

Junior Research Associate Scheme Launch Event



Jeremy Niven

Dean of the Sussex Researcher School



DEVELOPING A REAL-TIME GESTURE RECOGNITION TOOL FOR BRITISH SIGN LANGUAGE LEARNING

By Charlotte Richardson, Supervisor: Ron Grau

MOTIVATION

There are a large number of BSL users in the UK (Fig 1). Yet, there are barriers in place for those who want to learn. [1]

Live BSL instructors are:

- Limited
- Cost money

Current technological approaches are lacking in the ability to provide instant feedback for sign language practice. This creates a gap in accessible tools for non-hearing impaired individuals, limiting opportunities to improve inclusivity for the hearing impaired.



Fig 1: Number of UK BSL Users [2]

BACKGROUND

- **Research Focus:** AI based tools for ASL dominate, but methods can apply to all sign languages.
- **Tech Advances:** Gesture recognition through AI with images have shown promise. [3] [4]
- **Limitations:** High accuracy requires specialised equipment. [5]
- **Underrepresentation:** BSL uses two hands to sign and there is a scarcity of large datasets.
- **Approach:** This research uses a previously researched YOLO model to develop an accurate gesture recognition system. [6]

AIMS

- Develop a web-based learning tool for BSL fingerspelling.
- Develop a platform to conduct research experiments on BSL learning with CV-aided learning environments.
- Enhance accessibility for BSL learners.
- Support further research in BSL learning through technology.

METHODOLOGY

- Investigate how to best use a machine learning model.
- Research and decide on a tech stack.
- Research best experimental design practices.
- Implement a fully functional learning and experiment website.
- Launch the website to production.



Machine learning model investigation (Fig 2):

METHOD	EASE OF USE	PERFORMANCE	COST
Roboflow	Average	Average	Average
Python w/ torch	Average	Good	Low
ONNX w/ JS	Hard	Good	Low
Inference server	Hard	Good	High

Fig 2: Summary of machine learning model investigation

The solution (Fig 3) was developed using a tech stack of front end web dev and django.

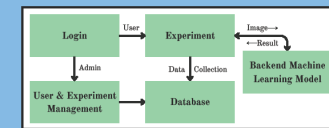


Fig 3: Solution Architecture

IMPLEMENTATION

Through researching best experimental design practices, these features were determined as crucial:

- Configurable experiment variables
- Customisable participant information sheet for informed consent
- Data collection - collected every second
 - Accuracy scores
 - Predicted sign
 - True sign

used to track user proficiency

An experimental design was then made (Fig 4).

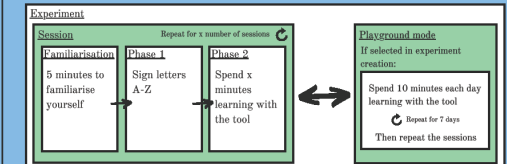


Fig 4: Experiment Design

RESULTS

The final product was hosted on a cloud VM, accessible at www.bslfingerspelling.tech.

- Real-time gesture tracking and scoring (Fig 5)
- Experiment & user creation (Fig 6)
- Integrated experiment and learning tool
- Data collection and management
- Cross platform accessibility (Fig 7)

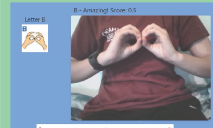


Fig 5: Desktop View

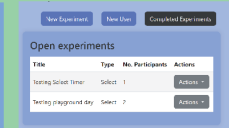


Fig 6: Admin Management Page

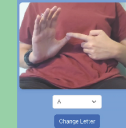


Fig 7: Mobile View

CONCLUSION

This research successfully developed an accessible BSL learning tool using a machine learning model, with a focus on configurable experiments and ease of use. The project demonstrates the potential to bridge the gap through technology, paving the way for large scale studies to further improve accessibility and effectiveness in BSL education.

FUTURE WORK

Future work would focus on:

- The ability to swap out models.
- More experimental modes such as:
 - Custom words
 - Random letters

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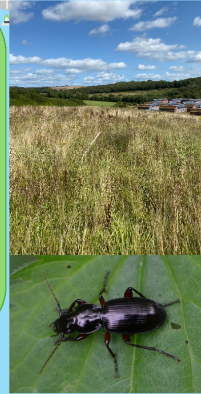


Assessing the establishment of ground beetle populations on re-created Chalk Grassland

Junior Research Associate: Elliot Jones, Supervisor: Dr Alan Stewart

1. Background

Chalk grasslands are among the most species-rich habitats in Western Europe, recognised as biodiversity hotspots with a high ecological value (Bennie et al, 2006). Since World War II, 80% of the UK's chalk grasslands have been severely degraded or destroyed, leading to significant harm to the species that depend on them. This highlights an urgent need to preserve and restore these valuable habitats (Southdowns.Gov, 2016). Ground beetles serve as important bioindicators, meaning their presence and species abundance can reflect the quality and health of the re-created chalk grassland.



2. Objectives

This project aims to:

- Assess the best method to re-create species-rich chalk grassland
- Monitor ground beetle populations to assess the re-emergence of ecological processes.

The results of this research will be used to:

- Contribute to a broader understanding of restoration ecology of chalk grasslands
- Enhance conservation strategies - both on a local scale in the South Downs and at a regional scale
- Contribute to the University's sustainability objectives.

3. Methodology

The experimental plots were set up on West Slope using the chalk excavated from former East Slope in 2019. Four blocks were created to test the effect and interaction of added topsoil and seedling density (Figure 1).

A pitfall trap was set in the centre of each plot and ground beetle collection occurred weekly for eight weeks. The species was identified using microscopy and reference collections.

Data analysis was carried out using RStudio to determine the success.

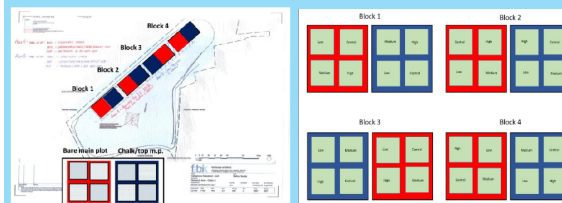
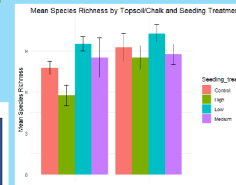


Figure 1: The eight blocks of chalk grassland located on West Slope, Sussex University. The red blocks represent bare chalk substrate, whilst the blue blocks represent chalk substrate with added topsoil. Each block has been split between bare chalk and topsoil, then subdivided into four subplots with differing seedling density (low, medium, high and a no seedling control to test for natural colonisation)

4. Analysis and Results

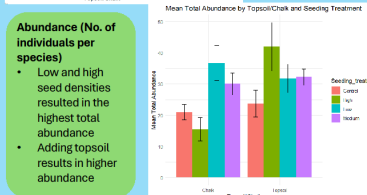
- The data was entered into RStudio
- A Shapiro-Wilk test was performed which proved the data was normally distributed
- A homogeneity of variances test was then performed which proved the variances were equal
- An ANOVA (Analysis of Variance) test was then performed

The results were as follow:



Species richness

- Medium seed densities generally resulted in the highest species richness
- Adding topsoil results in a higher species richness



Abundance (No. of individuals per species)

- Low and high seed densities resulted in the highest total abundance
- Adding topsoil results in higher abundance

5. Conclusions

The study found that recreated chalk grasslands can support diverse ground beetle populations, the results suggest that soil quality and seeding strategy are crucial factors in optimizing beetle diversity and abundance in habitat restoration. These results provide valuable insights for improving habitat restoration practices by enhancing the biodiversity of the chalk grassland.

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An examination of the entity solution to ethnic conflict and the implications for the protection of ethnic and minority rights in Bosnia and Herzegovina.

Ivana Maria Ireson, Junior Research Associate 2024

Dr. Elizabeth Craig, Supervisor

Political background :

The Dayton Agreement, signed in 1995, ended the brutal conflict in Bosnia and Herzegovina and split the country into two entities, the Federation and Republika Srpska. The Federation contains a Muslim Bosniak and Catholic Croat majority, whilst Republika Srpska contains an Orthodox Christian Serb majority. The Agreement stated that the country was a state of three constituent peoples - Bosniaks, Croats and Serbs as well as 'Others' who do not identify with these three ethnic groups. The entity solution was designed to award the constituent peoples with equal political rights through ethnically defined political positions. However, there are 17 national minorities that form 2.73% of the population and face exclusion within the dual entity system.¹

The 17 National Minorities

Albanian	Macedonian
Czech	Polish
German	Roma
Hungarian	Slovak
Italian	Turkish
Jewish	Ukrainian

The human rights challenge :

Article 11 of the Bosnian Constitution requires that *'both entities shall ensure the highest level of internationally recognised human rights and fundamental freedoms'*.² This includes the ECHR and the FCNM that must have priority above all national law. However, immediate action is needed in regard to the implementation of the European Court of Human Rights judgement in the *'Sejdić-Finci'* case.³ In *Sejdić*, both a Jewish and Roma citizen were successful in claiming a breach of Article 14 of the ECHR, taken in conjunction with Article 3 of Protocol No. 1. This is due to their exclusion from the tripartite presidency (rotating every 8 months between the constituent peoples) and the state-level House of Peoples. This is a clear example of the political exclusion minorities face as a result of the entity solution. Meanwhile, constituent peoples living in a de facto minority situation can also be excluded. For example, a Bosniak living in RS, is not eligible for presidency.



A medieval Croat coat of arms, by Ivana Ireson, 2024.



An Islamic tile to represent the Bosniaks, by Ivana Ireson, 2024.



A medieval Serb coat of arms, by Ivana Ireson, 2024.

Issues :

In light of the Dayton Agreement, what mechanisms are in place that impact minority groups in Bosnia?

