

COLLEGE OF SOCIAL SCIENCES AND INTERNATIONAL STUDIES

When completing this form please remember that the purpose of the document is to clearly explain the ethical considerations of the research being undertaken. As a generic form it has been constructed to cover a wide-range of different projects so some sections may not seem relevant to you. Please include the information which addresses any ethical considerations for your particular project which will be needed by the SSIS Ethics Committee to approve your proposal.

Guidance on all aspects of the SSIS Ethics application process can be found on the SSIS intranet:

Staff: <https://intranet.exeter.ac.uk/socialsciences/staff/research/researchenvironmentandpolicies/ethics/>

Students: <http://intranet.exeter.ac.uk/socialsciences/student/postgraduateresearch/ethicsapprovalforyouresearch/>

All staff and students within SSIS should use this form to apply for ethical approval and then send it to one of the following email addresses:

ssis-ethics@exeter.ac.uk This email should be used by staff and students in Egenis, the Institute for Arab and Islamic Studies, Law, Politics, the Strategy & Security Institute, and Sociology, Philosophy, Anthropology.

ssis-gseethics@exeter.ac.uk This email should be used by staff and students in the Graduate School of Education.

Applicant details	
Name	Warren Speed
Department	Graduate School of Education
UoE email address	w.speed@exeter.ac.uk

Duration for which permission is required		
You should request approval for the entire period of your research activity. The start date should be at least one month from the date that you submit this form. Students should use the anticipated date of completion of their course as the end date of their work. Please note that <u>retrospective ethical approval will never be given</u> .		
Start date:02/02/2019	End date:11/09/2021	Date submitted:02/01/2019

Students only	
All students must discuss their research intentions with their supervisor/tutor prior to submitting an application for ethical approval. The discussion may be face to face or via email.	
Prior to submitting your application in its final form to the SSIS Ethics Committee it should be approved by your first and second supervisor / dissertation supervisor/tutor. You should submit evidence of their approval with your application, e.g. a copy of their email approval.	
Student number	660064609
Programme of study	Doctor of Philosophy (PhD)
Name of Supervisor(s)/tutors or Dissertation Tutor	1 st Supervisor – Professor Rob Freathy 2 nd Supervisor – Dr Deborah Osberg

<p>Have you attended any ethics training that is available to students?</p>	<p>Yes, I have taken part in ethics training at the University of Exeter For example,: i) the Research Integrity Ethics and Governance workshop: http://as.exeter.ac.uk/rdp/postgraduateresearchers ii) Ethics training received on Masters courses</p> <p>If yes, please specify and give the date of the training: ELE – PGR Ethics training October 2017 ELE – PGR Information and Governance training September 2018 MSc Educational Research – each module covered ethics 2016 -2017</p>
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Certification for all submissions

I hereby certify that I will abide by the details given in this application and that I undertake in my research to respect the dignity and privacy of those participating in this research. I confirm that if my research should change radically I will complete a further ethics proposal form.

Warren Speed

Double click this box to confirm certification

Submission of this ethics proposal form confirms your acceptance of the above.

TITLE OF YOUR PROJECT

Lost in Translation

ETHICAL REVIEW BY AN EXTERNAL COMMITTEE

No, my research is not funded by, or doesn't use data from, either the NHS or Ministry of Defence.

MENTAL CAPACITY ACT 2005

No, my project does not involve participants aged 16 or over who are unable to give informed consent (e.g. people with learning disabilities)

SYNOPSIS OF THE RESEARCH PROJECT

Maximum of 750 words.

In 2014 the Department for Education released the guidance ‘Promoting fundamental British values as part of SMSC in schools’ which states that schools are required to actively promote the four ‘fundamental British values’; democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. These strands originate from the counter terrorism ‘Prevent’ strategy which promotes views that are contrary to “undermining British values”. ‘Fundamental British values’ are inspected by Ofsted under the strand ‘effectiveness of leadership and management’ where schools are given a rating of either ‘outstanding’, ‘good’, ‘requires improvement’ or ‘inadequate’. If schools are graded low in this strand then the entire Ofsted inspection rating falls to that grade, making the Ofsted inspection high-stakes.

Literature, government reports and Ofsted inspections have suggested that schools are struggling with the implementation of FBV directly resulting in a downgrading of their Ofsted ratings. It has been found that different schools are interpreting the guidance in various ways with schools not engaging with the requirement of linking FBV within the wider school policy context.

