees for MaCTRI membership, see MaCTRI membership

Within the first week, the Scholar must arrange to meet with the Series Editor for their initial induction meeting. The Scholar will be able to commence their research and use the Institutes facilities, including the electronic library via the Shibboleth Portal. The Scholar will



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also be able to prepare, in consultation with their Series Editor, their application for registration: Book Proposal (PD1) form. Registering for MaSPP takes place only once, and the PD1 form, together with associated documentation (i.e. eligibility - proof of degree certificates), should be submitted within three months. The Scholar is required to complete the online induction on Google Classroom and attend the group induction session.

The induction programme is designed to:

- Provide Scholars with useful information regarding the Regulations and the Scholars' journey
- Support Scholars to help them feel part of the writers'/scholars' community
- Introduce the training and development opportunities on offer
- Raise Scholars' awareness of research ethics and research governance
- Provide Scholars with up-to-date information on the online facilities. Scholars will need to familiarise themselves with the current Policies for MaCTRI. If a Scholar has a disability or a specific learning difficulty (e.g. dyslexia) for which they require additional support, it is advisable that they disclose this to the Institute at the earliest opportunity, otherwise it may delay the provision of appropriate support. If the Scholar is unsure about the nature of the support available, or whether or not they are entitled to disability related support, they should contact the Institute's SEN Practitioner for advice.

Responsibilities

No simple set of rules covers the variety of relationships that can exist between a Scholar and their Series Editor. The Institute does however, assume that supervision requires active and regular contact with the Scholar. Supervision should enable Scholars to become competent in research methods, skills and scholarship, as well as facilitating sustained independent effort. The Regulations require that all Scholars are supervised by the Series Editor. Following formal supervisory (writing check in) meetings, a Scholar must



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complete the record of supervision (PD9) form on Google classroom, which includes action points for completion after the meeting. A Scholar needs to complete four PD9 forms throughout the academic year.

Expectations

A word that recurs frequently in relation to supervision is expectations, usually in the context of the Scholar's uncertainty about what to expect from a Series Editor, as few Scholars have had any previous experience of the book writing process. It is desirable that everyone involved with a Scholar's writing should start with a clear understanding of their own and everyone else's responsibilities and duties. The following pages provide guidance on setting out and mutually agreeing the responsibilities of writing supervision.

The guidelines outline the roles and responsibilities of the Series Editor, reviewers and the Scholar.

Agreement on responsibilities

The Scholar and the Series Editor both need to agree on how they plan to work together towards achieving completion of the Scholar's book.

Responsibilities of the Director of Studies (Series Editor)

The Series Editor has overall responsibility for the supervision of a book project.

Specific responsibilities include:



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- Project administration support for the Scholar, from the preparation and submission of the book proposal (PD1) form through to the submission of the final draft and preparation for PhD submission.
- Being the point of contact with the Advisory Board in the Institute.
- Advising on an appropriate Advisory Board member to undertake the annual review (AR).
- Supporting the Scholar to engage in appropriate personal, professional and career development, including discussing the Scholar's TNA.
- Completing the Series Editor report within the annual review (AR) process in a timely manner to allow sufficient time for the reviewer to conduct the annual review meeting in advance of the deadline.
- Ensuring that the Scholar is aware of the Institute's ethics processes, and has obtained ethical approval for their project at the appropriate time.

Responsibilities of the Scholar

The Scholar's responsibilities include:

- Discussing and agreeing with the Series Editor what kind of help and guidance is required, what form it should take and the frequency of meetings.
- Complying with the requirements of official procedures and submitting forms within the agreed timeframes.
- Engaging with personal, professional and career development throughout their book project
- Maintaining regular and frequent formal contact with the Series Editor.
- Maintaining progress with their research, along the lines agreed with the Series Editor at the outset.
- Informing the Series Editor if there are any problems or difficulties as early as possible.



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- Seeking help or advice from the Series Editor where it is necessary to apply for an extension, suspension, withdrawal or changes in their book project.
- Delivering progress reports and other written material as required in sufficient time to allow for adequate comment and discussion, and providing evidence of progression at their annual review.

