**Robert Owen Centre for Educational Change research team Statement on GDPR / Data Protection Impact Assessment regarding the collection and processing of any personal data in our research:**

**The RAiSE Programme**

The *Raising Aspirations in Science Education* (RAiSE) Programme is co-funded by The Wood Foundation, Scottish Government and Local Authority Education Services across eight Local Authority areas. The Programme is “designed to secure improvements in primary science education, by developing the confidence and competence of teachers to ensure all learners experience highly engaging and motivating learning opportunities. This will equip learners with the context and skills for learning, life and work to enable them to access a wide range of stimulating and rewarding careers including those within science and broader STEM; Science; Technology; Engineering and; Maths sectors.

**The research project**

The Robert Owen Centre for Educational Change (ROC) at the University of Glasgow has been commissioned by The Wood Foundation to evaluate the RAiSE Programme. The purpose of this research is to see whether the Programme is making a positive difference in those schools that are involved. The research is evaluating whether the various approaches used across the Programme contribute to promoting effective primary science and STEM education; specifically does involvement in the RAISE programme impact on ability, skills, and pedagogy of practitioners? The importance of this work is that the findings will add to the understanding of how networked, locally-based Primary Science Development Officers (PSDO) deployed by RAiSE can work collaboratively with teachers and a range of local and regional partners to develop sustainable and effective approaches to support effective science teaching in primary schools.

The research approach involves:

* *On-line pupil surveys:* pre and post-programme pupil questionnaires are administered to all P2-P7 pupils in selected participating schools participating in the RAiSE Programme. Asking young people who have been taught by teachers supported by the RAiSE programme about their views and experiences of their science education helps the research team understand the impact of the Programme and get children’s views on what they see as good science education.

There are separate surveys for P2-P4 and P5-P7 pupils. Where necessary, a paper version of the questionnaire is available for schools. Teachers are able to guide pupils through the questions, reading out the questions to ensure comprehension. The questions focus on self-efficacy, and attitudes regarding science.

* *Pupil focus groups:* In one school involved in the RAiSE Programme in each of the participating authorities two focus groups are conducted with pupils who will have been taught by teaches involved with the Programme. (6/8 pupils per group, 30 minutes duration).
* *Interviews with all Primary Science Development Officers (PSDO).* Face-to-face interviews will be conducted with the PSDOs before, during and after the Programme’s implementation.
* *Online Practitioner & Senior Leadership Team (SLT) surveys:* all practitioners and their SLT in the Programme schools complete a survey before and after the implementation of the Programme. (20 minutes duration).
* *Face-to-face/ telephone interviews with the Local Authority strategic officers:* In each authority, interviews are conducted with relevant officers before, during and after the Programme (1 hour duration).
* *Face-to-face interviews with the Programme’s National Education Officer.* These interviews occur at intervals over the duration of the project (1 hour duration).
* *Review of the Programme’s own monitoring and evaluation reports:* The research team will be able to include the key findings from those reports produced by the PSDOs and the National Programme Officer that draw on evidence from schools’ self-evaluation outputs to compare the internal findings with the external evaluation findings.
* *Parents*. The research is developing an appropriate qualitative strand to include the parental voice for the evaluation. This is likely to involve focus groups with a sample of parents whose children are in the Programme schools.

**Data protection and ethical standards regarding personal data**

Personal data is defined as any information relating to a natural person who can be identified, directly or indirectly, in particular by reference to an identifier such as: Name; Identification number; Location data; Online identifier; Pseudonymised data; Factors specific to physical, physiological, genetic, mental, economic, cultural or social identity.

This research is compliant with current EU GDPR / Data Protection legislation and the University of Glasgow’s own ethical standards. As with all of the ROC research, this study has obtained ethical approval from the University’s College of Social Science Ethics Committee before any data can be gathered from human subjects. frameworks to ensure GDPR compliance:

<https://www.gla.ac.uk/myglasgow/dpfoioffice/gdpr/protection%20by%20design/>

All of the research team has enhanced PVG clearance.

The research will not be gathering any information regarding ‘special categories’ of personal data i.e.: - racial or ethnic origin; political opinions; religious or philosophical beliefs; trade union membership’ genetic or biometric data processed for purpose of identification; health; sex life or sexual orientation.

***Secure storage of personal data***

For paper and data storage (e.g. home drive, email etc.):

* The research team checks personal data that they process and store and make sure that they still have a valid reason for retaining it, or if not, securely delete it.
* The research team demonstrates that the personal data they hold is secure and have a justifiable reason to process it under the new legislation.
* The research project leader will protect all personal data required by the terms of the funder/contract and will not delete while required. (guidance on this is provided by the University’s College of Social Sciences Research Support Office.)
* Our research team is supported by the Robert Owen Centre’s Manager who complete the University’s Information Asset Register for all data-sets the research team possesses.