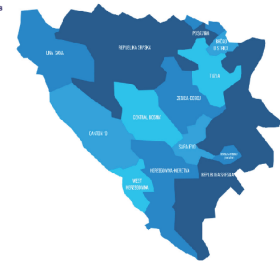
- Reserved seats** - Since 2008, all local governments where the percentage of the minority population is above 3%, must reserve at least one seat in the local assemblies for representatives of national minorities (excluding Stari Grad).⁴ However, only the Roma have ever met this 3% criteria. This evidently fails to represent other minorities.
- Education (Art 6)** - National minorities *'are generally absent from the curriculum'*.⁵ Mono-ethnic education fails to promote a civic identity based on a shared community, teaching biased versions of history and geography.⁶
- Roma Action Plan (Art 4)** - The plan tackles *'antigypsyism; employment; housing; healthcare; and education'*.⁷ Whereas, action plans do not exist for other minorities.

Analysis :

My research suggests that the Bosnian entity solution rewards ethnonationalist politics and minorities that assimilate more easily with the constituent peoples. In RS, minorities that are Christian and share a similar culture to Serbs, appear to be more integrated within social and political spheres. In comparison, the Roma, who originated in India, remain the most excluded and 'othered' minority across both entities. This can be linked to Said's critical concept of *'Orientalism'*¹³ in which the West depicts those from the East in a contemptuous manner. This concept has been internalised and *'nested within'* the Balkans, through the *'othering'* of neighbouring countries and ethnicities.¹⁴



A 'familiarity' of Roma people to Bosnian Croats (Said)



The 2013 Census - The Three Constituent Peoples

Serbs	30.4%
Bosniaks	50.1%
Croats	15.4%

The current situation :

- Despite a lack of reserved seats, Polish, Ukrainian, and Slovenian minority rights representatives, in 2015, agreed that there is a *'fairly stable'* representation of the minority agenda in local politics.⁸ However, the abuse of the right to self-identification particularly impacts the Roma and constituent peoples in a minority situation are critically excluded from positions.
- Any information in the curricula about the Roma focussed on stereotypes, and Jewish representatives shared concern regarding the lack of education on the Holocaust.⁹ Whereas, The RS Minister of Education and Culture implemented a curriculum that shows the achievements of Ukrainian culture.¹⁰
- FCNM State Report 2022** - The Roma *'are the most vulnerable national minority throughout Europe'* and *'fall into the category of socially excluded.'*¹¹ Most Roma organisations focus on integration and living conditions, whereas most other minority organisations can be seen to promote cultural traditions.¹²

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Virtuosity & Gender

Clara Schumann and Franz Liszt

Researcher: Connor Johnson

Background

Clara Schumann and Franz Liszt, iconic 19th-century composers, represent different facets of virtuosity—exceptional skill in composition and performance—shaped by the gender norms of their era. While navigating a male-dominated field, Schumann faced systemic challenges, while Liszt, celebrated as the quintessential male virtuoso, thrived under different expectations. Marcia J. Citron asks, "Is sex necessary for women to succeed in classical music?" (Citron, 2004, p.49), highlighting the barriers Schumann faced.

Purpose

This study examines how gender influenced the reception of Schumann's and Liszt's works using Susan McClary's model. Emerging in the 1990s, gender studies in music challenged male-dominated narratives. McClary critiques these, particularly in classical music's sonata form, where a dominant "masculine" theme contrasts with a subordinate "feminine" one. This research challenges traditional interpretations, advocating for a more inclusive re-evaluation of the classical music canon.

Methodology

- Historical Analysis: Combines historical analysis with gendered music theory.
- Primary Sources: Analysis of 19th-century critiques and correspondence.
- McClary's Model: Applies Susan McClary's model to analyse the structural elements of Schumann's and Liszt's piano sonatas.

Scan to hear the music →



Analysis

Clara Schumann's Piano Sonata in G Minor (1842):

- Challenge to Norms: Schumann blends "masculine" and "feminine" themes, subverting traditional gender associations.
- Overlooked Innovations: Critics often failed to recognise her contributions, echoing Citron's assertion that "male critics doomed the chances for female pianists to be taken seriously as musicians in nineteenth-century Paris" (Citron, 2004, p.49).

Franz Liszt's Piano Sonata in B Minor (1853):

- Alignment with Norms: Liszt mainly embodies traditional gender roles with a "masculine" first subject and a "feminine" second subject.
- Public Reception: The phenomenon of "Lisztomania" contrasts with Schumann's disdain for superficial showmanship: "The less I play in public, the more I hate all mere technique... Nothing can give lasting pleasure" (Chissell, 1983, p.76).

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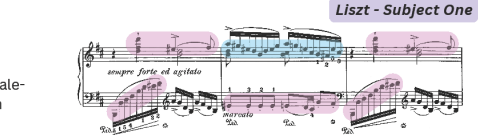
Key: **Feminine** **Masculine**



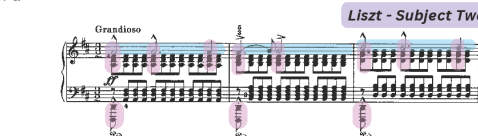
Blend of lyrical feminine melody; assertive masculine elements.



Interplay of delicate feminine phrases; forceful masculine passages.



Dominant masculine passages; subdued feminine phrases.



Assertive masculine chords; contrasting feminine melody.

Gendered Legacies

- Schumann's Subtleties: Subtly challenged these norms but received less recognition.
- Liszt's Impact: Reinforced traditional gender roles, solidifying his place in the canon.
- Approaches Compared: "Liszt saw music as a social system for transcendence, while Schumann valued the musical work as an autonomous entity" (Pedroza, 2010, p.295).

Conclusion

By applying McClary's model, this study shows how combining gender studies with music analysis can uncover biases in the legacies of composers like Clara Schumann and Franz Liszt. Schumann's music challenges the gendered expectations of her time, highlighting the need for a more inclusive classical canon. This approach is crucial for re-evaluating historical works and fostering inclusivity in music today.



UNIVERSITY OF SUSSEX

BY JESSICA GRUBB



REFERENCE LIST



REBOOTING REPAIR; UNDERSTANDING AND VALUING VOLUNTEERS

VOLUNTEER
ALL THAT'S MISSING IS YOU



Bin it? No way! WORTHING

COMMUNITY ASPECTS

BACKGROUND & METHODOLOGY

- Repair work has been in decline within capitalist economies due to a harboured use-and-discard culture.
- The Repair Café Foundation is a global initiative where skilled volunteers within the community offer their repair practices, for no monetary exchange, to users with damaged/broken household items. They aim on 'repairing for a sustainable future', which includes completing repairs, harbouring skills and passing on repair skills to the next generation.
- Currently, 21 repair cafes are hosted within the East and West Sussex area alone, fuelling the curiosity as to why labour volunteer to work for repair cafes with no monetary incentives.
- This research is based in Worthing's Repair Café, where we carried out observations of their monthly session and interviews with the organiser and volunteers. We then compared our findings to our literature review.
- This research is important as our environmental climate worsens, and our economic climate darkens, communities are becoming increasingly reliant on these voluntary initiatives, which we believe we should understand, reboot and value, to encourage more members of the community to participate and practice towards sustaining the circular economy.



Although it was not its original intention, the Repair Café set-up (layout, food and drink available) has created a very social space where people with similar interests can come together. Although this socialising is enjoyed by the volunteers at Worthing Repair Café, the transactional nature of completing a job for the user diminishes many social aspects.

The internal socialising between volunteers from our research, plays a role in the retention of volunteers, but is not likely to be the key motivator.

The 'often forgotten' organiser plays a major role in the recruitment and retention of volunteers. Throughout our research, volunteers expressed their admiration for the work and passion their organiser shows, whose reach into the community ensures few problems with recruiting more staff and making the project successful. Interviewees were adamant that without these efforts, the Repair Café is unlikely to have been so successful within Worthing.

ENVIRONMENTAL ASPECTS

WASTE PREVENTION?

CIRCULAR TRANSITION?

SOCIETAL CHANGE?

CONSERVING NATURAL RESOURCES?

"breaks my heart seeing things go to landfill"
"consumers shouldn't be held ransom by manufacturers"
"makes me sad when I see a good piece of equipment being thrown away"
"I don't like seeing things go to waste"

ENVIRONMENTAL ACTIVISM?



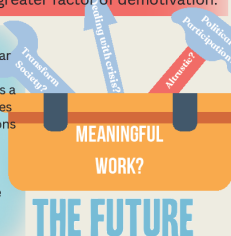
LOVE OF REPAIR ASPECTS

Volunteers who participate in repair work are often seen doing so 'altruistically', out of the want to 'change society', rather than for personal gain. This was seen in conjunction with their environmental concerns. Yet, our research found that a more powerful motivator for volunteers at Worthing Repair Café was the love for the repair process. The 'excitement' of investigating the product, being able to engage with products they would otherwise not get their hands on, 'understanding the manufacturer's intentions' etc. all show the love volunteers have towards the repair process. This was hardened when we found that, although they wish all repairs were successful, a failure does not un-motivate them. Rather, built in obsolescence and inaccessibility to the product is a greater factor of demotivation.

Throughout literature, it is argued that the key common link between the organisation of the repair café, the volunteers participating and users attending is environmental concerns. It is argued that the repair café constitutes an 'innovative setting for environmental activism' allowing passionate people to give a first hand contribution 'towards societal change'. Our research agrees with this and finds that the emotive concerns towards the environment is a large contributor to their motivation of volunteering in this avenue. However, they understand that their impact on the globe is minimal. Yet, contributing alongside other eco-conscious volunteers allows them to feel as though their volunteer work is meaningful and fulfils their value, providing motivation.



Refill, Renew, Refresh and Repair are vital steps towards rebooting repair and sustaining a circular economy. This research neglects the further complex motivations behind volunteers, which is a point for further research. However, it establishes that harvesting repair skills in younger generations will reboot the love for the repair process. That, alongside increasing the knowledge of our environmental impacts, could encourage more members of the community to participate in the Repair Café initiative, sustaining the circular economy within Worthing.



