

APPLICATION FOR ETHICAL APPROVAL

RESEARCH STUDENTS

This form is to be completed by the student within **SIX** months for full-time students and **TWELVE** months for part time students, after the commencement of the research degree or following progression to Part Two of your course.

Once complete, submit this form via the **MyTSD Doctoral College Portal** at (<https://mytsd.uwtsd.ac.uk>).

This document is also available in Welsh.

RESEARCH STAFF ONLY

All communications relating to this application during its processing must be in writing and emailed to pgresearch@uwtsd.ac.uk, with the title 'Ethical Approval' followed by your name.

STUDENTS ON UNDERGRADUATE OR TAUGHT MASTERS PROGRAMMES should submit this form (and receive the outcome) via systems explained to you by the supervisor/module leader.

In order for research to result in benefit and minimise risk of harm, it must be conducted ethically. A researcher may not be covered by the University's insurance if ethical approval has not been obtained prior to commencement.

The University follows the OECD Frascati manual definition of **research activity**: "creative work undertaken on a systematic basis in order to increase the stock of knowledge, including knowledge of man, culture and society, and the use of this stock of knowledge to devise new applications". As such this covers activities undertaken by members of staff, postgraduate research students, and both taught postgraduate and undergraduate students working on dissertations/projects.

The individual undertaking the research activity is known as the "principal researcher".

Ethical approval is not required for routine audits, performance reviews, quality assurance studies, testing within normal educational requirements, and literary or artistic criticism.

Please read the notes for guidance before completing ALL sections of the form.

This form must be completed and approved prior to undertaking any research activity. Please see Checklist for details of process for different categories of application.

SECTION A: About You (Principal Researcher)

1	Full Name:		Alisha Francis Phillips			
2	Tick all boxes that apply:		Member of staff:	☐	Honorary research fellow:	☐
	Undergraduate Student	X	Taught Postgraduate Student	☐	Postgraduate Research Student	☐

3	Institute/Academic Discipline/ Centre:	Psychology and Counselling
4	Campus:	Carmarthen

5	E-mail address:	2218529@student.uwtsd.ac.uk
6	Contact Telephone Number:	07761 214834
For students:		
7	Student Number:	2218529
8	Programme of Study:	BSc Applied Psychology (BSCAPSSH)
9	Director of Studies/Supervisor:	Dr Charlotte Greenway

SECTION B: Approval for Research Activity

1	Has the research activity received approval in principle? (please check the Guidance Notes as to the appropriate approval process for different levels of research by different categories of individual)	YES	☒	NO	☐
					Date
2	If Yes, please indicate source of approval (and date where known): Approval in principle must be obtained from the relevant source prior to seeking ethical approval	Research Degrees Committee	☐		
Institute Research Committee		☐			
Other (write in) Dissertation supervisor - Charlotte Greenway		☒	13/08/2024		

SECTION C: Internal and External Ethical Guidance Materials

Please list the core ethical guidance documents that have been referred to during the completion of this form (including any discipline-specific codes of research ethics, location-specific codes of research ethics, and also any specific ethical guidance relating to the proposed methodology). Please tick to confirm that your research proposal adheres to these codes and guidelines. You may add rows to this table if needed.		
1	UWTSD Research Ethics & Integrity Code of Practice	☒
2	UWTSD Research Data Management Policy	☒
3	UWTSD Data Protection and Storage Protocol	☒
5	BPS Code of Ethics and Conduct	☒
6	BPS Ethics guidelines for internet-mediated research	☒
7	General Data Protection Regulation (GDPR)	☒

SECTION D: External Collaborative Research Activity

If there are external collaborators then you should gain consent from the contact persons to share their personal data with the university. If there are no external collaborators then leave this section blank and continue to section E.

1	Institution	N/A				
2	Contact person name					
3	Contact person e-mail address					
4	Is your research externally funded?	YES	☐	NO	☐	
5	Are you in receipt of a KESS scholarship?	YES	☐	NO	☐	
6	Are you specifically employed to undertake this research in either a paid or voluntary capacity?	Voluntary	YES	☐	NO	☐
7		Employed	YES	☐	NO	☐
8	Is the research being undertaken within an existing UWTSD Athrofa Professional Learning Partnership (APLP)?	If YES then the permission question below does not need to be answered.	YES	☐	NO	☐
9	Has permission to undertake the research has been provided by the partner organisation?	(If YES attach copy) If NO the application cannot continue	YES	☐	NO	☐

Where research activity is carried out in collaboration with an external organisation

10	Does this organisation have its own ethics approval system?	YES	☐	NO	☐
	If Yes, please attach a copy of any final approval (or interim approval) from the organisation (this may be a copy of an email if appropriate).				