There are significant factors which pose a challenge to the implementation of FBV policy within schools and the ability of teachers to interpret and act upon policy. Such factors include management styles and micro politics with teachers’ personal opinion directly influencing

transformation of policy into practice; the teachers' ability to interpret a new curriculum policy influenced by their own ontologies and epistemologies and in addition teachers' prior beliefs and practices can pose a challenge to the implementation of new policies. It was found that school leaders have little knowledge of the language surrounding FBV, giving rise to a sense of uncertainty over implementation, which has become the dominating discourse here.

The instalment of FBV within education has placed a divide between individuals and the reference to Muslims as the "other" outside a sense of the collective "us".

These values reflect a divide, where "us" is used as an "instrument of surveillance" in respect of conformity to FBV within schools. The implementation of FBV demonstrates the requirement for teachers to adapt their teaching role to fit with notions of British-ness and faith based values, though there is acknowledgement that these values may sit in contradiction to personally held beliefs. Teachers have a duty to understand the potential for conflict situations in teaching FBV, balancing different perspectives whilst making sure not to enflame sensitivities of the students being taught. This places an emphasis on the way in which FBV is both implemented and interpreted to benefit schools adherence to set standards. It becomes important within the classroom environment for teachers not to privilege viewpoints, instead maintaining a balanced forum. This requires skill in the interpretation of viewpoints presented and so it becomes a challenge for the teacher to negotiate opposing perspectives, particularly where in the implementation of FBV teachers typically receive minimal training.

This research focuses on 6 – 10 state-funded secondary schools in England based upon purposive maximum variation sampling. The research focuses on the schools' approach to the implementation and interpretation of 'fundamental British values' from the perspective of a 'key informant', a member of school staff that has a form of responsibility over the implementation or monitoring of the 'fundamental British values' agenda. The focus of the data collection concentrates on 4 areas from the perspective of the key informant; the ideology behind the agenda, the formal approach their school has taken to implement FBV; the key informants' own perception in the role of a teacher in their promotion of FBV and; how the key informant operationalises 'fundamental British values' with interactions between themselves and the students.

Research Aims

1. Explore how different state-funded secondary schools* in England perceive and view the 'fundamental British values' agenda
2. Investigate how different schools* formally and informally actively promote fundamental British values' and the successes and challenges they face.
3. Examine how different schools* have approached the requirement to promote 'fundamental British values'.

*The school will select a member of staff who will represent the school. They will be known as the 'key informant' who was have some form of oversight of the implementation of 'fundamental British values'.

The exploration of these answers will contribute towards the limited discourse surrounding FBV and its link the wider discourse of values education..

INTERNATIONAL RESEARCH

N/A

The following sections require an assessment of possible ethical consideration in your research project. If particular sections do not seem relevant to your project please indicate this and clarify why.

RESEARCH METHODS

All ethical considerations within this ethics form has followed guidance from British Educational Research Associations (BERA) 'Ethical Guidelines for Educational Research'

(https://www.bera.ac.uk/wp-content/uploads/2018/06/BERA-Ethical-Guidelines-for-Educational-Research_4thEdn_2018.pdf?noredirect=1) (2018)

With support from the:

- University of Exeter's 'SSIS Ethics Guidance'
http://intranet.exeter.ac.uk/socialsciences/media/universityofexeter/collegeofsocialsciencesandinternationalstudies/intranet/ethicscommittee/SSIS_Ethics_Guidance_Jul_18.pdf
- Economic and Social Research Council's (ESRC) 'Research Ethics' information
(<https://esrc.ukri.org/funding/guidance-for-applicants/research-ethics>),
- UniversitiesUK 'The concordat to support research integrity'
<https://www.universitiesuk.ac.uk/policy-and-analysis/reports/Documents/2012/the-concordat-to-support-research-integrity.pdf>)

This research will consist of:

- 1) Semi-structured interviews (face-to-face interviews) with serving teachers or support staff who will be recognised as a key informant;
- 2) Documentary Analysis (a focus on school policies, websites, schemes of work and training the school undertakes.);

Note: There may be other data collection methods that will be used but as this research takes an emergent approach another ethics form will be submitted or this one updated if any other methods are used.

In order to support exploration of schools approaches to 'fundamental British values', 6 - 10 different schools will be selected based on purposive maximum variation. Each school approached to participate in this research will select someone in the school who has responsibility for the implementation of 'fundamental British values' in that school. This person will here forth be known as the 'key informant'.

