

**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](mailto: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](mailto: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>		
<b>Start date:</b> <a href="#">Click here to enter a date</a>	<b>End date:</b> <a href="#">Click here to enter a date</a>	<b>Date submitted:</b> <a href="#">Click here to enter a date</a>

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 <sup>st</sup> Supervisor – Professor Rob Freathy 2 <sup>nd</sup> Supervisor – Dr Deborah Osberg

Have you attended any ethics training that is available to students?	<p>Yes, I have taken part in ethics training at the University of Exeter  For example,: i) the Research Integrity Ethics and Governance workshop: <a href="http://as.exeter.ac.uk/rdp/postgraduateresearchers">http://as.exeter.ac.uk/rdp/postgraduateresearchers</a> ii) <a href="#">Ethics training received on Masters courses</a></p> <p>If yes, please specify and give the date of the training:  <b>ELE – PGR Ethics training October 2017</b>  <b>ELE – PGR Information and Governance training September 2018</b>  <b>MSc Educational Research – each module covered ethics 2016 -2017</b></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: How do different schools perceive the ‘fundamental British values’ agenda?

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

and towards informing policy and guidance for schools and academies about what FBV are and more definitive ways to implement them.

## **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

This research will consist of:

- 1) Semi-structured interviews (face-to-face interviews) with serving teachers or support staff which will be recognised as a key informant;
- 2) Documental Analysis (a focus on school policies, websites, schemes of work and the completion of a semi-structured diary);

**Note:** There may be other methods that will be used but as this takes a bricolage approach another ethics form will be submitted if any other methods are used during the emergent approach this research takes.

In order to support exploration of schools accounts, 6 - 10 different school 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 attaining 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 informants 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 asking.

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.
- They are not currently involved with any cases involving students being subject to the channel process as this research may jeopardise any current issues.

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

Documental 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, website content will be looked at. The documental 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 and schools).

### **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 in order to gain as wide a range of perspectives as possible.

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 outlet for participants to discuss and share their thoughts and feelings with me which in turn will contribute to the wider discourse surrounding this study. Additionally, having considered meaningful incentives for the school and participants, I intend to offer to participate and/or facilitate 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.

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 who 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 handbook 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, confidentiality and anonymity and 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 withdraw 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. 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 coffee shop, library etc.

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):
  - Calls 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.

**UPDATE 09/12/19:** Due to an incident that involved my security and safety being compromised at the hotel I was staying in where my mobile phone number, original hotel room number and new hotel room number were available to an anonymous person sending my text messages to my mobile phone (suspected to be a member of staff at the hotel).

After speaking to Rob Freathy (1<sup>st</sup> supervisor), Anna Dolman (PGR Administrator), David Hall (Head of GSE) and Estate Patrol, I have now updated the following

- School Consent Form (version 3.0)
- Key Informant Consent Form (version 3.0)
- Participant Information Sheet (version 2.0)

These updates have explained that to protect the researcher (me), the name of the school, contact details, address, names of key informants and senior management and dates and times the researcher will visit you for data collection will be given to Professor Rob Freathy (1<sup>st</sup> supervisor), Anna Dolman (postgraduate research administrator) and Estate Patrol (the University of Exeter security services) for the protection and safeguarding of the researcher. Apart from Professor Rob Freathy (1<sup>st</sup> supervisor), Anna Dolman and Estate Patrol will not see any collected data apart from the information above.

Estate Patrol are available 24 hours a day 7 days a week and are contactable during unsocial hours.

Allowing the above to have access to information is a step towards keeping me safe at all times.

I will be sending out updated consent forms and 'Participant Information Sheet' to the school and key informant(s) via post and email.

## **DATA PROTECTION AND STORAGE**

Data protection, processing and storage will be in accordance with GDPR 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 tape 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.

There may be more opportunities for opportunities of participant engagement and feedback but as the research takes an emergent approach, further opportunities will be subject to further ethical approval.

### **INFORMATION SHEET**

Please see attached

### **CONSENT FORM**

Please see attached documents

### **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](mailto: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](mailto: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.