1	Indicative title:	The impact on educational experiences, social relationships and self-esteem levels upon receiving an early or late diagnosis of ADHD or Dyslexia		
	Proposed start date:	20/11/24	Proposed end date:	25/03/25
	Introduction to the Research (maximum 300 words per section) Ensure that you write for a <u>Non-Specialist Audience</u> when outlining your response to the points below: • <i>Purpose of Research Activity</i> • <i>Proposed Research Question</i> • <i>Aims of Research Activity</i> • <i>Objectives of Research Activity</i> Demonstrate, briefly, how <u>Existing Research</u> has informed the proposed activity and explain • <i>What the research activity will add to the body of knowledge</i> • <i>How it addresses an area of importance.</i>			



Purpose of Research Activity

This study explores how the timing of a learning difficulty diagnosis of either Attention Deficit Hyperactivity Disorder (ADHD), Dyslexia or combined, impacts social relationships, educational experience and self-esteem levels of an individual. The impact on education and social relationships will be examined through ten open-ended questions via an online survey (please see Appendix 4 for questions). These responses will then be analysed via thematic analysis (Braun & Clarke, 2012). Self-esteem will be investigated using the Rosenberg self-esteem scale (Rosenberg, 1965) (please see appendix 5 for self-esteem scale). This study has taken inspiration from several studies. Shehu et al (2015) investigated the self-esteem levels of children with Dyslexia and their impact on social relationships. Thompson et al. (2020) investigated support strategies in place for those with learning difficulties. Highlighting that barriers prevent support from being done/lack of training and Battistutta et al (2018) investigated the self-efficacy and self-concept of those with dyslexia through 2 open-ended questions and 3 scales. The questions asked in this present study are derived from the main themes lacking in the literature. How much academic support is available now, social impact (Hamed et al, 2015) and the importance of diagnostic timing (Battistutta et al, 2018). ADHD is a Neurodevelopmental disorder that has multiple presentations (inattention, hyperactivity, impulsivity) and can impact academic performance and relationships (American Psychiatric Association, 2022). Dyslexia is characterised by issues with accurate word recognition, poor decoding and spelling issues, and can present different levels of severity and can be combined with other learning difficulties (American Psychiatric Association, 2022).

Research suggests that an early diagnosis of ADHD promotes a more socially secure progression into adolescence (Zahmacioglu et al, 2017) with a late diagnosis leading to lower self-esteem levels (Harpin et al, 2016). Watters et al (2018) reported that ADHD has a varied influence on self-esteem, deriving themes of 'limited possibilities' and 'higher frustration' with academic work. Furthermore, those with late diagnosed Dyslexia demonstrated higher levels of frustration and loss of confidence, whereas early diagnosis promoted resilience (Battistutta et al, 2018) further promoting academic abilities (Rajput, 2014 & Battistutta et al, 2018) this is thought to be due to the language and phonological delay in Dyslexia (Marshall, 2021). Moreover, children with ADHD typically struggle to create friendships compared to others (Bernstein, 2014 & Ryan et al, 2016). It has also been stated to be vital to have good academic support to navigate these challenges (Hamed et al, 2015). The impact of early diagnosed ADHD showcases a facilitated social network (Zahmacioglu et al, 2017). However, Miller (2022) demonstrated that a late diagnosis showcased social difficulties and lower self-esteem (Pawaskar et al., 2020). The rationale of this research is to explore the possible difficulties faced by individuals with ADHD and Dyslexia, either diagnosed early or late and the impact these different timings have on their social, academic experience and self-esteem. This study will importantly highlight any improvements that can be made academically for these individuals.

References

- American Psychiatric Association. (2022). Bipolar and related disorders. *Diagnostic and statistical manual of mental disorders* (5th ed)
- Braun, V., & Clarke, V. (2012). *Thematic analysis*. American Psychological Association.
- Battistutta, L., Commissaire, E., & Steffgen, G. (2018). Impact of the time of diagnosis on the perceived competence of adolescents with dyslexia. *Learning Disability Quarterly*, 41(3), 170-178.
- Bernstein, M. D. (2014). *Friendships of children with ADHD: Exploring a parent friendship coaching intervention*. The University of Maine.
- Harpin, V., Mazzone, L., Raynaud, J. P., Kahle, J., & Hodgkins, P. (2016). Long-term outcomes of ADHD: a systematic review of self-esteem and social function. *Journal of attention disorders*, 20(4), 295-305.
- Miller, C. E. (2022). *Social skill deficit profiles in ADHD and comorbid disorders* (Doctoral dissertation, University of British Columbia).
- Marshall, A. (2021). *The Social and Emotional Side of Dyslexia*.
- Pawaskar, M., Fridman, M., Grebla, R., & Madhoo, M. (2020). Comparison of quality of life, productivity, functioning and self-esteem in adults diagnosed with ADHD and with symptomatic ADHD. *Journal of attention disorders*, 24(1), 136-144.
- Rosenberg, M. (1965). Rosenberg Self-esteem scale. *Journal of Religion and Health*.
- Ryan, J., Ross, S., Reyes, R., Kosmerly, S., & Rogers, M. (2016). Social functioning among college students diagnosed with ADHD and the mediating role of emotion regulation. *Emotional and Behavioural Difficulties*, 21(4), 387-402.
- Watters, C., Adamis, D., McNicholas, F., & Gavin, B. (2018). The impact of attention deficit hyperactivity disorder (ADHD) in adulthood: a qualitative study. *Irish Journal of psychological medicine*, 35(3), 173-179.
- Zahmacioglu, O., & Kilic, E. Z. (2017). Early diagnosis and treatment of ADHD are important for a secure transition to adolescence. *Anatolian Journal of Psychiatry/Anadolu Psikiyatri Dergisi*, 18(1).