The key informant will be interviewed at least once and asked their perceptions based on Goodlad's curriculum framework pertaining to the ideology around the introduction behind 'fundamental British values', the formal approach the school takes/has taken in the implementation of 'fundamental British values' and the key informant's own perceptions in their role as a teacher in the requirement to actively promote 'fundamental British values'. Each interview will last for around 1 – 1.5 hours, held at a mutually convenient time at either St Luke's campus at the University of Exeter or at their school.

The semi-structured interview process will form the main part of the data collection process and will consist of face to face interviews using a semi-structured framework with questions and prompts. Visual stimuli will be used to spark conversation which will consist of the ‘Promoting fundamental British values as part of SMSC in schools’ DfE guidance and word prompts on cards. Each interview will be recorded and transcribed. Each participant will be informed of their rights to withdraw at any time or not answer any questions they feel uncomfortable answering.

The key informant will represent the school. The key informant will ideally have the following characteristics:

- They must have been teaching prior to 2014 which was a year before the ‘fundamental British values’ regime was introduced. This will allow me to investigate the process of introducing FBV within the school.
- They must have a responsibility for overseeing or implementing FBV within the school. This may include a safeguarding officer and curriculum leader etc.

Prior to the interview taking place I will pilot the interview schedule with one teacher and use the results from this interview to refine and adapt the interview framework, information sheet and participant handbook.

Documentary analysis will focus on school policies which are generally made public via their respective websites which also makes my presence as the researcher less intrusive. Additionally, schemes of work and website content will be looked at. The documentary analysis focuses on the formal approach the school has taken based upon the DfE’s ideology surrounding the implementation of FBV.

For further information on recruitment, please see the section on voluntary nature of participation below.

Expected outputs

Some of the initial outputs of this research may include:

- Thesis
- Conference presentations
- Academic Journals
- Practitioner Journals
- Presentations to professionals (academics, students, schools and other educational organisations).

Discussion of sensitive topics

For some, this research may be a sensitive topic, especially when talking about the controversial nature of FBV, Prevent, othering of certain groups and terrorism. Please see the section on possible harm for a discussion of how I intend to minimise harm to participants.

PARTICIPANTS

Participants will be state-funded secondary teachers who have been teaching since the introduction of requirement to promote FBV in November 2014 who also have responsibility and/or oversight of the implementation of FBV. The key informant could be any member of

school staff, in any position, with any subject specialism. Key informants will be interviewed face-to-face from a variety of schools around England.

Each school will be selected based upon maximum variations of their characteristics using information held on the EduBase database (DfE, 2017), Ofsted statistics database and the most recent Census. Each school will be asked to nominate a 'key informant' who has a form of responsibility of overseeing the installation of FBV in the school. Additionally, this sampling method also allows for the widest variety of schools to be represented and given a voice, whilst maintaining equality, capturing as much deviation in the schools as possible. The specific schools will be selected based upon their school type, religious and non-religious affiliation, region and previous and current Ofsted ratings. This is not to claim that the participants and schools selected will be representative of the whole population, but to gain a range of different perspectives.

It is anticipated that around 6 – 10 participants will be recruited however the number will be dependent on a balance of sufficient depth of interviews, time, school locations and school type.

There is no cash or gift incentive, however, it's hoped that due to the controversial nature of the active promotion of FBV this process will serve as an opportunity for participants to discuss and share their thoughts feelings and their best practice with me which in turn will contribute to the wider discourse surrounding this study. Additionally, having considered meaningful incentives for the school and participants and I intend to offer to participate as a guest speaker around values education or anything that surrounds my research interests. I will also extend my services to the students by listening to student presentations as a guest etc. Any form of practical incentive will take place around 3 months after the data collection has finished in order not to influence or impact the data collection process in anyway. A summary of key findings will be made available along with a copy of the thesis.

Also, the active participation of schools and 'key informants' may in some essence contribute towards the wider professional development surrounding FBV and the requirement by law to promote these values.

THE VOLUNTARY NATURE OF PARTICIPATION

I am likely to have to use a range of methods to recruit schools and 'key informants' with the appropriate characteristic indicated above. I anticipate these will include:

- Through my collaborator, the National Association of Schoolmasters and Union of Woman Teachers.
- The University of Exeter Graduate School of Education partnership office with which I have a named contact to help with this research.
- Online adverts via a dedicated Twitter and Facebook accounts.
- Leaflets via the NASUWT schools we work with who are using the NASUWT for support in their requirement to comply with PREVENT and FBV.
- Approaching schools via information sources such as internet searches, Ofsted reports, recent high profile schools. Etc.

If emailing, I will use my university email address, to preserve confidentiality and to distinguish my professional and academic roles (see further below).

I will seek written consent from participants and sample information and consent forms and a participant handbook have been attached.

