**Section B - Project details**

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| B1 | In lay terms provide a brief summary of the project, including the background and rationale for the proposed research and the hypotheses or research question(s) **(max 500 words for dissertation projects: max 250 words for other projects).**  My research will be a case study of a reading intervention for year 3 pupils called Switch-on Reading program. The program is an intensive literacy intervention organized to support children identified by schools as being at the risk of reading difficulties in order to help them improve their reading skills. Switch-on Reading is introduced by XXXXX to the selected primary school and is delivered by XXXXX trained instructors on a one-to-one basis.  This project seeks to find out the experiences of the stakeholders in this reading intervention program among year 3 children. The stakeholders considered for this project are the pupils and teachers who are directly involved. Furthermore, it seeks to understand how the program helps improve the reading skills of the participating children and how well the intervention worked.  The research questions are as follows:   1. What differences has the switch on reading intervention made to the school? 2. What are the experiences of the pupils involved in the switch on reading intervention? 3. What are the experiences of the teachers involved in the switch on reading program? |

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| B2 | In lay terms outline the type of procedure(s) and/or research methodology (e.g., observational, questionnaire, interviews, experimental) to be employed **(max 500 words).**  My research will be done through a case study. The data will be from interviews (semi structured interviews. This interview will be conducted by me. It will be done on a one-to-one basis on a maximum of two teachers that are also involved in the intervention. Also, the teachers in the class that I am assigned to in year 3. The interview will last for about 35-40 minutes. In addition, survey - questionnaires will be sent home to a maximum of 4 pupils in year 3 from the school that I will be carrying out my placement who are involved in the reading intervention and a follow up question with be conducted while carrying out the intervention with the children. I will be using a research diary also to enable me keep records of what is happening and monitor the progress of the research.  These are indicative questions: (Please also see the appendix)   1. Can you please tell me something about yourself, your work experience? 2. In what ways do you help students’ transmission into this program seamlessly. Was there a time when students where not cooperative during the programme? How did you handle the situation? In addition, what where the reasons for their non-co-operation? 3. What do you think are the greatest challenges students face when learning to ready? 4. What do you do when a student is not engaged? 5. How do you help student connect with the reading materials you assign to them? 6. How do you plan to monitor the progress of each child? What tools are available to you to monitor the child’s progress.? And were there challenges in keeping accurate students’ records, please 7. What did you love about the intervention? And what are the elements that frustrates you. Based on your experience how would you rate the progress of the program on a scale of 1 to 10, 10 being the highest score. 8. Looking back, do you feel you were well equipped for this program? What are the experiences in the program that were not envisaged, and did you manage them? Do you think the duration for the program was enough? Kindly provide reasons. 9. Is there anything else you would like to add? (Kindly feel free to say it) 10. What differences has the intervention made to the school in terms of tangible measurement, workload, professionalism, competent and improvement. Please explain.   These are indicative questionnaire questions for students (Likert survey): Please see the appendix.  Do you enjoy reading? Strong disagree, disagree, neutral, agree, strongly agree  Do you read at home?  Do you like to read alone?  Do you think you learn new things when you read?  Do you like being allowed to choose any book that you want to read?  Do you like having the teacher help you pick out book in the library to read?  Do you think the book(s)you were given to read, were they easy or difficult for you to read?  Opened ended questions: This will no longer be sent home; however, I will be completing the answers with the pupils.  Can you tell me the things you enjoyed most since you joined the intervention? Please explain why? --------------------------------------   * Can you tell me the things you did not enjoy during the intervention? Please explain why? -------------------------------------- * Can you tell me how you feel when asked to read with the teacher while others are doing other activities with the class teacher? Please explain why? ---------------------------------------------------- * Do you think you are a better reader now? Please explain why? ------------------------------------------------------------------------------ |