Responsibilities of the Independent Reviewer

At a Scholar's annual review (AR), the independent reviewer from the Institute's Advisory Board, responsibilities include:

- Checking the Scholar's writing is progressing satisfactorily.
- Checking that the resources required have been made available for the Scholar to undertake their writing.
- Checking that ethical, academic and administrative procedures have been followed
- Checking that there is a satisfactory relationship between the Scholar and the Series Editor.
- Discussing the Scholar's personal and professional development through their use of their Training Needs Assessment (TNA) on Google classroom.
- Examining evidence of record keeping and work undertaken to ensure that the Scholar has received an adequate number of formal writing check-in meetings and a record of the action plans from those meetings has been kept using the supervision (PD9) forms on Google classroom.



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Applying for an Extension

The maximum period allowed for an extension for MaSPP is one month. The Scholar will need to make the application three months in advance of needing it in order to ensure timely completion of the manuscript. To further ensure timely completion, the Series Editor will co-author the manuscript. For more details

See [Applying for an Extension](#)

Procedure for the investigation of Misconduct in Research

See [Procedure for the investigation of Misconduct in Research](#)

Procedure for the investigation of Academic Misconduct and Appeals

See [Procedure for the investigation of Academic Misconduct and Appeals](#)



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Research ethics

Research in the UK is underpinned by the highest standards of rigour and integrity, as described in the [UK Concordat to Support Research Integrity](#). To reach this goal of integrity, the Institute implements a programme of research governance, which means that research must follow the procedures outlined in institute's policies and guidelines (see appendix). The Institute expects all Scholars to understand this and complete research integrity training as part of the Online Induction via Google Classroom

Ethical approval

One of the main requirements of research governance is that all research must obtain ethical approval before it commences. Every Scholar must apply for ethical approval using the Institute's online application form on Google Classroom. The Institute's Advisory Board will be responsible for providing ethical approval. At the time of the Scholar's book proposal (PD1), they will be asked if they will be conducting direct research (as opposed to desktop research) for their book project. If they will be, they will be required to obtain ethical approval as part of the PD1 process. If they have, they will be asked to upload the approval letter. If they have not obtained approval yet, they will be asked to confirm an approximate date by which they will do so. At the time of their writing (after the review of PD1 external reviewer comments) they must be able to upload a letter of ethical approval and any amendments that they may have obtained for it. If they have not obtained ethical approval by this stage, they will not be permitted to progress further with their book project and the Institute will review their case.



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Training and Development

The Institute is committed to supporting Scholars' personal, professional and career development throughout their book project. Scholars are expected to proactively manage their own training and development, with support and advice from their Series Editor. Scholars should complete the equivalent of at least two weeks' worth of training and development activities per year, taking advantage of the many opportunities on offer at the Institute and, where appropriate, externally, to develop the knowledge, behaviours and attributes of effective researchers as outlined in the Researcher Development Statement (RDS), derived from the Researcher Development Framework (RDF) (a widely used and well-established approach to researcher development). This involves striving for excellence in key areas such as research skills, subject knowledge and public engagement.

Training Needs Analysis (TNA)

With the support of their Series Editor, Scholars must complete a training needs analysis as part of their book proposal (PD1) and revisit it regularly throughout their book project. This process enables Scholars to assess their current level across a variety of domains and establish areas for development. Taking advice from their Series Editor, Scholars are then able to identify and engage in relevant training and development activities. The TNA is updated throughout the book project and is discussed at each annual review.

Training and Development Opportunities

Once a Scholar has completed a TNA and established areas for development, the next step is to identify and complete training and development activities. There are many activities within and outside. Some examples are listed below.



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Face-to-face workshops

The Institute organises a programme of face-to-face workshops on a wide variety of topics including: poster design and presentation; ethnography; using statistical software; enhancing your research using technology. There may also be opportunities to attend external workshops or courses regionally, nationally and internationally. Scholars are advised to check Google classroom for such opportunities or speak to their Series Editor about possibilities within their own subject area.

Conferences, seminars and symposia

An exciting way of finding out about research, and putting presentation skills into practice, is by attending and presenting at conferences. There will be two research seminars, (symposia or conferences) organised by the Institute, in MaSPP. Scholars will be notified in the Google classroom.