The interviews will be anonymised and confidentiality will be preserved. Participation will also be voluntary.

At the start of interviews, I will ask participants whether they agree to me recording the session and explain to them that they can stop the recording at any point during the session. The interviews will be anonymised and confidential and school name and pseudonyms used.

Participants will be able to withdraw from the research at any time. The participant handbook and consent forms emphasise that all participation is voluntary and consent can be withdrawn at any time.

SPECIAL ARRANGEMENTS

In order to make this research accessible to all participants, consent forms and participant handbooks can be provided in larger font and coloured paper if required. Interviews can be held in accessible locations if requested. All requests from schools and 'key informants' will be considered in line with GDPR requirements, Equality Act 2010 and University of Exeter ethical guidelines.

THE INFORMED NATURE OF PARTICIPATION

The sample consent forms and participant information sheet attached include information about the nature of the project, what the project is about, what is involved and data protection. Sample consent forms and participant handbook will be provided before participant consent.

I will summarise at the beginning of the interview the participants' right to withdrawal at any time and that their confidentiality of their personal details will remain only known to myself, my first supervisor Rob Freathy and my second supervisor Deborah Osberg and stored a password protected file. I will also inform the key informant that their personal details and school details will remain anonymous and that pseudonyms will be used to protect any identifiable features.

I will then ask if they are ok for the interview to be voice recorded. If participants raise any questions (whether before, after or during the interview) then I will answer them.

ASSESSMENT OF POSSIBLE HARM

Interview in this research involves reflection where there is the possibility that participants may remember difficult or sensitive events surrounding the 'fundamental British values' agenda, and it will be important to approach interviewing with sensitivity. I formerly worked as a teacher and as a union caseworker, and still undertake occasional work on a casual basis, so I am used to dealing with members who are emotional, distressed or angry. I have found in practice that when members become upset it can be useful to move on to another topic or offer to pause or stop the interview. I will draw on this experience when interviewing teachers. I will also make sure that interviewees know they do not have to answer any question they do not want to and

that they can adjourn or withdraw from the interview at any time, if it was evident that a participant was becoming distressed and provide them with a debrief opportunity.

All interviewees will be confidential and anonymous as described in the ‘Informed nature of participation’ section. Their (school and ‘key informant’) identities will be anonymised and pseudonyms assigned prior to transcription. Identities and any distinguishing characteristics indicated in the interview will be omitted from the interview transcript to ensure that participants cannot be identified from the text.

Interviews will take usually place within the school, however, if participants would prefer to be interviewed at an alternative location they will be given the option of meeting at the St Luke’s campus, Exeter or somewhere public, i.e. a library with a private meeting room to maintain privacy of interview conversations.

If the key participant wishes to be interviewed at St Luke’s campus, then I will book a meeting room and arrange to meet them at the St Luke’s campus Student Information Desk (SID). It is anticipated that both the School and the University of Exeter are spaces where there will not be any risk of harm.

If the key informant wishes to choose the option to be interviewed outside of school for any reason then the following will apply as a lone researcher.

The risk of being a lone researcher

It is likely that I will be interviewing participants within their natural school setting. However, it shouldn’t be presumed this will be the case and such it would left up to the participant which may involve interviewing in another environment away from the school which will make me a lone researcher and as such the following will apply:

1. Ensuring that my supervisor knows the name and address of the person I am going to interview and that a family member knows the approximate location and that my supervisor will have the full details (this will balance the need to keep the participants’ identity confidential and my own safety).
2. Emailing my supervisor and contacting a friend or family member before I go into the interview and when I leave.
3. Ensuring that either a friend, family member or my supervisor (I will agree with one of these people in advance depending on who is available):
 - Receives a call from me after the interview has finished and if they haven’t heard from me they call me on my mobile if they have not heard from me after 2.5 hours from my initial call. If I do not answer that call, calls me again 30 minutes later; and
 - If I do not answer that second call, calls the police.

DATA PROTECTION AND STORAGE

Data protection, processing and storage will be in accordance with GDPR (2016) requirements and in line with the University of Exeter ethical guidelines and the overarching principles of informed consent, advising participants how their data will be used and stored, and using data only for research purposes.

I will only capture confidential information about participants on their consent forms and will not record any personal information about participants on audio recordings at the start of the interview.

Following the interview, I will assign the participants pseudonyms. I will record pseudonyms and actual names on a password protected spreadsheet that will be uploaded onto u drive. I will only store this document on u drive and not on my home computer or any portable devices.

