

Pedagogical Research with Special Category Data

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Are you thinking of conducting pedagogical research using special category data (e.g., student disability)? This infographic shares our key considerations when planning and conducting this type of research, based on our experience of working on a BILT-funded project on assessment inclusivity. Some links included in the guide are specific to the University of Bristol, but each institution would likely have equivalent resources.

1.

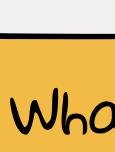
Identify the data needed

- What data is required? Is this something the University collects already?
- Who holds this data (e.g., Disability Services)?
- Who are the gatekeepers of the data? Do you require permission to use it? See guidance from the University Secretary Office.

2

What approvals do you need?

- Any research with human participants, their tissue and/or data should undergo an ethical review.
- When working with special category data you may also require a Data Protection Impact Assessment.
- Please note approvals can take time to be processed



3.

What are you going to do with the data?

- Do you have consent from participants to use their data? Check the student fair processing notice for University data.
- Do you have a data management plan?
- How are you going to store the data?
- Who will have access to the data? If you are thinking of having a student partner or research assistant, would it be appropriate for them to have access to this data?
- Does the data require anonymisation before analysis and/or before further dissemination at the end of the project?

- Are you going to share research data concerning human participants, and if so will this be restricted or controlled access?
- When and how are you sharing information about the research, including the results? See the guide on publishing research data in the data.bris repository.
- How will the results feed into teaching practices or procedures?
 - We have shared our work at BILT events, and pedagogical conferences.
 - We have discussed findings with the school education director and in our school teaching and learning research theme.
 - Direct changes are being considered in delivery methods of our teaching for the next academic year

4.

How are you going to disseminate the results?

Are you hoping to do similar research?



Use this infographic as a guide for planning your own research or feel free to reach out to us if you have other questions.