Support during your studies

The Institute will provide access to a wide range of online journals, databases and other resources via its Shibboleth access. The Institute will run a number of workshops and individual tutorials to help Scholars. These include workshops on Endnote and Word, advanced searching techniques and citation searching.

Annual review

The Institute makes every effort to ensure that Scholars are able to make satisfactory progress with their research, that any problems that arise are properly and quickly dealt with and that, where necessary, improvements can be made in both the support Scholars receive and the general academic environment in which they work. To these ends, the Institute operates the annual review process (AR). The Institute requires that during the period of registration a Scholar will be required to have an annual review. The aim of the



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annual review is to establish whether the Scholar is actively engaged on the book project, making satisfactory progress with the research and maintaining regular and frequent contact with their Series Editor. It is also an opportunity for Scholars to comment on their Scholar's experience. A member of the advisory team who is independent of the Scholar's sessions with the Series Editor will carry out the review

The review meeting will normally last no longer than one hour and will take place with an independent internal reviewer from the advisory team. Scholars will not be permitted to re-enrol with the Institute if they have not completed their annual review. The annual review process requires the completion of an AR form on Google classroom.

At the meeting, the reviewer will be prepared to ask the following example questions relating to the Scholar's progress to date. This may also include reference to lack of such information:

Has the Scholar registered? If they have registered, they must show the book proposal (PD1) form. If they have not registered then is their proposal being prepared? The Scholar must bring along with them any preparatory notes.

The Scholar must provide evidence of literature work, research, field work, etc. Are there any problems or issues identified? This may include ethical matters, resources and difficulties with the work or subject.

The Scholar must take along with them any preparatory notes to show whether they are attending meetings regularly with their Series Editor. The Scholar must provide copies of records of writing check-ins (PD9) forms to demonstrate they are having regular formal check in meetings. If they are having any issues with the Series Editor, it is important to mention them at the meeting so that the Institute can seek a resolution.



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The Scholar's experience

The reviewer will discuss with the Scholar any problems related to resources and supporting infrastructure that may have an impact on their experience. This may include:

- The quality and quantity of Series Editor meetings
- Shibboleth facilities, resources, etc.
- Whether the skills development opportunities are suitable and meet their requirements, including any feedback on how they can be enhanced

Training and development

Using the Scholar's TNA form on Google Classroom, the reviewer may discuss with the Scholar appropriate goals for the forthcoming year in relation to personal, professional and career development.

Advice given

The final area for discussion relates to the Scholar's progression on their book project and may include comments and recommendations covering topics such as:

- Whether they have progressed well and achieved all the required skills
- If there are any issues affecting their Scholar's experience



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- If there are any serious issues, such as issues with supervisory arrangements and how these can best be resolved. This may be in discussion with the Series Editor following the meeting.

The independent reviewer will complete and submit the AR report on Google classroom following the meeting and will be asked to indicate the outcome of the review on the form, which can be as follows:

- The Scholar is making excellent progress
- The Scholar is making good progress
- The Scholar is making adequate progress
- The Scholar is not making adequate progress. It is recommended that the Scholar follows the Unsatisfactory Writing Progress Procedure which will be negotiated on a case-by-case basis with the Series Editor. The Scholar will then receive a copy of the AR report via Google Classroom. The Scholar should confirm their agreement by completing and signing the AR report on Google Classroom.



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Application for registration: Discussion of Book Proposal (PD1)

Upon registering their interest for MaSPP, the Scholar will have sent an expression of interest (EOI) to the Series Editor. After preparatory discussions, the EOI the Scholar will have sent will be, in effect, an abstract for the book.

During the process of completing the PD1 form, the Scholar will work with Series Editor to expand and flesh out their book abstract to form their proposal. The proposal will ask for the following pieces of information:

- Provisional book title
- An expanded summary of the book with references
- Time scale of book project (defining the period for writing/research stages)
- A chapter-by-chapter breakdown of themes explored
- An awareness of market competition and what makes their book distinctive (a very short version of a literature review)
- An awareness of the markets the book could appeal to (illustrating impact)
- A list of potential referees (illustrating knowledge of wider disciplinary expertise)
- Short biography (illustrating Scholar's disciplinary expertise)

The PD1 will then be sent to the Publishers for peer review. Upon receiving comments and recommendations from the reviewers, the Scholar will work out a writing schedule with the Series Editor based on the allotted PD9 meetings within the programme.