My consent form explains how data will be stored and contains written privacy notice:

- Consent forms will be scanned and uploaded into a separate file on u drive from the password protected spreadsheet and the original forms will be confidentially shredded.
- Digital recordings will be deleted as soon as I have an authoritative transcript of the interview or focus group.
- I will ensure that any analysis of the data which is not stored on u drive only uses the aliases.
- Data that includes confidential details (including contact details) may be kept for up to 5 years so that, if necessary, I can contact participants during my PhD. It will be destroyed as soon as my PhD is awarded.
- Anonymised data may be stored indefinitely.
- Anonymised data may be uploaded to the UK Data Service in accordance with ESRC requirements.

Data will be kept confidential unless for some reason I am required to produce it by law or something in the interview causes me concern about potential harm to participants. In the case of the latter, I will first discuss with my supervisor what, if any, further action to take.

If I am able to secure funding to have interviews transcribed then I will brief the transcriber on the need to remove any identifying details and will explain to the transcriber what I mean by this (for example, names of participants).

DECLARATION OF INTERESTS

My PhD is funded by the ESRC. This is explained on my information sheet and participant handbook. During my professional career I have held a number of professional roles and may well have met teachers through these roles as a teacher or as a Caseworker and Equality Officer for the NASUWT teaching union. The participant handbook and information sheet/consent form will explain that these roles are separate from my research role and that I will not use participant details given as part of this research project for any reason.

USER ENGAGEMENT AND FEEDBACK

The emergent methodology will involve collating data via interviews in the first instance. The interviews will capture what the key informant says around their perceptions of 'fundamental British values'. The interviews will be transcribed by me and given back to the participant to make notes and amend if needed.

Key informants and schools will be provided a summary key findings from the research or any subsequent paper that arise from this research and the use of their collected data. This will be given to them once the thesis has been completed, which is approximately one year after the interviews have taken place.

INFORMATION SHEET

Participant Information Sheet

Title of Project: Lost in Translation

Researcher name: Warren Speed

Invitation and brief summary:

Thank you for taking your interest in this research project – It is much appreciated. This participant information sheet is here to help you make a choice, if you would like to take part as participant, but if you have any other questions please email me at w.speed@exeter.ac.uk.

This study investigates how schools in England perceive the Department for Education's 'fundamental British values' agenda released in November 2014. The number of schools that will be taking part in this research will consist of approximately 10 schools. Participants of this research will be studied around a period of 6 months using a variety of data collection methods, including interviews.

Please take time to consider the information carefully and to discuss it with family, friends or colleagues if you wish, or to ask the researcher questions.

Purpose of the research:

In 2014, the Department of Education released '*Promoting fundamental British values as part of SMSC in schools*' advice guidance with the requirement to actively promote: rule of law; democracy; individual liberty and mutual tolerance of different faith and beliefs and those without beliefs. However, despite a number of studies on this agenda, 'fundamental British values' has been met with uncertainty highlighting the concerns that schools, teachers and students face with the requirement for these values to be embedded within the school as a whole.

This study aims to investigate how different types of state-funded secondary schools in England perceive the 'fundamental British values' agenda. Schools will be selected based upon maximum variation representing the pluralistic society Britain has become. It is hoped that this research will highlight how different schools implement and interpret 'fundamental British values' and show what schools think about the governments ideology of this introduction of this agenda, the schools approach to formally embedding 'fundamental British values' and how schools subjectively perceive these values within their teaching practice.

Why have I been approached?

This research is interested in working with schools who have diverse and/or unique characteristics from each other. Schools are selected by a process called purposive maximum variation. You were chosen because your school is deemed as having maximum variation against the other schools also selected for this research. The information collected about your schools characteristics came from using the EduBase database (www.get-information-schools.service.gov.uk), Ofsted Inspection data and the most recent Census data. Your school was selected based upon the type of state-funded secondary school you are (i.e. academy, community school, free school etc), whether you have a religious affiliation or not (if there is a religious affiliation to which denomination) your previous and most current Ofsted rating (i.e. 1 – outstanding, 3 - inadequate etc.) and your location (i.e. north-west, south-east, midlands etc.).

What would taking part involve?

Taking part in this research involves looking at two perspectives. The perspective of your schools formal approach to implementing ‘fundamental British values’, and the perspective of the ‘key informant’. The key informant will be someone that the school has been selected to take part in this research who has or had an oversight of the implementation of ‘fundamental British values’ (this of course will be the choice of the identified key informant whether they want to take part or not without any coercion from the school or researcher).

