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| **Appraisal checklist** |

**Use this checklist while appraising a research application (application) that has been submitted through Queensland Education Research Inventory (QERI).**

Each heading corresponds to a section in the application. **The responsible officer is written in bold.**

Answer each question. If you answer ‘No’ to any question, then contact the applicant for more information or contact Research Services for advice.

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| **Overall** |
| **Appraisal officers** |
| Are all of the sections in the application complete? | Y | N |

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| **Section 1 – Applicant Information** |
| **Appraisal officers** |
| Are all parts of Section 1 complete? | Y | N |

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| **Section 2 – Proposed Research Study** |
| **Research Services staff** |
| Is section 2.3 suitable for publication on QERI? * + If section 2.3 contains information that could identify a participant/s or a school/s then return the application to the applicant for amendment.
	+ If section 2.3 is unreadable or has obvious errors then return the application to the applicant for amendment.
 | Y | N |
| **Appraisal officers + Corporate Office staff – line areas** |
| Does the research align with the department’s strategic priorities, including the research priorities? | Y | N |
| Is the study likely to benefit participants and schools or the department? | Y | N |
| Are the research question/s clear? | Y | N |
| Is there a strong rationale for the administration of the research in an education setting?  | Y | N |
| Is the duration of the research “reasonable” in relation to the proposed research benefit and/or the priorities of the region, school or work site? **Note:** consider participant’s time out of the classroom, the number of sessions and the administrative burden. | Y | N |

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| **Section 3 – Location of the research** |
| **Regional officers, Research services and Corporate Office staff - line areas** |
| Considering all of the information in Section 3, could the research be undertaken at the schools listed in the application?If one or more factors indicate a school/s is an unsuitable location for research, discuss this with the applicant or contact Research Services for advice.  | Y | N |

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| **Section 4 - Benefits of Research** |
| **Appraisal officers and Corporate Office staff – line areas** |
| Do the described benefits align with departmental strategic objectives, policies and procedures, including the departmental research priorities? | Y | N |
| **Principals or work site/unit managers (additional considerations)** |
| Do the described benefits of the research align with the school’s or work site’s plan?**Note:** If you can identify opportunities to increase the benefit of the research to participants and the school or work site then discuss these with the applicant and/or Research Services. | Y | N |
| Do the described benefits of the research align with the department’s policies and procedures? | Y | N |
| **Regional officers (additional considerations)** |
| Do the described benefits of the research align with regional plans and priorities? If there are opportunities to improve the benefit of the research to participants, the region or schools then discuss these with the applicant and/or Research Services. | Y | N |

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| **Section 5 – Research Methodology** |
| **Appraisal officers** |
| *Consider the context of the research and the research objectives:*Do the research methodology, research instruments, and requests for departmental data align with the purpose of the research? | Y | N |
| Are the research instruments suitable—in terms of language, complexity and length—for administration with the proposed participants? | Y | N |
| Will participants be able to understand and respond to the research instruments without experiencing distress or discomfort?* + If the research instruments contain questions, methods or approaches that may harm, distress, upset or embarrass a participant then the applicant must provide information on how participants will be supported during and after the research. Student welfare is paramount and should not be compromised by research.

If you consider the research methodology is too sensitive to be undertaken at a school/s or work site then discuss the methodology with Research Services staff. | Y | N |
| *Collection of personal information*Does the application clearly specify procedures for maintaining confidentiality when storing, accessing and disposing of data?Where research involves audio and/or visual recording, has the applicant: * + sought explicit consent for this component of the methodology in their consent forms;
	+ provided options for non-consenting participants (to the recording) and staff/students who have declined to participate in the research;
	+ provided details on how the recording will be used stored, accessed, disposed of, or published;
	+ sought explicit consent for any identifiable images of staff/students in publications/publicity;
	+ protected the identity of the school, or sought explicit consent from the school principal for the school to be identifiable in publications/publicity.

**Note:** All personal information must be handled in accordance with the information privacy principles in the [*Information Privacy Act 2009* (Qld)](https://www.legislation.qld.gov.au/view/html/inforce/current/act-2009-014). Data collected during the research must be kept confidential and de-identified unless there is a legal requirement to report this data. | Y | N |
| **Principals** |
| Do the key activities and milestones in Section 5.11 accord with the school’s calendar? | Y | N |
| Is it convenient for the research to be conducted at the proposed times? | Y | N |

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| **Section 6 – Imposition** |
| **Appraisal officers** |
| Do the benefits of the research outweigh the impost of the research activities?Consider the benefits to participants, schools, the broader body of knowledge about the topic, the work site/unit and the department. | Y | N |
| Are the research activities sufficiently aligned with the curriculum to allow participants (teachers and students) to be absent from teaching and/or learning? | Y | N |
| Are the administrative and other support/s expected from each school acceptable? | Y | N |
| Do the strategies outlined in Section 6.3 sufficiently minimise the imposition of the research on participants, departmental staff and departmental operations? | Y | N |