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| B3 | Describe the characteristics of the participant group, and the inclusion and exclusion criteria. Indicate the sample size if appropriate, with an explanation of how this sample size was decided/calculated.  My research participants will be from year 3 children in a primary school in XXXXX United Kingdom, who will participate in the Switch On reading intervention program. I will be working with 4 children; however, my research will concentrate on these 4 children. In addition, the teachers participating in this program are considered for this project. There are about 40 teachers in the schools, however, only 4 teachers are involved in this research. The two teachers carrying out the intervention and the teachers (2) in the year 3 class that I am assigned to.  Inclusion criteria:   * Participants will be only students in year 3 in the selected school * The participants will be those children having difficulties in reading and participating in the reading intervention program. * Teachers will be only those carrying out the reading intervention * Teachers in the assigned year 3 class.   Exclusion criteria:   * Students below or below year 3 * Pupils not part of the reading intervention program even though they might be in year 3 * No outsiders will be used. * Teachers not taking part in the reading intervention program * Teachers not in the assigned year 3 class. |

**Section C - Ethically sensitive, challenging or issues of risk**

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| C1 | Will the research involve deceased persons, body parts or other human elements  such as blood, hair or tissue samples (including saliva and waste products)? Yes ☐ No ☐  **Reference number**:  **If yes**, please give details with reference to the Human Tissue Act 2004. |

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| C2 | Outline any potential risks to individuals, participants and members of the research team; the measures that will be taken to minimise risk; and the procedures that will be adopted in the event of an adverse event.  Since I will be working with children there might be some potential risks:  The issue of consent is potential risk in this research, whether consent of the children involved in the research or that of the teachers. Participants will only be used for this research only when they consent to participating by signing the consent form. Should the participant consent to take part, all necessary steps will be taken to protect their privacy and ensure the anonymity and non-traceability of participants and/or other individuals for whom confidentiality would be expected, for example, by using pseudonyms, for both individual and institutional participants, in any written reports of the research and other forms of dissemination  In the cause of the research , there could be some children who might get upset. If at any time they feel this way, I will make them understand that their participation is strictly voluntary and that at any point in time they are free to withdraw from participating in the research. My treatment of potential research participants will in no way be prejudiced if they choose not to participate in the project  This research will be conducted in line with the protocols of the British Education Research Association. <https://www.bera.ac.uk/publication/ethical-guidelines-for-educational-research-2018>  Participants may bring family member/ close friend who can wait for them outside the interview room. In case the participant gets distressed, I will stop the collection of data and ask if they want to continue later or if I should keep the data already collected.  If the participant feel they would like to speak to someone during the research, the researcher will make arrangement for the participant to speak to student services  I might find a conflict of interest between my participation and the research agenda. However, I would abide by the ethics to ensure bias are eliminated and data are factually represented in the report.  Teachers might feel threatened. In such circumstance, I will reassure the participants that only personal information that are essential will be obtained and that confidentiality of such identifiable information will be maintained unless the researcher obtains the express permission of the participant to do otherwise. This is to ensure that participants are protected against injury or illegal invasions of their privacy and to preservation of their personal dignity. |

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| C3 | Does the research plan to include children or vulnerable adults such as individuals with a learning disability or individuals with cognitive impairment? Yes ☐ No ☐  I will seek the signed consent of a parent, guardian or ‘responsible other’ to sanction the participation of children (i.e., persons under 16 years of age) or vulnerable adults (BERA, 2018). Children will also be facilitated to give fully informed consent, as appropriate for their age and maturity. |

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| C4 | Will participants be deceived in any way about the study? Yes ☐ No ☐  **If yes**, describe the nature and extent of deception involved, including how and when this deception will be revealed and who will administer this feedback (debrief). |

**SECTION D- Recruitment & consent process**

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| D1 | Indicate how potential participants will be identified, approached and recruited and outline any relationship between the researcher and potential participant.  All children participating in this project will be invited through the gate keeper, in this case it will be the head teacher. An email will be sent by the headteacher to the teachers and to the parents / guardians of the children that will participate in this research. The email will state the purpose of the research, the questions that would be asked, the study outline and reasons for conducting the interviews. I will also share information sheets and consent form through email to parents, teachers, and pupils. Participants will be requested to read the information sheets thoroughly and ask any question before the consent form is signed. The signed consent form will be returned to me prior to commencement of the research with the participant. There is possibility of students feeling pressured to participate because of the dual role of teacher and researcher (BERA 201), in case of such concerns by students the university secretary would serve as an intermediary for the student. Consent to carry out the research has been requested for.  The participant will be only those who give positive feedback to the invitation letter. They would be students who are involved in the reading intervention, while the teachers are my classmates in the university who are also involved in carrying out the switch on Reading program. I am sure the students will feel relaxed during the interviews as I would have built a good relationship with them to gain their confidence. For the teachers we have built a friendly relationship nevertheless they would be reminded not to be bias in their reports. I am sure my relationship with these teachers will certainly not compromise the research but profit it. |