SOMALIA

AND THE CLIMATE INDUCED DISPLACEMENT ON THE LIVELIHOODS OF PEOPLE IN IDP CAMPS + HOST COMMUNITIES...

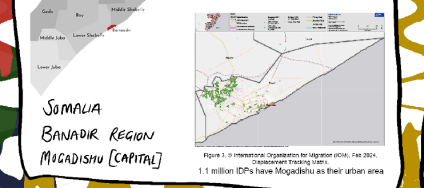
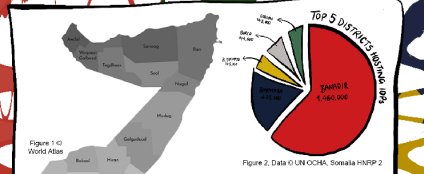
BACKGROUND:

Climate change and conflict are resulting in millions of people becoming internally displaced, and this is exacerbating current levels of poverty and insecurity within Somalia. At this time, a staggering 6.9 million people are in need of humanitarian aid. More than 70% of the population's livelihoods are reliant on the economic sectors of agriculture and livestock, and when severe drought and flood seasons occur, these rural communities are disproportionately affected. As a result, 3.8 million people in Somalia are currently classified as Internally Displaced Persons, and many are fleeing towards urban areas of the country to seek assistance and employment in different industries.

AREAS OF STUDY:

By: **NATALIE MCLEAN**
SUPERVISOR: SAMANTHA VELLUTI

IDPs: "those who have been forced or obliged to flee or to leave their home ... as a result of or in order to avoid the effects of armed conflict ... or natural or human-made disasters, and who have not crossed an internationally recognized State border"



MAIN HYPOTHESIS AND RESEARCH AIMS:

The low adaptive capacity of Somalia caused by civil conflict and unstable political institutions exacerbates the effects of climate-induced displacement on the livelihoods of IDPs and people living in host communities.

- Examine the connection between weak democracies and climate change effects, and observe the impacts of rapid urbanisation
- Study whether there is a sufficient level of protection for IDPs in Somalia
- Demonstrate the need for durable solutions and establish a research agenda for future efforts towards the mitigation of internal displacement and its further effects
- Contribute to legal and political discourse

METHODOLOGY AND THEORETICAL FRAMEWORK:

The methodology for this project was a desk-based analysis and interdisciplinary literature review.

Legislation and policy from the Government of Somalia and the African Union

Policy, reports and empirical findings and statistics from research carried out in the field from the United Nations, the International Organization for Migration, the World Health Organization and the Internal Displacement Monitoring Centre

The research examined the current situation in Somalia through human rights and migration studies-based approaches in order to draw conclusions, examine research gaps, and assess where further research and assistance are needed.

KEY FINDINGS

POLITICAL INSTABILITY:

- Authoritarian rule from 1969 to 1991 set a foundation of political instability and a lack of transparency in government proceedings
- The collapse of the Barre government in 1991 sent the country into civil war until 2012
- Terrorist group Al-Shabaab has caused difficulties in delivering humanitarian aid to communities
- Somalia's military is continuing their defense against Al-Shabaab, and the African Union Transition Mission in Somalia (ATMIS) was established in June 2012 to aid in the defense
- The exhibition featured an encouragement by the UN Security Council for Somalia to develop and implement their own development plan, so that they could be responsible for their own destiny
- Weak democracy
- Constitution of Somalia remains provisional, since its creation in 2012
- Somalia is considered a fragile state, previously a failed state, due to its weak governance, lack of socio-economic development, and ongoing conflict

RAPID URBANISATION:

- United Nations in Somalia Action Agenda on Internal Displacement
- Somalia is one of 10 pilot countries that will work on this project and implement localised solutions for internal displacement
- Saaneynka project
- Addresses the issues of rapid urbanisation through future investments in housing, employment, infrastructure and markets to integrate IDPs into city centres
- Somalia National Development Plan 2020-2024
- 3 key pillars: justice, police, security and rule of law; and economic
- In addition, it will also identify priorities, including conflict, political instability and climate disaster

CURRENT DISPLACEMENT PROJECTS AND POLICY:

- Mogadishu is the most densely populated city in Africa
- As Somalia's rate of internal displacement continues to grow, many people are moving towards the urban centres within the country to seek housing, livelihood opportunities, healthcare and education services
- Due to this influx of need, the services within host communities and IDP camps are stretched thin
- Creates unsanitary and insecure conditions for people living within host communities
- In Banadir, the region containing the capital city of Mogadishu, the UN Office for the Coordination of Humanitarian Affairs, lists the severity of flood, as "extreme" with 3 million people in need



RECOMMENDATIONS AND CONCLUSIONS:

Overall, there is currently not a sufficient level of protection in place for IDPs, and temporary solutions will only continue to raise displacement numbers

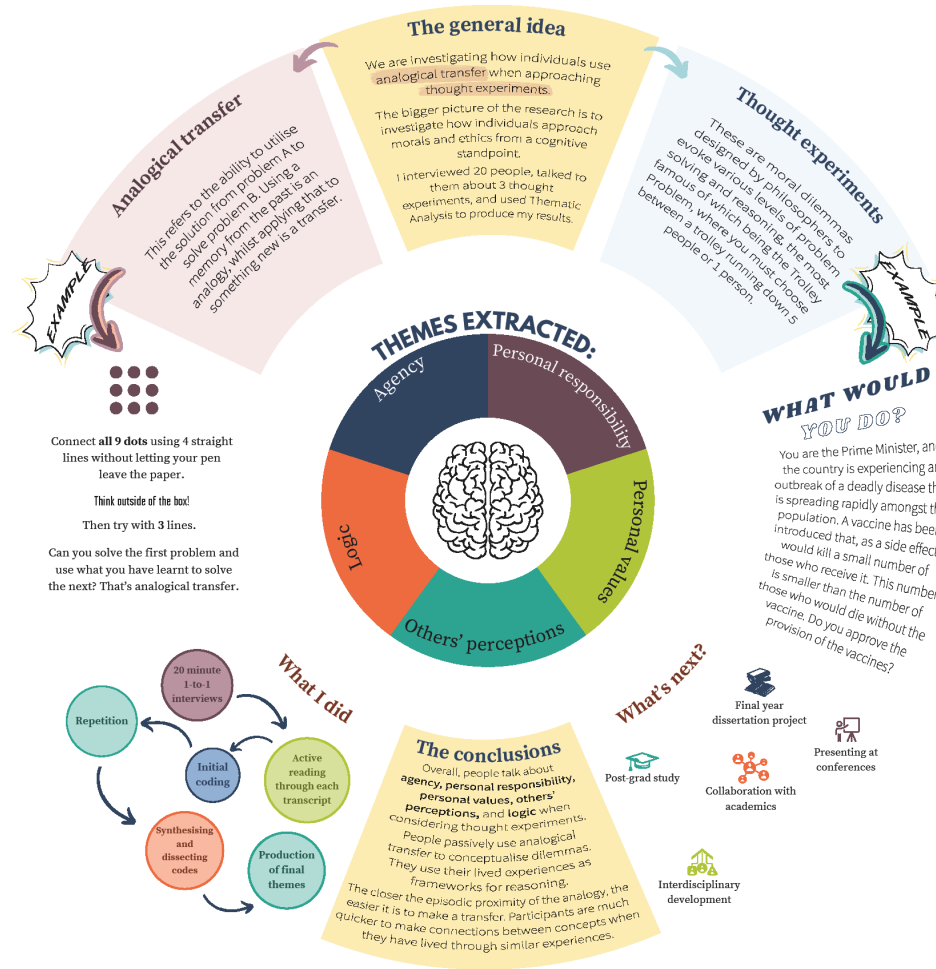
- Very few updates have been given regarding the progress of the projects in place, and there is little data available regarding the livelihood outcomes for IDPs
- Conflict and climate change events overlap and cause continued displacement
- There is an apparent connection between the weak democracy in Somalia and the political instability caused by Al-Shabaab, and the ability to respond to the effects of climate change
- Somalia has a low adaptive capacity (the ability for institutions, communities, or systems to adapt to the impacts of climate change) and adaptive capacity is tied to the development levels of the country
- A National Adaptation Plan must be created to identify medium- and long-term goals (the government has yet to create and implement a NAP)

Innovative and durable solutions for resource management and sustainable housing are needed

- Investments must be made towards urban planning, and the government must communicate with local actors to develop durable policies and services
- Investments in education for IDPs
- Displaced communities are disproportionately affected due to the constant disruption in education, overcrowding in camps, and inability to afford education
- There is a significant lack of health education, and more communication must be made between the government and IDP communities to diminish the strain on resources

An Empirical Investigation of the Interpretation of Philosophical Thought Experiments

Ivy Gough, Junior Research Associate, mpg22@sussex.ac.uk | Thomas Ormerod, Project Supervisor, t.ormerod@sussex.ac.uk



Applying for the JRA

Maddie Talbot

US

UNIVERSITY
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The JRA Application Process

US UNIVERSITY OF SUSSEX CareerHub

Junior Research Associate Scheme 2023 Application Form, Brighton and Sussex Medical School – BSMS

Page 1 of 2
Junior Research Associate Scheme 2023 Application Form

Important information:

Before completing this form, please ensure you have read and understood the Conditions of Award and Further Information for the Junior Research Associate Scheme 2023 (JRA) and have read the applicant guidance on the website carefully.

Please note you can apply for the following programmes under **Scheme 1: UK Sussex Internship Programme, the Global Global Sussex Internship Programme, or the Adult Research Associate scheme**. However, you can only undertake one during the scheme period.

When submitting your application, you will need to attach:

1. Academic CV - this should focus on your academic experience and be no more than two sides of A4. It must include [@](#) symbols and grades.
2. Academic Reference
3. Proposed Research Supervisor Statement

Both the Academic Reference form and the Proposed Research Supervisor Statement form can be downloaded from the **JRA Application Pack webpage**. If your referee or supervisor does not want to describe their relationship to you, they can be contacted by undergraduate-research@sussex.ac.uk.