It is important for this research to capture what your school does to comply formally with the ‘fundamental British values’ agenda. This research would be interested in gathering information from your school policies, Ofsted inspection reports, schemes of work, website information and any training the school undertakes to promote ‘fundamental British values’, in a process called **documental analysis**.

The key informant will be asked to complete a short demographic **questionnaire** asking questions about their gender, age, how long they have been teaching, their role within the school, their subject specialism, political views, religious affiliation etc. These questionnaires should take no longer than 10 minutes to complete. Completed questionnaires will then be used to help facilitate the face-to-face interviews. Each questionnaire will have a unique identification number at the top and the key informant’s real name will not be displayed, this is to maintain confidentiality and anonymity.

Face-to-face **Interviews** will take approximately 1 – 1.5 hours. Before the interview begins the key informant will be reminded that the interview is kept confidential and anonymous, they will also be told that they can withdraw at any time without reason or if they don’t want to answer a question they don’t need to answer it. Finally, they will be asked if they mind the interview being **audio recorded**. Once this has been established the interview will begin. The key informant will then be asked a series of open questions which may lead to follow up questions to illicit further understanding. Questions asked will be around the implementation, interpretation and perceptions of the Department of Education’s ‘fundamental British values’ agenda.

Interviews will be arranged at a time and date to fit in with both the key informant and researcher’s availability. The interviews can take place at your school, St Luke’s Campus at the University of Exeter or any public place. It is anticipated that your interview will take place somewhere quiet and confidential within the key informant’s school or somewhere public, i.e. a library.

Interviews will then be **transcribed** from the recorded audio file and any identifiable features and names will be changed to keep participant school and key informant anonymised. Once the interviews have been transcribed, the researcher will send the key informants transcript to them for their reference and to make any comments or amendments. The transcription will then be used to identify any themes or areas of interest and make comparisons with other participant schools and key informants.

What are the possible benefits of taking part?

Taking part in this research will allow the participant school and key informant to make an impact in the discourse of ‘values education’ to wider society and other schools. The research aims to deliver wider benefits to society and as a result of taking part the school and key informant may see some indirect benefits, specifically related to the approach the school takes to the implementation of ‘fundamental British values’ by sharing the key findings of the entire project with each school and key informant that takes part.

What are the possible disadvantages and risks of taking part?

It is anticipated that there will be no physical risks associated with taking part in this research for the participant school and key informant. It is also anticipated that there will be no long-term psychological harm when taking part in this research. However, for some participants it may be difficult to answer some of the questions in relation to the Department for Education’s introduction of the ‘fundamental British values’ agenda. If any questions become difficult to answer, the key informant does not have to answer them. Additionally, it is important for participant school and key informant to understand that third parties will not be allowed access to interview tapes and transcripts except as required by law or in the event that something disclosed during the interview causes concerns about possible harm to you or to someone else.

If you find that you are not happy with anything or you have concerns about the interview process please contact the University of Exeter using the details at the end of this information sheet.

What will happen if I don't want to carry on with the study?

If you find that during any part of the research process you would like to stop then please let the researcher know. You do not have to give a reason and you can stop at any time without questions being asked.

If you decide to withdraw, please let us know how you would like this to happen.

- 1) No further contact - This means that we would no longer contact you but you are still allowing us to use the information you have supplied to us so far.
- 2) No further use - This means that we will no longer contact you and will not use any of your information and the University of Exeter would destroy all your information previously provided.

How will my information be kept confidential?

The University of Exeter processes personal data for the purposes of carrying out research in the public interest. The University will endeavour to be transparent about its processing of your personal data and this information sheet should provide a clear explanation of this. If you do have any queries about the University's processing of your personal data that cannot be resolved by the research team, further information may be obtained from the University's Data Protection Officer by emailing dataprotection@exeter.ac.uk or at www.exeter.ac.uk/dataprotection

Your interview data will be held in accordance with the General Data Protection Regulation (2016). The information you provide will be used for research purposes and your personal data will be processed in accordance with current data protection legislation and the University's notification lodged at the Information Commissioner's Office. Your personal data will be treated in the strictest confidence and will not be disclosed to any unauthorised third parties, except as required by law or in the event that something disclosed during the interview causes concerns about possible harm to you or to someone else.

The results of the research will be published in anonymised form and anonymised data may be uploaded to the UK Data Service (www.ukdataservice.ac.uk) in accordance with ESRC requirements. The UK Data Service is a national data service that provides research access to a range of UK government-sponsored research and surveys to students, teachers, charities, central and local government, independent research centres, think tanks, business consultants and commercial sector.