Saving for University Fees, post MaSPP

The Institute's finance director will send out a letter introducing this optional service.



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MaCTRI Membership

MaSPP fees are £150 for the two-year writing cycle (programme).



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Appendix

Research Ethics

What are research ethics?

Research ethics are a set of principles addressing how researchers and research organisations should conduct themselves when dealing with research participants, their data or tissue, other researchers and colleagues, the users of their research and society in general. The principles apply whether at every stage throughout the career of a researcher from undergraduate student onward.

The process of ethical review is not intended to impede research activity, but to support the researcher in considering the ethical issues and how to manage them, the process also addresses any potential risks to both the researcher and any participants.

Why are research ethics important?

It is important to conduct research in line with ethical standards for a number of reasons:

- Ethics is an essential element of good research governance
- It helps to support detailed research design and project planning – leading to better experiments and questionnaires
- It is not restricted to medical trials - all types of research must consider ethical issues
- It is vital to consider the ethical consequences of research to avoid bad practice, harm or stress, loss of data, etc.



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- Some research may require high level approval in order to be covered by MMU's insurance: Human tissue, Human embryos, Genetically modified organisms, Animal experimentation, Research Council applications, participants under the age of 16 or pregnant women
- Failure to gain the appropriate approval could be viewed as research misconduct and may have serious repercussions.
- Ethical review may be a legal requirement, if your project involves any of the following you should refer to the legislation section below
 - Adults lacking the capacity to provide consent
 - NHS patients (or their close relatives), staff, facilities, premises, data or tissue
 - Medical devices (this includes creams/ointments, bandages and prosthetics etc.)
 - Genetically modified materials
 - Drugs or medicines (licensed or unlicensed)

When ethics are considered, this should ensure that the work is acceptable to the research community and other users of the research results.

Participant Information Sheet

In order to ensure that participants know what they are consenting to, they must be given a Participant Information Sheet to inform them of the research they are being invited to participate in.

[Text in a colour other than black is guidance and must be deleted when you create your PIS. Text in black is MANDATORY and must be preserved as written.]



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Projects differ in nature and some guidance presented here might not apply to you so feel free to ignore. Sections that you are not allowed to discard are clearly labelled MANDATORY. Avoid the use of acronyms and any specialised language. If you are unsure what is meant by this, please consult <https://www.plainenglish.co.uk/>]



Participant Information Sheet [MANDATORY Research Project Title]*

***title must match exactly across all your documents and ethics application**

1. Invitation to research

[MANDATORY Describe who you are and what you are doing. You MUST also clearly indicate all those who are organising and funding the research.]

Suggested text: I/We would like to invite you to take part in My name is and I am..... Our research project is



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2. Why have I been invited?

[MANDATORY You should explain briefly why and how the participant was chosen and how many others will be in the study.

For example, explain clearly why you have chosen to recruit participants within a particular ethnic group, or age group, healthy volunteers, students on a particular course, males or females and why you are studying this particular population group.]

3. Do I have to take part?

It is up to you to decide. We will describe the study and go through the information sheet, which we will give to you. We will then ask you to sign a consent form to show you agreed to take part. You are free to withdraw at any time, without giving a reason.

4. What will I be asked to do?

[It is MANDATORY to fully disclose all details of what your project entails and what you expect the participant to do and in what order. If you are undertaking any form of covert research, this must be fully explored in your ethics application. Depending on what you are doing, there are many things you should be telling your participants. Typical items include: how long the project lasts, how long must they participate, description of the consent process, full list of everything they must do for you, how many times they must do it, how often they must do it, where will the activity take place, what data recording methods you are using (audio, video recording, artefact collection etc.)

[IF APPLICABLE] If you are using audio recording, video recording, or photography, you must provide a clear explanation of how these will be used. If you intend to use the recordings/photographs as part of a publication, in broadcast, or upload them to an archive, it is MANDATORY that you: explain this clearly in the PIS, AND include this on the Consent Form, AND sign a separate release form for each type of item collected.



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5. Are there any risks if I participate?