When JRA projects are advertised on this site they also be advertised for the scheme. If you would like to undertake a JRA already, this must be discussed with your potential supervisor and agreed before your application is submitted.

Please to access this form will time out if you spend too long on it. Therefore, we recommend saving your application form as a draft on CareerHub in case you need to return to it.

The submission deadline is **Monday 27 March 2023**. Applications and/or late applications will not be accepted.

If you need further information to help you apply please email undergraduate-research@sussex.ac.uk.

About You:

Name (required)
First Name Last Name

Student Registration Number (required)
This is an 8 digit number

Year of Study (required)

School of Study (required)
If you are not part of the BSMS you can select the alternative form here. [View alternative options as well from apps form 2023/24](#)
Brighton and Sussex Medical School

Email (required)

Telephone (required)

Page 1 of 2 Save draft

Applications open:
Thursday 6th February

Applications close:
Monday 17th March

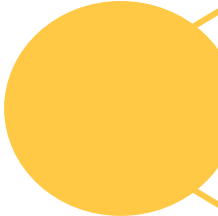
The online application form can be found on our webpages, under 'Applying for the JRA scheme'.

There are two forms, one for Sussex students and one for BSMS students, so make sure you select the correct form.

Step 1: Check Eligibility



You must be an undergraduate student at the University of Sussex



You must be in your middle year of study (i.e. have completed one year of study and not to be in your final year)



You must have a good academic track record, noting any barriers to achievement



You must have a genuine interest in pursuing postgraduate study

Step 2: Find a supervisor

You might decide to either join a pre-existing research project or propose your own research project. Either way, you will need to identify an academic willing to act as your supervisor for eight weeks.

How you approach your potential supervisor will depend on your previous relationship with them, as well as on the type of research you wish to undertake. This is an important part of the JRA process, and something you should think about carefully.

To join an existing research project, you should approach faculty in your department to learn what research projects are currently underway on campus and whether you are able to join any of these as a JRA.

If you want propose your own project, you should look for academics who have research interests similar to your own.

Please see the JRA website for further advice and guidance.

Step 3: Prepare your application

Research Proposal & Summary

Once you have identified your supervisor and your research question, it is time to write your research proposal and summary. This should be no longer than **1,500** words for the proposal and **150** words for the summary and should be checked by your potential supervisor.

When you have finished your proposal, be sure to proofread it before submitting it on the online application form via CareerHub.

Supervisor Statement

This form is to be completed by the individual who will act as the main supervisor on the JRA proposed research project. Once completed it should be submitted by the student via the online application form.

It is your responsibility to ensure that your supervisor completes this form by the application deadline. If your supervisor is submitting their forms to us directly, then please let us know.

Academic Reference

This form should provide the JRA awarding panel with an honest indication of your academic performance while at Sussex. This form should therefore be completed by a faculty member who knows you well enough to answer the questions.

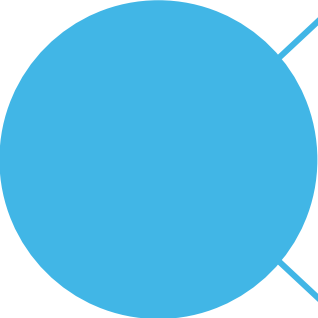
Once completed it should be submitted by the student via the online application form. If your referee is submitting their forms to us directly, then please let us know.

Current CV

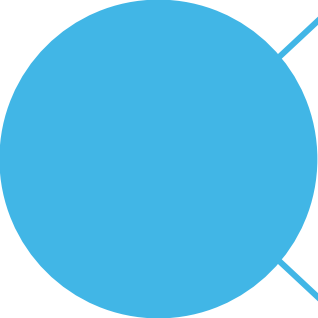
This is a copy of your **current academic CV**, to be no more than two A4 pages in length, focusing on academic experience and including all modules and grades. If you would like assistance with this document then you can contact the Careers team for advice (careers@sussex.ac.uk).

Be sure to proofread it before submitting it on the online application form via CareerHub.

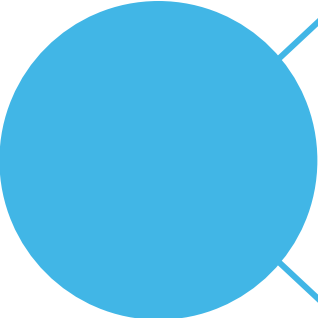
Widening Participation Statement



The JRA scheme aims to benefit all students who are enthusiastic about a future in research, we particularly want to make it accessible to students who might not otherwise be exposed to research or consider a research career.



This may include, but is not limited to, specific ethnic minority groups, students with a disability, mature students, care experienced students, estranged students and those with caring responsibilities (including student parents), forced migrant students, students from Gypsy, Roma and Traveler communities, students from military service families, First Generation Scholars, LGBTQ+ students, and commuter students.



The Widening Participation Statement is entirely optional, but if you feel it applies to you then please fill it in. It will be considered by assessors when your application is reviewed.

Selection Criteria

Applicant's preparedness for research:

- Organisational skills: ability to plan and manage time effectively
- Problem-solving skills: ability to overcome obstacles, identify problems and offer solutions or a plan of action
- Presentation and communication skills: ability to present information and communicate it to a range of audiences
- Potential: the applicant's potential to complete the project successfully, fostering further academic research

Quality & impact of research proposal:

- Originality: the proposal identifies a gap in knowledge, and constitutes an original piece of research
- Impact of research: the project has the potential to benefit everyone - the student, supervisor, department, School, etc...
- Structure of research project: the project is well organised, with clear aims, scope, timeline and outcomes
- Knowledge of existing body of research: the research proposal displays knowledge of the existing literature in this field

Applying for Ethics Review

Jemma Forman

Senior Research Ethics and Integrity Officer –
Science and Technology (SCITEC)

Carol Cooley – SREIO (SS-ARTS)

Alice Ashford – SREIO (BSMS)

Ellie Bunker - Animal Welfare & Ethical Review Body/Sponsorship

US

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OF SUSSEX

Three things...

- If your research involves the collection of data from human and or animal participants (including social media data) then your research will need to have been through ethics review.
- The ethics review process will make your research better.
- Separate your personal life from your research work.

Why we 'do' ethics

- **Historical reasons** - Nuremberg Code (1947), Helsinki Declaration (1964), Human Tissue Act (2008)
- **You are a professional researcher!** – we want you to learn from this experience – funding/publishing in journals
- **Wellbeing and safety – you and your participants**
- **Compliance** – insurance, data (GDPR), Health and Safety (OTSSRA).



Key principles of ethical research with human participants

- The research participants' welfare
- Vulnerable groups
- Equitable distribution of benefits and burdens
- Informed consent (opt out / deception)
- Confidentiality and privacy
- Data protection
- The researcher's welfare

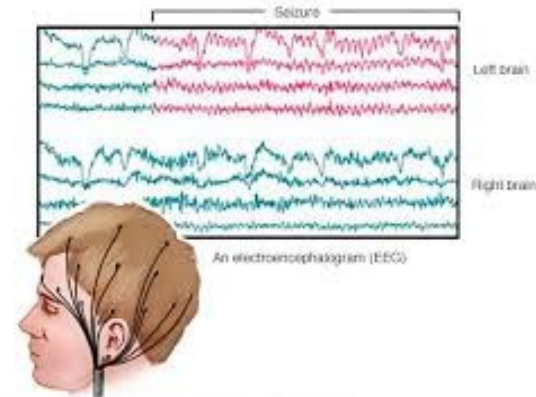
All Sussex researchers should follow

- [Code of Practice for Research](#)
- [Research Governance Standard Operating Procedures \(including ethical review\)](#)

Do you need ethics approval for your research project?

Question	Y/N
<p>1. a) Will the research project involve human participants, with or without their knowledge or consent at the time? (This includes yourself if you are the main subject of the research).</p> <p>b) Will the research project involve <u>animals</u>?</p>	
<p>2. Is the research project likely to expose any person, <u>whether or not</u> a participant, to physical or psychological harm?</p>	
<p>3. Will you have access to personal information and/ or data that allows you to identify individuals or to confidential corporate or company information?</p>	
<p>4. Does the research project present a significant risk to the environment or society?</p>	
<p>5. Are there any ethical issues raised by this research project that require further ethical review?</p>	

Research involving human participants



Ethics review at Sussex

**School Research
Ethics Officer
(SREO)**

**SSARTS
C-REC**

**SCITEC
C-REC**

**Research
Sponsorship Sub-
Committee**

Research involving the NHS,
patients, their tissue, data, staff
or facilities.

**BSMS
RGEN**

AWERB

all research
involving
animals

Ethics review at Sussex

**School Research
Ethics Officer
(SREO)**

**SSARTS
C-REC**

**SCITEC
C-REC**

How it works...

- 1 – Submit your application on Sussex Direct
- 2 – Your supervisor either approves the application for review or sends it back to you for amendments.
- 3 – If approved by your supervisor, **you don't yet have approval to start your research and must wait till you hear from the SREO or C-REC.**
- 4 – The application gets sent to a School Research Ethics Officer (UG and PGT applications) or a C-REC (UG and PGT high risk applications and all PhD and Staff Research)

Ethics review at Sussex

**School Research
Ethics Officer
(SREO)**

**SSARTS
C-REC**

**SCITEC
C-REC**

How long does it take?

It all depends on the complexity of your application!

SREO reviewed applications take approx. 1 month to review but sometimes longer depending on the time of year. Submissions are accepted on a rolling basis unless your School advises otherwise.

SCI-TEC applications get sent for review when received.

SSARTS applications have a deadline of the 20th of each month (closed for August).

If you haven't heard back within 3/4 weeks, email either the SREO, or Carol (SS Arts) or Jemma (SCI-TEC) and they can check for you.