Further information is available here: <https://www.gla.ac.uk/myglasgow/dpfoioffice/>

***How contact details (name, e-mail address, telephone number) will be gathered for inviting participants to take part?***

All SLT and practitioners involved in the research receive an email/telephone invitation to take part in the study from their local authority and/ or the PSDO.

All local authority strategic officers involved in the research are invited to participate in writing (email) directly by the research team.

Pupils involved in the study receive an invitation to participate in the research from their teachers with parents asked to provide informed consent.

Those parents involved in the study receive an invitation to participate in the research from their child’s Headteacher.

All invitations to participate provide full details of the purpose of the research, how data protection and ethical standards are applied. This will be done using plain language.

All research participants involved in interviews or focus groups will be asked to complete a consent form. At all stages of the research the team will provide both written and verbal messages about the voluntary nature of participation in the study and the confidential nature of responses.

Where individuals are asked to participate in the online surveys, recruitment of respondents will be sought through the assistance of local authority staff and/ or PSDOs via an open invitation on behalf of the research team. This invitation will include, an invitation prepared by the ROC research team and provide a survey link url. Those who volunteer to take part in the survey will be directed to the survey through this link. Page one of the survey will remind individuals of the voluntary nature of the study and indicate that completion and submission of the survey will be taken as consent to participate. All invitation and survey materials will again stress the voluntary and confidential nature of the survey.

Participation in the research is entirely voluntary and this will be stressed to all. Even if participants/ respondents agree to take part they are free to stop and leave the discussion/ exit the survey at any time. All information the research team gathered from those who decide to leave the research activity will be destroyed to that point. It will be stressed that there will be no undesirable consequences if individuals decide not to take part in any aspect of the research.

*Details on securing informed consent*

*The research team will*

* Check that consent is the most appropriate lawful basis for processing.
* Make the request for consent prominent and separate from our other terms and conditions.
* Ask people to positively opt in.
* Not use pre-ticked boxes, or any other type of consent by default.
* Use clear, plain language that is easy to understand.
* Specify why we want the data and what we're going to do with it.
* Give detailed options to consent to independent processing operations.
* Have named our organisation and any third parties.
* Tell individuals how they can withdraw their consent.
* Ensure that the individual can refuse to consent without detriment.
* Not make consent a precondition of a service.
* If we survey children online, we only seek consent if we have age-verification and parental-consent measures in place.

*Recording consent*

The research team will

* Keep a record of when and how we got consent from the individual.
* Keep a record of exactly what they were told at the time.

*Managing consent*

The research team will

* Regularly review consents to check that the relationship, the processing and the purposes have not changed.
* Have processes in place to refresh consent at appropriate intervals, including any parental consents.
* Consider using privacy dashboards or other preference-management tools as a matter of good practice.
* Make it easy for individuals to withdraw their consent at any time, and publicise how to do so.
* Act on withdrawals of consent as soon as we can.
* Ensure individuals are not penalised if they wish to withdraw consent.

In summary, consent will be (a) freely given; (b) able to be withdrawn; (c) gathered explicitly from participants. This is embodied in our research and ethics policy, practices and principles.

***Will data from interviews/focus groups/survey be anonymised? How?***

In the survey, respondents’ identity will not be recorded and all individual responses are treated as confidential. Any direct quotes used in reports from the focus groups will be reported in the following format; local authority, type of respondent egg ‘teacher, pupil, parent etc’. Confidentiality will be respected subject to legal constraints and professional guidelines.

***Who will have access to the data?***

Only the researchers and their transcriber will have access to this. The research transcriber is obliged to follow University regulations regarding confidentiality. All of the information we collect is kept securely at the University, with paper records stored in locked cabinets and electronic data stored on the ROC teams’ secure/ password protected University computers/ servers with no data stored on the ‘cloud’.

***How long will the data be stored for?***

Two years after the research is complete and the report is accepted, all personal data will be destroyed.

***What will happen to the results?***

A final report of the research will be written in March 2019 and submitted to The Wood Foundation and its partner organisations. In agreement with the funder of the research, a summary of the findings will be made available on the University’s and The Wood Foundation websites. It is expected that some research articles will be prepared for submission to journals and conferences. No individual teachers, pupils, parents, local authority officer or others involved in the research will be named in these outputs, although there will be reference to the participating local authorities.

If you have any questions you would like to ask about the research before you decide whether or not to take part, you can contact one of the researchers, whose contact details appear below.

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