The questionnaires will be kept anonymous with an identification number on them. The identification number on the questionnaire will be linked to details of the school and participant details which will be held on a Microsoft Excel database on a password protected computer at the University of Exeter. All information held on this computer will be encrypted and password protected.

All data collected via interviews, including interview notes will only show the unique identification number which is allocated to a specific participant. All notes will then be uploaded onto the University of Exeter computer and saved. Each document will be encrypted and will require a password to access it which only the research will know.

Interviews will be recorded and then transcribed. Each audio file will be recorded using a digital voice recorder. Each audio file will be uploaded onto the University of Exeter computer which will then be encrypted and each file password protected. Uploaded audio files will then be transcribed by the researcher. These transcriptions will be saved on the University of Exeter computer and will be encrypted and password protected. Only the research will know the password for this.

It is likely that data that you provide will be discussed with the researchers two supervisors for data analysis. In this case Professor Rob Freathy and Dr Deborah Osberg. It is important to note that all information that is collected, including details of schools and participants, documental analysis, questionnaire's and interview data will be shared with the researchers supervisors and strictly no one else.

All your data will be kept on file for 5 years in line with the University of Exeter requirements. Once this time has elapsed your information will be destroyed by being permanently deleted off the University of Exeter servers. Any physical copies of information, i.e. notes taken from interview and questionnaires etc. will be shredded and destroyed securely, although this is done once these hard copies have been uploaded on to the secure password protected computer at the University of Exeter.

The participant school and key informant will be asked on the consent form if they would like their contact details to be kept after the data collection process to be informed about the outcomes of the project. If you choose not to have them kept you will be access the key information by visiting [INSERT UNIVERSITY OF EXETER BLOG ADDRESS].

It is important to note that the head teacher, senior leadership team, governors, trust board and other members of your school staff, may be aware of who the key informant is that takes part in this study

Will I receive any payment for taking part?

Participant schools' and key informants' will not receive any form of payment for taking part in this research. If a participant is expected to travel to the University of Exeter, then participants travelling expenses will be reimbursed. However, it is not expected that any participant will be needing to travel as the data collection methods will take place either at your school or somewhere in the local area.

What will happen to the results of this study?

The results of this research will be used within the researcher's doctoral thesis. Additionally, the results of this study may include academic publications, such as research journals, conferences, meetings with other researchers and deposited within the UK Data Service. The outcomes and key findings of this project will be made available to participants at the end of the project and will be accessible online via a link sent to each participant separately if the participant school and key informant (separately) agree to their contact details being retained by the researcher (this will be asked as part of the consent form).

Who is organising and funding this study?

This research will be conducted by Warren Speed, a Doctoral Researcher based in the Graduate School of Education at the University of Exeter. This research is funded by the Economic and Social Research Council (ESRC) and the University of Exeter.

Who has reviewed this study?

This project has been reviewed by the Graduate of Education Research Ethics Committee at the University of Exeter (Reference Number....).

Further information and contact details

If you would like further information or have any questions you can email w.speed@exeter.ac.uk or you can write to the address below.

Warren Speed
North Cloisters 20
St Luke's Campus
University of Exeter
Heavitree Road
Exeter EX1 2LU

If you have any concerns or questions about the research that you would like to discuss with someone else at the university you can contact Professor Rob Freathy by emailing R.J.K.Freathy@exeter.ac.uk or by writing to the address below.

Professor Rob Freathy
Associate Dean (Education)
Baring Court 111
St Luke's Campus
College Road
Exeter EX1 1TE

01392 722723

Or if you have any concerns that cannot be addressed by the contacts above you can contact Gail Seymour the Research Ethics and Governance Manager for the University of Exeter by emailing g.m.seymour@exeter.ac.uk or by calling 01392 726621.

Thank you for your interest in this project

CONSENT FORM

CONSENT FORM (Key Informant Participant)

Participant Identification Number:

CONSENT FORM (Key Informant Participant)