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| D2 | Describe the process that will be used to seek and obtain informed consent.  I will brief the participants at the start of the interview about the purpose of my research and about what will happen during and after the interview. The interview will be audio recorded on my phone on a password protected file. Recordings will be transferred from the recording device to XXXXX’s university storage as soon as possible and the file will be encrypted. Questionnaires will be sent home in a word paper format.  They will be advised that they may withdraw at any time without giving a reason. Consent will be sought for any recording of the data, either written or audio and participants will be informed about how the data will stored and for how long. At the end of the meeting consent will be reconfirmed and seek further consent for the use of quotes in my dissertation.  If you answered yes to C3 (your participants are children or vulnerable adults) explain how you will ensure that individuals in these groups are competent to give consent to participate in this study.  Parental / guardian and school consent will be sought. Furthermore, I will seek full consent of the children by making it clear that they have the final say in whether they participate in the research or not.  Children and indeed all participants will be told that they have the right to withdraw from the project two weeks from the date of their interview and two weeks from the date of the questionnaires. In the questionnaires, students’ names will not be anonymous to track their data should they decide to redraw from the research.  All researchers in direct contact with children will be CRB checked. I will also not conduct any lone interviews with children or parents for that matter. Children will always be accompanied by parents or guardians. |

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| D3 | Will consent be sought to use the data for other research? Yes ☐ No ☐  Will consent be sought to contact the individual to participate in future research? Yes ☐ No ☐  Please explain why your answer is Yes in these two questions. |

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| D4 | Can participants withdraw from the research? Yes ☐ No ☐  **If yes**, state up to what point participants are able to withdraw from the research  **If yes**, outline how participants will be informed of their right to withdraw, how they can do this and what will happen to their data if they withdraw.  Participants will be informed through the information sheet that they may withdraw from the research up to two weeks from the date of their interview, without any explanation or during the interview. To withdraw, participants will be asked to contact the researcher (contact details are provided on the information sheet). My supervisor’s details will also appear on the sheet so that participants may contact them if they would prefer.  Participants will be notified in the original letter sent that can inform the university secretary of their wish to redraw and they will be guaranteed that any data gathered from such participant will be destroyed immediately .  **If no**, explain why they cannot withdraw (e.g. anonymous survey).  **If no**, explain why they cannot withdraw (e.g. anonymous survey). |

**SECTION E- Confidentiality and anonymity**

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| E1 | Outline the procedures that will be used to protect, as far as possible, the anonymity of participants and/or confidentiality of data during the conduct of the research and in the release of its findings.  The data collected for the purpose of this research will be anonymised before being used in any reports. Any identifying information, such as names of individuals or participants, their job titles, will be removed and they will be kept in a separate file from the main research data. Physical documents containing such data will be locked in a private cabinet while soft data would be protected and store in a separate folder. Names of school/ workplace will be changed and will be given pseudonyms  Confidentiality will be maintained to avoid serious risk of harm to the participants. |

**SECTION F- Storage, access to, management of, and disposal of data**

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| F1 | Describe the research data that will be stored; where it will be stored and for how long; the measures that will be put in place to ensure the security of data; who will have access to the data; long term data management plans following completion of the project; and how/when data will be disposed of.  The data from the project will be stored electronically on a password protected file on the researchers’ computer. Information in the research work will be coded so that participants cannot be identified and only I will have access to any audio files.  All audio files if any will be on to a password protected computer and deleted from the recording device as soon as anonymized transcripts from the interviews have been produced.  Physically signed Consent forms will be stored separately from any interview data or other records of the research such as handwritten notes. These will be stored win a locked filing cabinet while the soft copy would be stored in a segregated folder in my laptop. My supervisor (if requested) will only have access to anonymised data.  Research data will be kept until the completion of my project, after which it will be destroyed securely (February 2023). |