Ethics review at Sussex

**School Research
Ethics Officer
(SREO)**

**SSARTS
C-REC**

**SCITEC
C-REC**

Then what happens?

- Most applications come back with at least some amendments for you to make.
- Make the amendments as detailed in the response and submit your application to your supervisor. Your supervisor will then send your application for review.
- Always include a PDF that details how you have addressed the points raised in a response and what changes you have made.
- Your resubmitted application will be sent for review as soon as it is received and you should hear back within a fortnight (SS Arts deadline does not apply).

Ethics review at Sussex

**School Research
Ethics Officer
(SREO)**

**SSARTS
C-REC**

**SCITEC
C-REC**

Then what happens?

- **Approved** – Your application is approved and you can start your research
- **Conditional Approval** – Your application is approved on the proviso you make some changes first. You do not need to re-submit your application with these changes made.
- **Revise and Resubmit** – Your application needs some changes before you can start your research. You do need to re-submit your application with these changes made.
- **Application rejected**



If your research needs to change then you have to submit an amendment on Sussex Direct and wait for that to be approved before starting any new protocol.

What do ethics reviewers do?

- Protect participants' rights
 - Protect you from harm
 - Help you anticipate things that might happen
 - Help you think through the logistics of your research
 - Help to ensure your research is ethical!
 - Discuss at length and in detail your research and its implications
 - They want you to do well and your research to succeed!
-
- SREO/Low risk applications – 1 reviewer and Chair (if C-REC)
 - High risk applications – 2 reviewers and Chair

Your research will be reviewed by at least one person from your field.

High risk =
slightly more detailed form + Committee review

CHILDREN

VULNERABLE ADULTS

COVERT OBSERVATION

DECEPTION

DISTRESSING OR SENSITIVE TOPICS

PROBLEMATIC DISCLOSURES

SUBSTANCES

HAZARDOUS EQUIPMENT

HUMAN TISSUE

PERSONAL SPECIAL

CATEGORY INFORMATION

On-line application on Sussex Direct

The screenshot shows the University of Sussex website interface. At the top left is the 'US UNIVERSITY OF SUSSEX' logo. To the right are links for 'A-Z', 'Contact us', 'Email', and 'External website'. Below these is a search bar with 'Site' and 'People' radio buttons. A navigation bar contains buttons for 'Students', 'Staff', 'Schools & services', 'Sussex Direct', and 'Canvas'. A secondary navigation bar includes 'Admin', 'Searches', 'Research', 'Teaching', 'Library', 'Personal', and 'Help', with a 'Logout' button on the far right. The 'Research' menu is open, showing options: 'ORCID iD', 'Research Grants', 'Research Support', 'Ethical Reviews', 'Ethical Review Search', and 'Ethical Review Audit'. A large red arrow points to the 'Ethical Reviews' option. The main content area features a 'My Notifications' section with a message about the desktop IP address (192.168.128.20) and a 'Copy' button. Below this is a 'Parking Permit Renewals' notification. To the right is a 'Useful Links' section with various resources like 'Tip of the Day', 'Info for New Users', and 'Sussex Direct FAQ'. At the bottom left, a 'Sussex Direct News' section has a notification about 'Submissions Problems with Apple Safari'. The browser's address bar shows 'direct.sussex.ac.uk/page.php?realm=home'. The Windows taskbar at the bottom displays the search bar, task view, and several application icons, along with the system clock showing 16:12 on 10/06/2020.



On-line application on Sussex Direct



A-Z | Contact us | Email | External website

Site People

Students

Staff

Schools & services

Sussex Direct

Canvas

Admin ▾ Searches ▾ Research ▾ Teaching ▾ Library ▾ Personal ▾ Help ▾

Logout

Home > My Ethical Review Applications

Tim Parkinson, last login 07/09/21 08.27

My Ethical Review Applications

Related Links ▾

Show me: My Ethical Review Applications Applications submitted for Review Audit applications for Review

My Ethical Review Applications: Tim Parkinson [1 record deleted]

New Help

Application No	Project Title	Created Date	Route	Site	Status
No records found					

[Back to top](#) Δ

[Contact IT Service Desk](#) | [Disclaimer](#) | [Privacy](#) | [Site Map](#)

Page last modified: 03/06/21 14.51.52



On-line application process

- The application starts with a title and project description, section: use this to tell the reviewer the **'what/why/how'**
- Once this is complete you'll see a **checklist** on the ethics form. This helps to decide if your application is **high** or **low** risk.
- High risk doesn't mean you, your research or the people you are researching are more 'risky' but rather that we need some more information from you before you can start.

» Checklist

A1. Will your study involve participants who are currently or potentially vulnerable or unable to give informed consent or in a dependent position (e.g. people under 18, people with learning difficulties, over-researched groups or people in care facilities)?

Yes No 

A fundamental principle of ethical research is the expectation that participants are able to give consent after fully understanding possible risks, inconvenience and the possibility of any harm. Great care is needed in ensuring consent from a participant regarded as 'vulnerable' is clearly informed. In some instances, ensuring this may need the assistance of a parent, guardian or carer.

A2. Will participants be required to take part in the study without their consent or knowledge at the time (e.g. covert observation of people in non-public places), and / or will deception of any sort be used? Please refer to the British Psychological Society *Code of Ethics and Conduct* (or similar guidelines) for further information.

Yes No 

A3. Unless specifically and clearly consented (e.g. a media release form), will it be possible, through a research output, to identify participants in any way? (This does not include taking email details for participant prize draws or identifying participants from signed consent forms or holding identity encryption spreadsheets that are stored securely separate from the research data).

Yes No 

A4. Might the study induce psychological stress or anxiety, or produce humiliation or cause harm or negative consequences beyond the risks likely to be encountered in the everyday life of the participants?

Yes No 

A5. Is there a risk that the research topic might lead to disclosures from the participant concerning their beliefs, involvement in illegal actions or any other activities that may represent a threat to themselves or others?

Yes No 

A6. Will the study involve collecting any **personal special category information*** in a form that could allow the participant/ participants to be identified?

[* identifiers relating to race, ethnic origin, politics, religion, trade union membership, philosophical beliefs, genetics, biometrics, health, sex life or sexual orientation]

Yes No 

A7. Will any drugs, placebos or other substances (such as food substances or vitamins) be administered as part of this study and will any invasive or potentially harmful procedures of any kind will be used?

Yes No 

A8. Will your project involve working with any substances and / or equipment which may be considered hazardous?

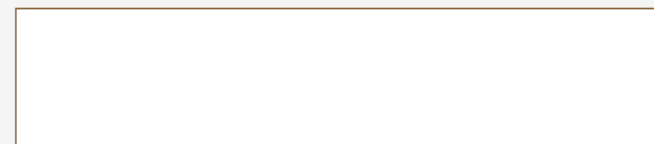
Yes No 

A9. Will your study involve the taking and/or storage of human tissue that falls under the Human Tissue Act (HTA)?
http://www.sussex.ac.uk/staff/research/governance/erp_overview/humantissue

Yes No 

» Risk Assessment

A10. If you have answered Yes to ANY of the above questions, your application may be considered as HIGH risk. If, however you wish to make a case that your application should be considered as LOW risk please enter the reasons here. Researchers should note that SREOs or C-RECs may decide NOT to agree with the case that you have made.



0/4000 used

What makes a good ethics application?

Explain your objective(s) and methods clearly and in a jargon-free way and say **how** you intend to:

- protect the **care and welfare** of participants; minimising risk of physical and mental discomfort, harm or danger to yourself, and others
- ensure **confidentiality** and **anonymity** of participants
- get **informed consent**

✓ **Tip: Put yourself in participant's shoes!**



Use the website!

The screenshot shows a website page with a navigation menu at the top containing 'Administration and facilities', 'Human Resources', 'Organisational Development', 'Policies and guidance', 'Research', 'Sussex 2025', and 'Size and Shape'. Below the menu is a breadcrumb trail: 'Staff > Research and knowledge exchange > Research Governance and Integrity > How to apply for research ethics review'. The main content area is titled 'Research and knowledge exchange' and features a large image with the word 'Ethics' overlaid. Below the image is the heading 'How to apply for research ethics review' followed by a paragraph explaining the process. A sidebar on the left contains a 'Back to previous menu' link and a list of links: 'How to apply for research ethics review', 'Undergraduate and Postgraduate Taught Ethics Review Process', 'Postgraduate Research and Staff Research Ethics Review Process', 'Supervisors and Reviewers', 'Ethics A - Z', 'Policies, procedures and appeals', and 'Forms to include with your application'. A red arrow points from the left towards the 'How to apply for research ethics review' link in the sidebar. Another red arrow points from the right towards the 'Templates' section. The 'Templates' section lists links for 'Blanket Module Approval Form (staff only)', 'UoS Generic/Blanket Module Applications Online Form (staff only)', 'Word version checklist and questions for low risk', 'Word version checklist and questions for high risk', and 'Guidance on the use of video conferencing platforms (MS Teams, Zoom etc)'. The 'Useful Guidance' section lists links for 'Code of Practice for Research', 'Terms of Reference for CREC/SREO/REIC - For use starting Sep 2021', 'Procedure for the Investigation of Allegations of Misconduct in Research', 'Research Governance Standard Operating Procedures', 'GDPR and research', 'Human Tissue Authority guidance', 'Governance and Compliance', 'Data Protection', 'COVID-19', 'Supervisors and reviewers', 'Ethics Review Audits', and 'Ethics Review Responsibilities'. At the bottom, there is a link for 'Research Involving Animals'.