Title of Project: Lost in Translation

Name of Researcher: Warren Speed

Please
initial
box

1. I confirm that I have read the information sheet dated 21/11/18 (version no 1.0) for the above project. I have had the opportunity to consider the information, ask questions and have had these answered satisfactorily.
2. I understand that my participation is voluntary and that I am free to withdraw at any time without giving any reason and without my legal rights being affected.
3. I understand that relevant sections of the data collected during the study, may be looked at by individuals from the University of Exeter, where it is relevant to my taking part in this research. I give permission for these individuals to have access to my records.
4. I understand that taking part involves anonymised **questionnaire responses** to be used for the purposes of inclusion in an archive for a period of up to 5 years, reports published in an academic publication, project website and/or media publication and teaching or training materials for use in University activities public engagement activities.
5. I understand that taking part involves anonymised **interviews** to be used for the purposes of inclusion in an archive for a period of up to 5 years, reports published in an academic publication, project website and/or media publication and teaching or training materials for use in University activities public engagement activities.
6. I understand that taking part involves anonymised **interviews being audio recorded** to be used for the purposes of inclusion in an archive for a period of up to 5 years, reports published in an academic publication, project website and/or media publication and teaching or training materials for use in University activities public engagement activities.
7. I understand that taking part involves anonymised **interviews being transcribed** to be used for the purposes of inclusion in an archive for a period of up to 5 years, reports published in an academic publication, project website and/or media publication and teaching or training materials for use in University activities public engagement activities.

8. I would like my contact details to be kept after the data collection process to be informed about the outcomes of the project and I understand that the details already held will be used to contact me
9. I understand that my school's head teacher, senior leadership team, governors/trust and school staff may become aware that I was the key informant taking part in this project.
10. I agree to take part in the above project.

Name of Participant

Date

Signature

Name of researcher
taking consent

Date

Signature

When completed: 1 copy for participant; 1 copy for researcher/project file

CONSENT FORM (School Participant)

Participant Identification Number:

CONSENT FORM (School Participant)

Title of Project: Lost in Translation

Name of Researcher: Warren Speed

Please
e

initial box	
4. I confirm that I have read the information sheet dated 21/11/18 (version no 1.0) for the above project. I have had the opportunity to consider the information, ask questions and have had these answered satisfactorily.	<input type="checkbox"/>
5. I understand that my participation is voluntary and that I am free to withdraw at any time without giving any reason and without my legal rights being affected.	<input type="checkbox"/>
6. I understand that relevant sections of the data collected during the study, may be looked at by individuals from the University of Exeter, where it is relevant to my taking part in this research. I give permission for these individuals to have access to my records.	<input type="checkbox"/>
4. I understand that taking part involves anonymised questionnaire responses from the key informant to be used for the purposes of inclusion in an archive for a period of up to 5 years, reports published in an academic publication, project website and/or media publication and teaching or training materials for use in University activities public engagement activities.	<input type="checkbox"/>
5. I understand that taking part involves anonymised interviews from the key informant to be used for the purposes of inclusion in an archive for a period of up to 5 years, reports published in an academic publication, project website and/or media publication and teaching or training materials for use in University activities public engagement activities.	<input type="checkbox"/>
6. I understand that taking part involves anonymised interviews being audio recorded to be used for the purposes of inclusion in an archive for a period of up to 5 years, reports published in an academic publication, project website and/or media publication and teaching or training materials for use in University activities public engagement activities.	<input type="checkbox"/>
7. I understand that taking part involves anonymised interviews being transcribed to be used for the purposes of inclusion in an archive for a period of up to 5 years, reports published in an academic publication, project website and/or media publication and teaching or training materials for use in University activities public engagement activities.	<input type="checkbox"/>
8. I understand that key informants' anonymised transcribed interviews may be amended by the key informant	<input type="checkbox"/>
9. I would like my contact details to be kept after the data collection process to be informed about the outcomes of the project and I understand that the details already held will be used to contact me	<input type="checkbox"/>

10. I agree to take part in the above project.

Name of researcher
taking consent

Date

Signature

When completed: 1 copy for participant; 1 copy for researcher/project file

SUBMISSION PROCEDURE

Staff and students should follow the procedure below.

Post Graduate Taught Students (Graduate School of Education): Please submit your completed application to your first supervisor. Please see the submission flowchart for further information on the process.

All other students should discuss their application with their supervisor(s) / dissertation tutor / tutor and gain their approval prior to submission. Students should submit evidence of approval with their application, e.g. a copy of the supervisors email approval.

All staff should submit their application to the appropriate email address below.

This application form and examples of your consent form, information sheet and translations of any documents which are not written in English should be submitted by email to the SSIS Ethics Secretary via one of the following email addresses:

ssis-ethics@exeter.ac.uk This email should be used by staff and students in Egenis, the Institute for Arab and Islamic Studies, Law, Politics, the Strategy & Security Institute, and Sociology, Philosophy, Anthropology.

ssis-gseethics@exeter.ac.uk This email should be used by staff and students in the Graduate School of Education.

Please note that applicants will be required to submit a new application if ethics approval has not been granted within 1 year of first submission.