[You MUST disclose any potential risks to the participant and how likely it is to occur.]

6. Are there any advantages if I participate?

[MANDATORY Please present the advantages if there are any. If you are offering any rewards or recompense, please describe. If there are no direct advantages or rewards, please say so and add a few details about the useful contributions that the research will bring.]

7. What will happen to the samples that I give?

[IF APPLICABLE include this section if you are collecting any type of bio samples or any participant-made artefacts as part of your research]

8. What will happen with the data I provide?

When you agree to participate in this research, we will collect from you personally-identifiable information.

MEaP Academy Community Training and Research Institute (MaCTRI) ('the Institute') is the Data Controller in respect of this research and any personal data that you provide as a research participant.

The Institute is registered with the Information Commissioner's Office (ICO), and manages personal data in accordance with the General Data Protection Regulation (GDPR) and the Institute's Data Protection Policy.

We collect personal data as part of this research (such as name, telephone numbers or age). As a public authority acting in the public interest we rely upon the 'public task' lawful basis. When we collect special category data (such as medical information or ethnicity) we rely upon the research and archiving purposes in the public interest lawful basis.



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Your rights to access, change or move your information are limited, as we need to manage your information in specific ways in order for the research to be reliable and accurate. If you withdraw from the study, we will keep the information about you that we have already obtained.

[IF APPLICABLE] We will not share your personal data collected in this form with any third parties.

[IF APPLICABLE] We will share your personal data with [state any recipients, meaning external partners] in order to fulfil the purposes set out above.

If your data is shared this will be under the terms of a Research Collaboration Agreement which defines use, and agrees confidentiality and information security provisions. It is the Institute's policy to only publish anonymised data unless you have given your explicit written consent to be identified in the research. **The Institute never sells personal data to third parties.**

We will only retain your personal data for as long as is necessary to achieve the research purpose. [MANDATORY. Include full details of your data handling, retention, disposal, anonymisation, and how you will preserve participant's confidentiality].

For further information about use of your personal data and your data protection rights please see the [Institute's Data Protection Pages](#).

What will happen to the results of the research study?

[MANDATORY detail any plans for dissemination and how this will be done.]



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Who has reviewed this research project?

[MANDATORY detail all who have reviewed the research, e.g. supervisors, funders, ethics committees, academic peers, public (as part of public involvement activity)]

Who do I contact if I have concerns about this study or I wish to complain?

[MANDATORY Staff applicants must offer at least three points of contact: the researcher for general questions about the project, the Faculty ethics contact for concerns/complaints about the project, and the DPO & ICO for complaints about data. Scholars must offer three points of contact: Scholar, Series Editor, and Director of Governance. All points of contact will be given with full name, email, work telephone and postal address. Please must not use personal phone numbers, non-Institute email addresses or personal postal addresses for any of the contacts.]

If you have any concerns regarding the personal data collected from you, our Data Protection Officer can be contacted using the info@meap.org.uk e-mail address with an FAO: Data Protection, by calling 0161 666 0572 or in writing to: Data Protection Officer, MEaP Academy Community Training and Research Institute (MaCTRI), M14 6LP. You also have a right to lodge a complaint in respect of the processing of your personal data with the Information Commissioner's Office as the supervisory authority. Please see: <https://ico.org.uk/global/contact-us/>

THANK YOU FOR CONSIDERING PARTICIPATING IN THIS PROJECT



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Consent

Why do we need consent?

Potential recruits to your research must be given sufficient information to allow them to decide whether or not they want to take part.

Where research involves face-to-face interviews, focus groups, direct observation or similar methods of data collection (incl. audio or visual data), participants should normally be given a Participant Information Sheet and asked to sign a consent form.

Consent Form

Clear evidence must be obtained that the participant has given informed consent to take part in the study. The Institute expects that this will normally be in the form of a signed consent form although other evidence may be acceptable (for example by audio recording consent). If you are considering an alternative way of obtaining consent, you should seek advice from the Institute's Data Protection Officer

Where participants are asked to complete and return a questionnaire, the questionnaire should be accompanied by a covering letter but no consent form is needed: consent is implied by returning the questionnaire. The covering letter, however, should include information similar to that in a Participant Information Sheet.