<http://www.sussex.ac.uk/staff/research/governance/apply>

Website resources to help you complete the on-line form

A - Z

- [Ethics A - Z](#)

- [Supervisors and reviewers](#)

 **User Guide
for on-line ethical
review system**



How to submit an
ethics application on
Sussex Direct

Section A

0:00



0:29

Online Interviews – Always use UoS platforms



- Always use your UoS versions of [MS Teams](#) or [Zoom](#) and make sure you log in with your UoS email and password
- Make sure you include the privacy policy of the platform on your Participant Information Sheet
- UoS MS Teams best for sensitive data – records and uploads to your UoS OneDrive

Qualtrics anonymous surveys



- [UoS Qualtrics](#) is a great way for you to collect anonymous data from participants
- Creates anonymous share-able link which you can distribute online (if using social media then you need to create new accounts with your UoS email)
- Think creatively with it! For example, you can ask participants to upload images

Social Media & Research



- **Using Social Media for research is complex – we can't assume consent**
- **[A-Z guide - using data from social media](#)**
- **People have a right to re-invent themselves online – doesn't mean we can use what they say**
- **You can never use personal social media accounts – too risky**
- **You can't use WhatsApp, Signal or Telegram for research purposes.**
- **If you are thinking of using large amounts of data – we need to talk!**

What other documents do I need?

Administration and facilities | Human Resources | Organisational Development | Policies and guidance | Research | Sustainability | Size and Scale

Staff > Research and knowledge exchange > Research Governance and Integrity > How to apply for research ethics review

Back to previous menu

> How to apply for research ethics review

- Undergraduate and Postgraduate Taught Ethics Review Process
- Postgraduate Research and Staff Research Ethics Review Process
- Supervisors and Reviewers
- Ethics A - Z
- Policies, procedures and appeals
- Forms to include with your application

Research and knowledge exchange

Ethics

How to apply for research ethics review

Once you have established that ethical review is required (either by a Cross Schools Research Ethics Committee - C-REC) or a School Research Ethics Officer (SREO) you will need to prepare an application.

The Sci-Tec C-REC accepts applications on a rolling basis whereas the SS Arts C-REC has a deadline of the 20th of each month (bar August). SREOs also accept applications on a rolling basis (subject to your own School's deadlines).

- [Undergraduate and Postgraduate Taught Research - Ethics Review Process](#)
- [Postgraduate Research and Staff Research - Ethics Review Process](#)
- [BSMS Staff and students conducting non-clinical health related research - Ethics Review Process](#)

If your research falls into one of these specialist categories then you will need to apply to the committee that covers that area of research:

- [Research Involving Animals](#)

Templates

- [Click here to see templates of all participant-facing documents and other forms to include with your application](#)
- [Participant Module Approval Form \(PDF\)](#)
- [Participant/Biomedical Research Module Applications Online \(starting 1st Sep 2021\)](#)
- [Word version checklists and questions for low risk research](#)
- [Word version checklists and questions for high risk research](#)
- [Guidance on the use of video conferencing platforms \(MS Teams, Zoom etc\)](#)

Useful Guidance

- [Code of Practice for Research](#)
- [Terms of Reference for CREC/SREO/REIC - For use starting Sep 2021](#)
- [Procedure for the Investigation of Allegations of Misconduct in Research](#)
- [Research Governance Standard Operating Procedures](#)
- [GDPR and research](#)
- [Human Tissue Authority guidance](#)
- [Governance and Compliance](#)
- [Data Protection](#)
- [COVID-19](#)
- [Supervisors and reviewers](#)
- [Ethics Review Audits](#)
- [Ethics Review Responsibilities](#)

What other documents do I need?

- Participant Information Sheet

This sheet gives your participants all the information they need about you and your research. You should tell them:

- Who you are
- What you are doing
- Why you are doing it
- How you will look after them
- What you will do with their data
- How they can withdraw from the research and up to what point
- Who they contact if they have any questions/concerns

Use the template! You can adapt it to fit your research



PARTICIPANT INFORMATION SHEET TEMPLATE

****The participant information sheet, covering letter or leaflet should be printed/ or provided on paper featuring the University of Sussex logo, with full contact details of the lead researcher and should normally contain the following information:****

****PLEASE DELETE THE SECTIONS OF THIS TEMPLATE WHICH ARE NOT RELEVANT TO YOUR STUDY****

STUDY TITLE

****The title should be simple and self-explanatory to a lay person.****

INVITATION PARAGRAPH

****This should explain that the individual is being asked to take part in a research study. The following is an example of how this may be phrased:****

'You are being invited to take part in a research study. Before you decide whether or not to take part, it is important for you to understand why the research is being done and what it will involve. Please take time to read the following information carefully.'

WHAT IS THE PURPOSE OF THE STUDY?

****The background and the aim of the study should be given here. You should say how long the study will run and outline the overall design of the study.****

WHY HAVE I BEEN INVITED TO PARTICIPATE?

****You should explain how the individual was chosen to take part in the study and how many other people will be asked to participate.****

DO I HAVE TO TAKE PART?

****You should explain that taking part in the research is entirely voluntary. For example, you could say: -**

*'It is up to you to decide whether or not to take part. If you do decide to take part you will be given this information sheet to keep and be asked to sign a consent form. If you decide to take part you are still free to withdraw at any time and without giving a reason'. ***

****If your study involves the recruitment of students or pupils you must explain that by choosing to either take part or not take part in the study will have no impact on their marks, assessments or future studies.****

¹ If the lead researcher is a student, contact details of the supervisor shall be provided. Staff applicants should either give contact details of the Research Governance Officer (rgoffice@sussex.ac.uk) of the Chair of the approving C-REC (http://www.sussex.ac.uk/staff/research/governance/contacts_sreos_committees)

² The Participant Information Sheet should be clear and unambiguous and written in jargon-free language appropriate for all potential participants

Template approved by URGC 8 May 2018

<Project Title>

Page 1 of 3

<Version Number>

<Date>

What other documents do I need?

- Consent Form

This form allows your participants to make an informed choice about taking part in the research and what information you collect from them.

- Adapt the template to your research
- Delete/add information as required
- Keep the tick boxes!



CONSENT FORM FOR PROJECT PARTICIPANTS

Title of Project: <Insert Title>
Name of Researcher and School: <Insert Name and School>
C-REC Ref no: <Insert ER no.>

Please tick box

	YES	NO
• I consent to being interviewed by the researcher	<input type="checkbox"/>	<input type="checkbox"/>
• I agree to allowing the interview to be photographed / filmed / audio-recorded	<input type="checkbox"/>	<input type="checkbox"/>
• I agree to making myself available for a further interview should it be required	<input type="checkbox"/>	<input type="checkbox"/>
• I understand that I will be given a transcript of data concerning me for my approval before being included in the write up of the research	<input type="checkbox"/>	<input type="checkbox"/>
• I understand that I have given my approval for my name and/or the name of my town/community, and / or the name of my workplace to be used in the final report of the project, and in further publications	<input type="checkbox"/>	<input type="checkbox"/>
• I understand that confidentiality cannot be guaranteed for information which I might disclose in the focus group/s / group interviews	<input type="checkbox"/>	<input type="checkbox"/>
• I understand that any information I provide is confidential, and that no information that I disclose will lead to the identification of any individual in the reports on the project, either by the researcher or by any other party	<input type="checkbox"/>	<input type="checkbox"/>
• I have read the information sheet, had the opportunity to ask questions and I understand the principles, procedures and possible risks involved.	<input type="checkbox"/>	<input type="checkbox"/>
• I understand that my personal data will be used for the purposes of this research study. I understand that such information will be treated as strictly confidential and handled in accordance with data protection legislation.	<input type="checkbox"/>	<input type="checkbox"/>
• I understand that my participation is voluntary, that I can choose not to participate in part or all of the project, and that I can withdraw at any stage of the project without being penalised or disadvantaged in any way.	<input type="checkbox"/>	<input type="checkbox"/>
• I agree to take part in the above University of Sussex research project	<input type="checkbox"/>	<input type="checkbox"/>



Template approved by URGO May 2018
Name of Project and Version No. for Consent Form

What other documents do I need?

- Verbal Consent Form

This form allows you to gain consent verbally from your participants.

- Useful for online interviews (using UoS MS Teams or UoS Zoom)
- Useful for participant groups who may not engage with written materials
- Adapt the template to your research
- Delete/add information as required
- Keep the tick boxes!



CHECKLIST: VERBAL CONSENT FROM RESEARCH PARTICIPANTS *FOR RESEARCHER USE ONLY!*

Title of Project: <Insert Title>
Name of Researcher and School: <Insert Name and School>
C-REC Ref no: <Insert ER no.>

SECTIONS BELOW TO BE AMENDED BY THE RESEARCHER AS APPROPRIATE:

A. Process of obtaining verbal consent from research participants:

- 1) Give an account of how you will verbally explain to the research participants as clearly as possible and in terms that they are familiar with:
 - The aims and objectives of your research;
 - The reasons why you have selected them for this research;
 - The reasons why their story/knowledge/understanding/opinions are relevant to your research;
 - The ways in which the research data will be used: for example, in a dissertation/thesis/publications/blogs/reports/policy documents.

Please expand the box as necessary

2) I will verbally explain to the research participants:

- That they can **withdraw** from the research at any time without giving a reason, and without being penalised or disadvantaged in any way and/or that they can tell me not to use certain types of information at any time;
- What **confidentiality** means in the context of the research and how confidentiality will be maintained in this particular context (OR explain why confidentiality cannot be maintained in this particular case – e.g. focus group);
- What **anonymity** means and how it will be maintained in this particular context (OR I will ask approval for the use of their name/location/company/organisation in the final report/dissertation/further publication).

¹ To be submitted as supporting documentation for ethical review and approval
Template approved by URGC May 2018
Name of Project and Version No. for Consent Form

What other documents do I need?

- **OTSSRA form**

If your research is taking place outside of the UK and involves **any** offline research then you need to complete this form and obtain your Head of School's signature (even if the research is taking place in your home country)

- Check Foreign and Commonwealth Office Guidance
- Check UoS COVID-19 guidance for overseas research
- Allows you to be covered under UoS Public Liability Insurance

09.11.17

Overseas Travel Safety and Security Risk Assessment

This form is provided to assist you in the planning process for your proposed travel overseas as part of University-related activities.