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| **Section 7 – Ethics** |
| *The Human Rights Act 2019 (Qld) came into effect on 1 January 2020.**Consistent with the Human Rights Act 2019 (Qld) (HRA), departmental officers are required to protect and promote human rights by acting and making decisions in a way that is compatible with human rights. When making decision, all departmental employees (school and corporate office staff) must give proper consideration to any human rights relevant to the decision, in accordance with s.58 of the HRA.**More information on the HRA, including a list the protected human rights and a link to the HRA, is* [*available here.*](https://www.qld.gov.au/law/your-rights/human-rights) |
| **Appraisal officers** |
| Is there evidence the applicant has applied to, or received approval from, a Human Research Ethics Committee (HREC)? | Y | N |
| Have consent forms been provided for each group of participants (e.g. students, teacher)? | Y | N |
| Where research involves Aboriginal and Torres Strait Islander peoples, has the applicant applied to, or received approval from, a specialist Aboriginal and Torres Strait Islander HREC?  | Y | N |
| Will the research be conducted and/or supervised by persons or teams with experience, qualifications and competence that are appropriate for the research? | Y | N |
| Have you considered the human rights relevant to the decision, in accordance with the [*Human Rights Act 2019* (Qld)?](https://www.legislation.qld.gov.au/view/html/inforce/current/act-2019-005#sec.58) | Y | N |
| Have you acted or made a decision in accordance with the [*Human Rights Act 2019* (Qld)](https://www.legislation.qld.gov.au/view/html/inforce/current/act-2019-005#sec.58)? | Y | N |
| *Conflicts of interest*Assess conflicts of interest as per the [Queensland Public Service Code of Conduct](https://www.forgov.qld.gov.au/1-integrity-and-impartiality-%E2%80%93-code-conduct). |

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| **Section 8 – Blue Cards (for all researchers involved in data collection)** |
| **Appraisal officers** |
| Is there evidence the [Working with children authority procedure](https://ppr.qed.qld.gov.au/pp/working-with-children-authority-procedure) requirements have been met for all researchers who will be involved in data collection on school sites? | Y | N |

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| **Section 9 – Sensitivities** |
| *Any application focussing on Aboriginal and Torres Strait Islander peoples should have a consultative step that involves people who are culturally appropriate and identify as Aboriginal and/or Torres Strait Islander, e.g. in school (community, parents, staff), through regional Indigenous reference groups/teams/staff and/or specialist Indigenous policy advice.* |
| **Principals, regional officers or work site/unit managers** |
| All sensitive applications must be received through QERI and reviewed by corporate office.Contact [Research Services](https://education.qld.gov.au/about-us/reporting-data-research/research/contact-us) staff if you receive an application from a Researcher and it is not accompanied by a *Permission to approach* letter signed by an Approving officer. | Y | N |
| **Research services and Corporate Office - line areas** |
| Has each sensitivity—topic, methodology, data analysis and/or reporting—described in the application been listed in Section 9? | Y | N |
| Does the risk mitigation strategy for each sensitivity sufficiently address the risks associated with each sensitivity? | Y | N |
| Where research involves the potential disclosure of mental health concerns, child protection concerns, or criminal activity (including anonymous surveys), has the applicant followed the department’s [Guidelines for conducting research](https://education.qld.gov.au/about/Documents/research-guidelines.pdf) and outlined processes to ensure appropriate and immediate reporting to school principals, and (in consultation with the school principal) to other relevant agencies? | Y | N |

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| *Media*If a researcher proposes to participate in any publicity regarding their application or research, or if you are contacted by the media about research being undertaken at your site, notify Research Services and the department’s media team. |

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| **Information sheets and consent forms** |
| *Research participants, including parents/guardians of participants who are minors, must receive an information sheet that honestly discloses the parameters of the research project and the implications of participating in the project. This is required before a participant can consent to participate in a project.* |
| **Appraisal officers** |
| Do the information sheets state that participation in the research is voluntary?**Note:** Participants are free to withdraw their participation and can retract all data related to their participation (where practicable) without damage to their relationship with the researchers or the department. | Y | N |
| Do the information sheets honestly describe the purpose, intent, benefits and risks of participating in the project and all of the research activities outlined in the application? | Y | N |
| Is the information sheet clear about where the survey data (where relevant) will be stored?**Note:** Researchers must advise participants if their personal data will be stored on servers located overseas. | Y | N |
| Is each information sheet written in plain English and/or in the community’s first language?**Note:** Information sheets (and consent forms) must be translated into different languages when this improves understanding for participants. In particular, translating information sheets into Aboriginal languages and Torres Strait Islander languages is essential for ensuring the protection of cultural rights. A translator should be available to explain information sheets to participants and/or parents/guardians who may be unable to read. | Y | N |
| Is each information sheet tailored for each group of participants and clearly labelled for each category of participant? | Y | N |
| Are contact details for the research team—including email addresses and phone numbers—clearly visible on the information sheet?**Note:** If the research may cause participants to feel distress then Researchers must provide contact details for a free counselling service that participant/s and their parent/guardian can access. | Y | N |
| Does the information sheet state that participants have the right to review their contributions or attributable data prior to its publication? | Y | N |

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| **Consent forms for participants** |
| **Appraisal officers** |
| Are there consent forms for each group of participants and parents/guardians? | Y | N |
| Do the consent forms describe that participation is voluntary and participants may withdraw at any time without any negative implications? | Y | N |
| Can the consent form be understood by the audience?**Note:** Younger participants who are learning to read can assent or dissent to participate in a research project, in addition to the consent provided by their parent/guardian. For example: children can assent by placing their fingerprint over a smiley face. | Y | N |
| Is the form in plain English and/or the community’s language? | Y | N |
| Does each consent form seek active consent from participants and parents/guardians? | Y | N |

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| **Gatekeeper consent form for principals or work site/unit managers** |
| Is there a gatekeeper consent form that seeks principal’s or work site/unit manager’s approval for the research to be administered on a departmental site? | Y | N |
| Does the gatekeeper consent form actively seek your consent for the research to be administered on your site? | Y | N |