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When is consent unnecessary?

- When using anonymised secondary data.
- Retrospective medical chart studies
- When using published literature
- When consent is implied (for example by the returning of a questionnaire)

There are very few situations, if your research involves people where consent is not required.

[Text in a colour other than black is guidance and must be deleted when you create your PIS. Text in black is MANDATORY and must be preserved as written.]



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Consent Form

Programme: [name of programme must match name on the PIS]

Partner Organisation(s): [your group/s]

Project Coordinator: [This could be you, if this is your own project]

Researcher: [This will be you conducting the research]

Please sign this form to confirm that you have given your consent or your consent for the participant to take part in this research project and any associated research outcomes.

Delete as necessary



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I confirm that I have read and understand the participant information sheet dated [] for the above study. I have had the opportunity to consider the information, ask questions and have had these answered satisfactorily.

Yes | No

I understand that my participation is voluntary and that I am free to withdraw at any time without giving any reason, without my medical care or legal rights being affected

Yes | No

*I grant MaCTRI consent to use my or the participant's work (audio, photographic, written and video material) in all outcomes related to the project

Yes | No

**I grant MaCTRI consent to use my or the participant's work (audio, photographic, written and video material) as data for any research outcomes that might be generated by the project

Yes | No



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**Granting consent means that the work can be used in official MaCTRI publications and in Institute's publicity material, including, but not limited to, one or more of the following: the Institute's prospectuses, Annual Report/Review, newsletters, course leaflets, advertisements, website and on-line photographic image bank, and to be featured in research projects being undertaken by the Institute including the development of an archive of examples of good practice.*

***Any data used in a research context will be made anonymous and destroyed or returned to the participant after use.*



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Application for Ethical Approval

Introduction

All Institute activity must be reviewed for ethical approval. In particular, all undergraduate, postgraduate and staff research work, projects and taught programmes must obtain approval from the Academic Ethics committee (MaCTRI Advisory Board).

Application Procedure

The form should be completed legibly (preferably typed) in Google Classroom on the Google form provided and, so far as possible, in a way which would enable a layperson to understand the aims and methods of the research. Every relevant section should be completed. Applicants should also include a copy of any proposed advert, information sheet, consent form and, if relevant, any questionnaire being used. The Principal Investigator should sign the application form. Supporting documents, together with one copy of the full protocol should be sent to the Advisory Board via Google Classroom.

Your application will require external ethical approval by an NHS Research Ethics Committee if your research involves staff, patients or premises of the NHS (see guidance notes)



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Work with children and vulnerable adults

You will be required to have an Enhanced CRB Disclosure, if your work involves children or vulnerable adults. The MaCTRI Advisory Board will respond as soon as possible, and where appropriate, will operate a process of expedited review. Applications that require approval by an NHS Research Ethics Committee or a Criminal Disclosure will take longer.



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Application Form

You will fill this out using the Google form in the Google classroom

[text in this colour illustrative, only]

1. Details of Applicants	
1.1. Name of applicant (Principal Investigator):	
Telephone Number:	
Email address:	
Status: MEaP Academy Scholar	Please indicate - Scholar, Apprentice or Research Associate



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Programme of study (if applicable): Name of project	
Name of Series Editor: Dr Ornette D Clennon	
1.2. Co-Workers and their role in the project: (e.g. students, external collaborators, etc)	
Name: N/A	Name: N/A
Telephone Number:	Telephone Number:
Role:	Role:
Email Address:	Email Address:
2. Details of the Project	



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Title:

2.1. Description of the Project: (please outline the background and the purpose of the research project, 250 words max)

This proposed research can be contextualised within the current international movement to develop secondary school students' 'character'. The aims of this PhD research are to: (i) explore the relationship between academic performance and mental toughness; (ii) explore young people's (age 11-16) understanding of mental toughness.

2.2. Describe what type of study this is (e.g. qualitative or quantitative; also indicate how the data will be collected and analysed). Additional sheets may be attached.

This research project will collect both qualitative and quantitative data.

Study 1: Will explore the relationship of student flight paths and mental toughness. Data will be collected from 1600 students at an English secondary school, using the MTQ48. A sample of students who exceed their target grade or achieve below their target grade will be investigated; quantitative data



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will be analysed using SPSS to establish if there is a link between academic performance and mental toughness.