It has been designed to help you identify the steps you need to take to ensure your trip is safe and successful; it also assists the University to comply with legal, ethical and social obligations in respect of activities associated with the University.

This assessment relates solely to Overseas travel, any other risks associated with the fieldwork activities must be assessed separately – see UCEA Fieldwork Guidance;
<http://www.ucea.ac.uk/en/Publications/>

Before completing the form please refer to the guidance document Guidelines for Completing the University's Overseas Travel Safety and Security Risk Assessment;
<http://www.sussex.ac.uk/hso/1-2-16-1-2.html>

COMPLETING THIS FORM

PART 1 – To be completed by ALL

**Except those who are registered as a distant learning student, who plan to do research fieldwork outside the UK in their normal place of residence (home country), where NO travel warnings have been issued. See guidance note for more information.*

PART 1 & 2 – To be completed when you are travelling to a country or region where the Foreign & Commonwealth Office have advised:

- Against all travel
- Against all travel to parts of the country
- Against all but essential travel
- Against all but essential travel to parts of the country, or
- You are aware that you will be going to places that you believe may be of higher risk

The University considers that these areas are of higher risk and therefore both you and the University need to take all reasonable and practicable steps to reduce the risk to you while you are travelling.

What makes a strong ethics application?

Ensure all supporting documents are attached:

Always:

- Information sheet and consent form (use UoS templates)
- Recruitment materials e.g. poster or advert
- Questionnaire / survey / topic guide / interview questions

As applicable, for example:

- Overseas Travel Safety and Security Risk Assessment form
- Health & Safety Risk Assessment form
- Protocol / Debrief
- Permission letter from the gatekeeper organisation

Ethics Drop-In



Contact Carol Cooley at the SSARTS C-REC for the following Schools: Business (including SPRU), Education & Social Work, Global Studies, Law, Politics & Sociology, Media, Arts & Humanities and the Institute of Development Studies
c-recss@sussex.ac.uk

Contact Jemma Forman at the SCITEC C-REC for the following Schools: Life Sciences, Psychology, Engineering & Informatics, Mathematical & Physical Sciences
crecscitec@sussex.ac.uk

Useful links

Documents to refer to:

- [Code of Practice for Research](#)
- [Research Governance Standard Operating Procedures](#)
- [User Guide for Online Ethical Review Application System](#)
- [Guidance on Data Protection and Research \(Ethics and the GDPR\)](#)
(all @ <http://www.sussex.ac.uk/staff/research/governance/apply>)

Useful links:

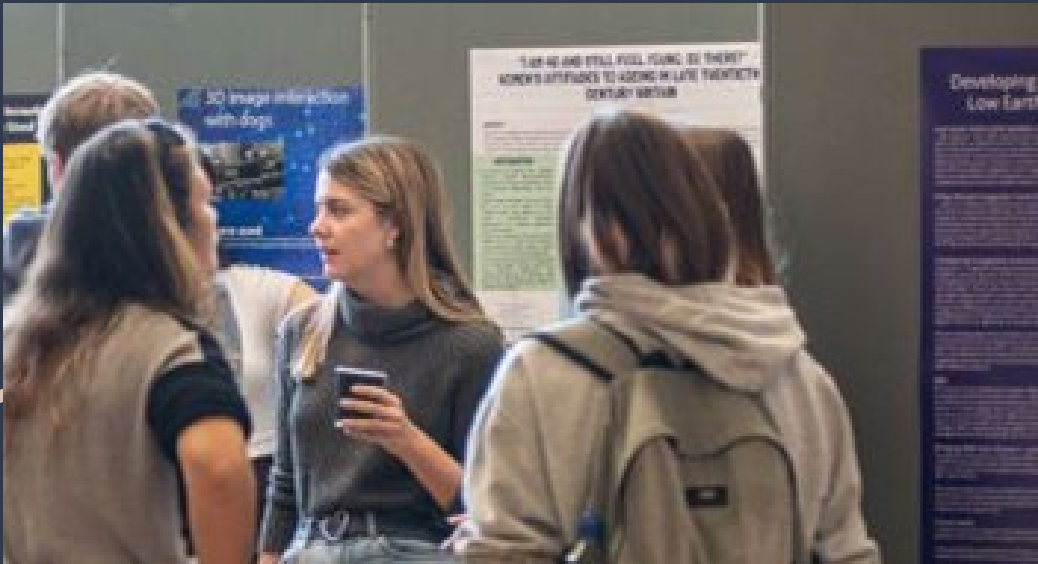
- [Information and Classification Handling Policy](#)
- [Overseas Travel Safety & Security Risk Assessment \(OTSSRA\) form](#)
- [Templates for participant information and consent](#)
- [Cross School Research Ethics Committees](#)

JRA 2025 Skills Programme

Academic Skills Instructor
Dr Christopher Brown



Purpose



1. Review academic skills that can support your research.
1. Discuss research progress and troubleshoot with fellow JRAs.
1. Prepare to make the most of your project after completion (academic posters, presentations, future research opportunities etc).

Skills Sessions: Overview



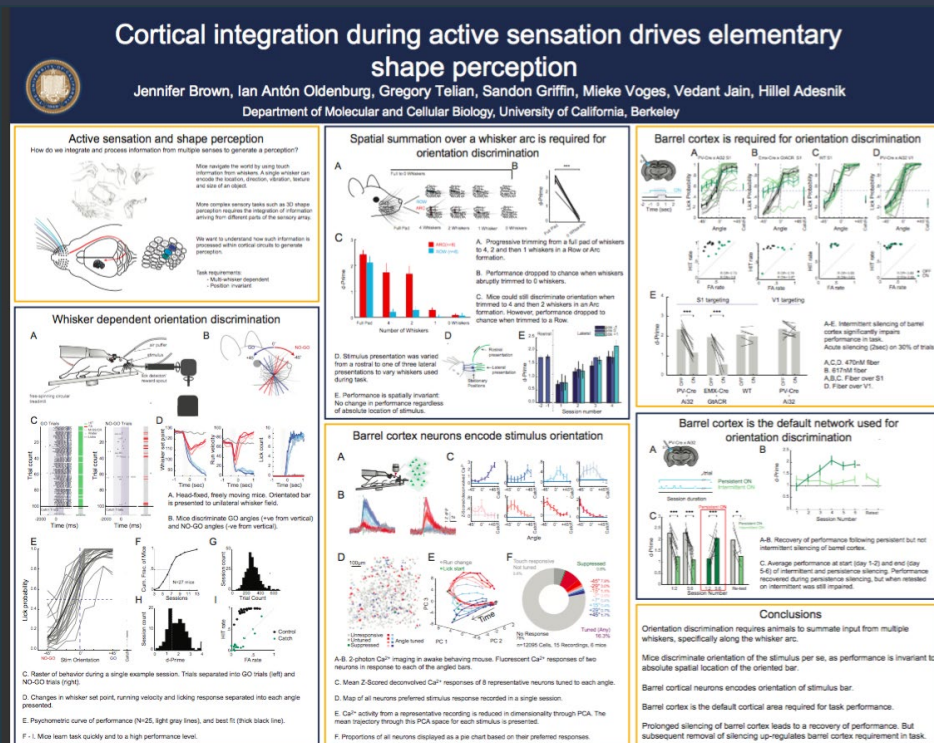
- Welcome Audio: Making the most of your JRA Summer
 - Strategy: Planning and Structuring your JRA Project
 - Critical Thinking, Note-Making and Active Reading
 - Academic Writing and Editing
 - Academic Posters
 - Delivering Presentations
-
- Weekly Group Sessions
 - Weekly 1v1, Pair, or Small Group Office Hours

Example Topics

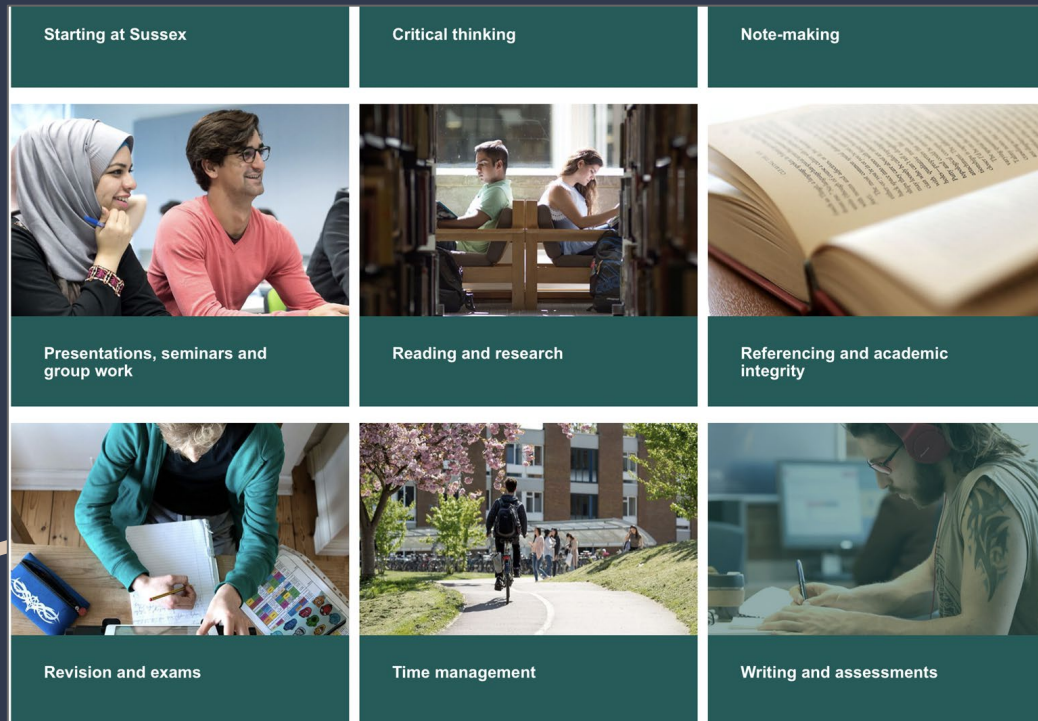
Your personal research assistant

Zotero is a free, easy-to-use tool to help you collect, organize, annotate, cite, and share research.

- Consider using tools such as Zotero to manage your reading and notes.
- Review JRA and other academic posters from your subject area.



Resources



- JRA Canvas site with slides, recordings, materials and posters.

- Skills Hub:

<https://www.sussex.ac.uk/skills-hub/>

- Library:

<https://guides.lib.sussex.ac.uk/zotero>
o

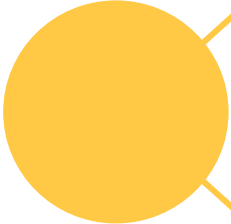
Throughout the JRA

Mimi Goddard

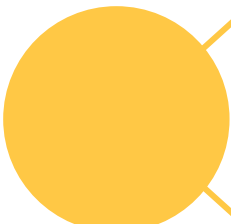
US

UNIVERSITY
OF SUSSEX

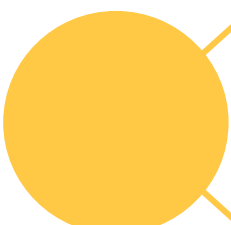
Financial Support



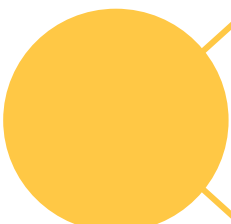
Each JRA will receive a bursary of **£3,500**, paid in two installments, to allow them to work full-time on their research.



As a JRA, you will receive your first payment in the first week of the scheme and the second payment will be processed in the fifth week.



The second payment is only made once your supervisor has completed a short progress report, confirming that you are fulfilling your obligations. Attending the training sessions is also a condition of receiving your bursary.



Alongside the bursary, each JRA is granted a **£200** expenses allowance. This money can be used to cover any costs directly supporting your research, so please see our webpage on claiming your expenses for more information.

Social Events



Crafting Sessions



Coffee Catch Ups

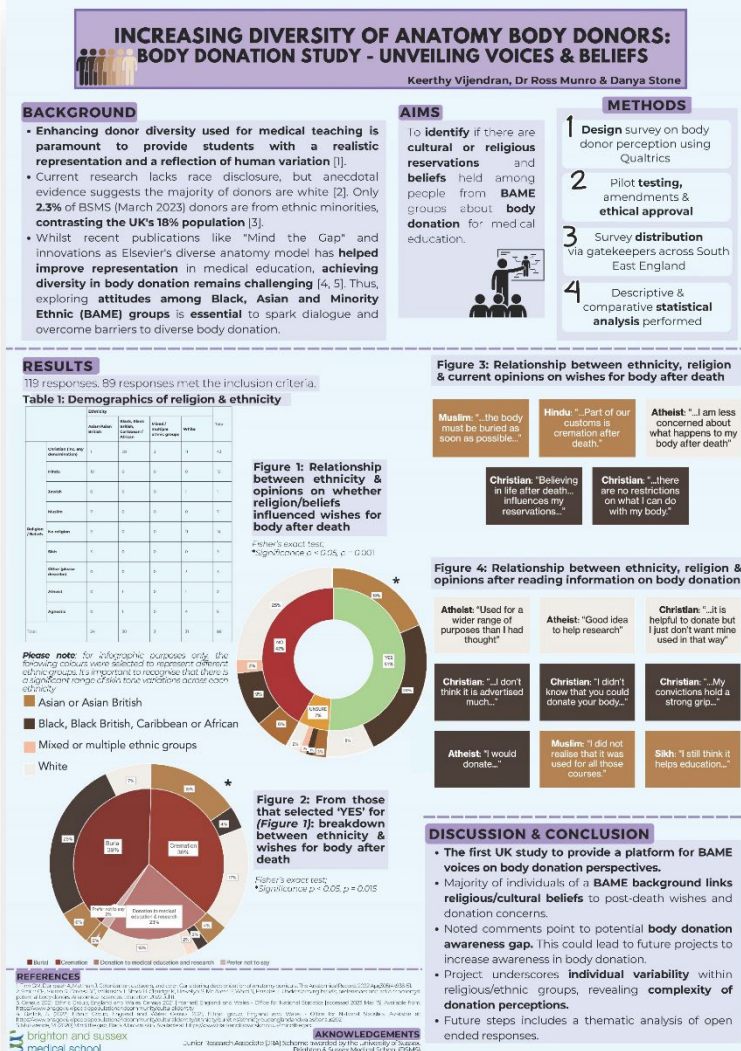


End of Summer Celebration

We are always open to suggestions for social event ideas and encourage JRAs to arrange their own socials. Past socials include:

- Tours of research spaces on campus
- Session on neurodivergence as a researcher
- Scenic walks to Falmer Village and One Garden, in Stanmer Park
- Board games afternoons
- Quiz nights in IDS bar
- Evening get-togethers in Falmer Bar

Academic Posters and Poster Exhibition

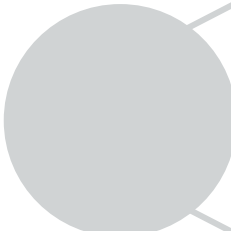


All JRAs are required to submit an A1 academic poster as a condition of the scheme. As many JRAs have never designed an academic poster before, there are specific training sessions on how to create a research poster.

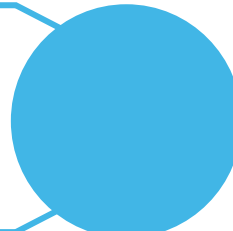
Every year there is a Poster Exhibition in the autumn term where JRAs display their academic posters. It is a chance to celebrate the completion of your project and to talk about your research to a wider audience.



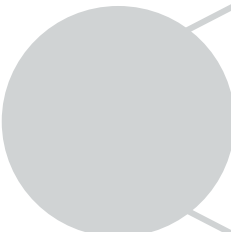
Taking your research further



For many of our undergraduates, the legacy of their research project extends well beyond their original eight weeks as a JRA.



Several students continue to develop the ideas they formed as a JRA in the final years of their undergraduate degree, and often into their postgraduate degrees.



Many forge lasting relationships with their academic supervisors, and therefore some subsequently choose to undertake PhDs, working alongside their former JRA supervisors.



Many JRA projects have been presented at academic conferences such as the British Conference for Undergraduate Research.

Taking your research further



Posters in Parliament (PiP) allows MPs, legislators and policy makers to meet some of the UK's top undergraduate researchers in the historic setting of Westminster Palace. Each university can nominate **two students** to represent them at PiP, who then present their academic posters.



British Conference for Undergraduate Research (BCUR), is an annual conference bringing together junior researchers from across the country. **All JRAs** are given the opportunity to present their work at BCUR, either by giving an oral presentation or showcasing their poster.

Supervisor thoughts on the JRA scheme...

Miguel Maravall



Recent JRA experiences in my lab

Isabel Maranhao

2018, in person

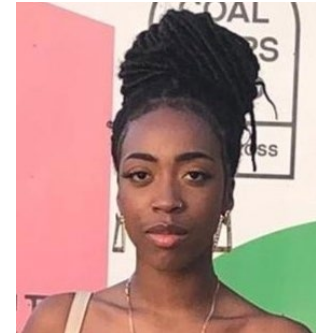
After the scheme: Leverhulme-funded PhD student, Maravall/Roseboom labs



Manisha Chambers

2020, online

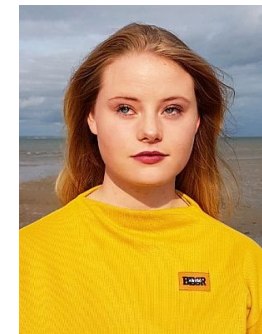
After the scheme: joined Sky Technology Graduate scheme (also did Code First Girls, Code Academy)



Laura Bassett

2020, online

After the scheme: explored career in scientific communication, did a taught postgrad degree



My own summer student experience

1993 and 1994!

Incredibly useful and exciting exposure to how research was done

But crucially: I had a mate in a lab who helped me find a way in. I could “work the system” and was able to get a summer scholarship.

Instead, we want this opportunity to be available to the widest possible range of students!! It can really make a difference to the career you see for yourself, and to acquiring skills that will be useful no matter your choices. But many people face obstacles I didn't

Key points to consider

In person (vs online)

JRA is about seeing yourself in an academic research environment: Good for CV of course, but – most of all – for visualising this as a career for you!

Be ready to work with supervisor

- ***Contact them with plenty of time***
- ***Project is a co-creation – consider overlap between your interests and theirs***
- ***Be proactive and keep on top of emails***

JRA Insights

Ivy Gough and Natalie McLean



Workshops and Socials

- Workshops give you space to develop your skills, from academic writing to poster making.
- Socials are held regularly and allow you to get to know other JRAs.
- Keeping in touch with others is a great way to learn about other disciplines, expand your thinking and be a part of a supportive network

Supervision

- Each supervisor will have their own preferences for how research is conducted and how to navigate the project.
- Building a productive relationship with them is key for a successful project.
- Keep in regular contact, express your opinions and keep an open mind.

Carrying out research

- Each project will be unique; be confident in your research design and methods.
- Support and training will be offered, but always consult your supervisor when in doubt.
- It's an opportunity to be proud of yourself! Being an undergraduate researcher is impressive.

The JRA Community

- Each cohort of JRAs is a unique kaleidoscope of disciplines and approaches. Learn about others' and share yours.
- Imposter syndrome is very normal; talking to others is a great way to normalise this.
- Take advantage of opportunities to meet other JRAs. You may have different research interests but you are all interesting and talented academics.

Any Questions?

Email us with any queries:

[undergraduate-
research@sussex.ac.uk](mailto:undergraduate-research@sussex.ac.uk)



Apply for the JRA scheme