Study 2: This study aims to explore school children's (age 11-16) understanding of the terms related to the mental toughness construct. Data will be collected through semi-structured interviews using an interpretative phenomenology approach, with ten students from each school year group. Data will be analysed by content analysis.

2.3. Are you going to use a questionnaire?

YES – Copy of MTQ48 Attached.

2.4. Start Date / Duration of project: **March 2016. 2 Months.**

2.5. Location of where the project and data collection will take place:

The Blue Coat School, Oldham.

2.6. Nature/Source of funding

Self-funded.



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2.7. Are there any regulatory requirements? NO
3. Details of Participants
3.1. How many? 1500
3.2. Age: 11-16 The Principal Investigator has already completed a full CRB check with the Blue Coat School.
3.3. Sex: M/F
3.4. How will they be recruited? Participants are pupils at the principal researchers' school.
3.5. Status of participants: Secondary School Children.
3.6. Inclusion and exclusion from the project: (indicate the criteria to be applied).



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<p><i>Students will be excluded from the project if their parents do not agree to consent.</i></p>
<p>3.7. Payment to volunteers: <i>N/A</i></p>
<p>3.8. Study information: Have you provided a study information sheet for the participants? YES</p>
<p>3.9. Consent: (A written consent form for the study participants MUST be provided in all cases, unless the research is a questionnaire.) Have you produced a written consent form for the participants to sign for your records? YES – For parents and pupils.</p>
<p>4. Risks and Hazards</p>
<p>4.1. Are there any risks to the researcher and/or participants? (Give details of the procedures and processes to be undertaken, e.g., if the researcher is a lone-worker.) NO</p>



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4.2. State precautions to minimise the risks and possible adverse events: <i>All pupils will be given support whilst completing the questionnaire.</i>
4.3. What discomfort (physical or psychological) danger or interference with normal activities might be suffered by the researcher and/or participant(s)? State precautions which will be taken to minimise them: <i>None</i>
5. Ethical Issues
5.1. Please describe any ethical issues raised and how you intend to address these: <i>None</i>
6. Safeguards/Procedural Compliance
6.1. Confidentiality: 6.1.1. Indicate what steps will be taken to safeguard the confidentiality of participant records. If the data is to be computerised, it will be necessary to ensure compliance with the requirements of the Data Protection Act 1998.



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6.1.2. If you are intending to make any kind of audio or visual recordings of the participants, please answer the following questions:

6.1.2.1. How long will the recordings be retained and how will they be stored?

6.1.2.2. How will they be destroyed at the end of the project?

6.1.2.3. What further use, if any, do you intend to make of the recordings?

All completed questionnaires will be stored in the Blue Coat School's safe. Compliance with data protection will be in-line with the school's policy.

6.2. The Human Tissue Act

The Human Tissue Act came into force in November 2004, and requires appropriate consent for, and regulates the removal, storage and use of all human tissue.

6.2.1. Does your project involve taking tissue samples, e.g., blood, urine, hair etc., from human subjects?

NO

6.2.2. Will this be discarded when the project is terminated?



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NO

If NO – Explain how the samples will be placed into a tissue bank under the Human Tissue Act regulations:

6.3. Notification of Adverse Events (e.g., negative reaction, counsellor, etc):
(Indicate precautions taken to avoid adverse reactions.)

N/A

Please state the processes/procedures in place to respond to possible adverse reactions.

In the case of clinical research, you will need to abide by specific guidance. This may include notification to GP and ethics committee. Please seek guidance for up to date advice, e.g., see the NRES website at <http://www.nres.npsa.nhs.uk/>



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SIGNATURE OF PRINCIPAL INVESTIGATOR:	Date:
SIGNATURE OF ADVISORY BOARD MEMBER:	Date:

Checklist of attachments needed:

1. Participant consent form
2. Participant information sheet
3. Full research protocol (you can access this from the Google classroom)
4. Advertising details (i.e. flyers etc)
5. NHS Approval Letter (where appropriate)
6. Other evidence of ethical approval (e.g., another Institute's/University's Ethics Committee approval)