4	Research Question How does the timing of an ADHD or Dyslexia diagnosis impact an individual's educational experiences, social relationships and self-esteem ? (this box should expand as you type)
5	Aims of Research Activity This study aims to explore and develop an understanding of the potential impact of receiving a diagnosis between the ages of 1-17 (early) and over the age of 18 (late) of either Attention Deficit (Hyperactivity) Disorder (ADHD) or Dyslexia can have on an individual. How it impacts someone's educational experiences, social relationships and self-esteem levels. (this box should expand as you type)
6	Objectives of Research Activity Identify the impact a late or early diagnosis of ADHD, Dyslexia has on educational experiences social relationships and self-esteem levels using an online survey consisting of ten open-ended questions and a 10-point self-esteem scale (Rosenberg, 1965). (this box should expand as you type)
	Proposed methods (maximum 600 words) Provide a brief summary of all the methods that may be used in the research activity, making it clear what specific techniques may be used. If methods other than those listed in this section are deemed appropriate later, additional ethical approval for those methods will be needed. You do not need to justify the methods here, but should instead describe how you intend to collect the data necessary for you to complete your project.

7

This study is an online survey that will be analysed using quantitative and qualitative methods (statistics and thematic analysis). Participants will be sourced from UWTSD's experiment management system (EMS), and the survey will be created using Qualtrics. However, before gaining access to EMS, I need to complete my remaining credits, which I hope to do over the next few months.

The study will explore the impact of receiving an early (1-17 years) and late (18+ years) diagnosis of ADHD or Dyslexia on educational experience, social relationships and self-esteem levels. The survey will consist of ten open-ended questions regarding educational experience, social relationships and support. Followed by a 10-question self-esteem scale. IVs for the quantitative data are time of diagnosis (early and late), type of diagnosis (ADHD or Dyslexia) and one DV (self-esteem). The self-esteem scale will consist of 10 questions on a 4 point likert scale, by opting for 1. strongly agree, 2. agree, 3. disagree, 4. strongly disagree. Two examples are: 1. I take a positive attitude toward myself. 2. I feel I do not have much to be proud of. This data will be analysed using a 2x2 ANOVA on SPSS. Qualitative data from the open-ended questions will be further analysed using thematic analysis (Braun & Clarke, 2006). An example of an open-ended question is 1. How did the timing of your diagnosis impact your learning? The questions asked in this present study are derived from the literature on limited academic support available and how the diagnoses impact social relationships (Hamed et al., 2015, Battistutta et al., 2018).

Participants will read an information sheet once they select the study on EMS (please see Appendix 1 for the information sheet), which will display all information regarding the study, followed by a consent form (please see Appendix 2 for the consent form). The participant will need to complete a demographic form asking for their gender, age and age of diagnosis to the best of their knowledge, type of diagnosis and the highest level of education (please see appendix 3 for demographic information). If informed consent is given, participants will click into Qualtrics to complete the first half of the study, which will involve completing the Rosenberg (1965) self-esteem scale. Once they have answered all ten questions on the self-esteem scale, they will click to complete a ten open-ended survey. The data received from this will then be analysed through thematic analysis. Thematic analysis provides a practical and theoretically adaptable method for analysing this data. It looks for themes or patterns and considers various ontological and epistemological viewpoints through six steps: familiarisation, coding, generating themes, reviewing themes, naming the themes, and writing up a report. It will discover occurring patterns, and themes will be interoperated and differences or correlations between early and late perspectives (Braun & Clarke, 2012)

This study will follow the BPS ethical guidelines for internet-mediated research, with respect for all participants, confidentiality, consideration for the privacy and dignity of all participants, with no deception involved. Data received from this study will adhere to the UWTSD research ethics and integrity code of practice, making sure this research is at the highest standard and following all ethical practices of data protection. Data will be saved into the university's one-drive system, a private network that undergoes data management protocol with UWTSD Research data management policy. In line with the ethical guidelines for confidentiality and anonymity of the General Data Protection Regulations (GDPR) and the British Psychological Society (BPS), the right to withdraw will be explained in the information sheet at the start of the study. At the end of the questionnaire, participants will read a debrief sheet, including contact details and advice if they are struggling, with links to support lines (please see section H for support lines and appendix 6 for the debrief sheet). They will also have the opportunity to print this off if required.

References

Braun, V., & Clarke, V. (2012). *Thematic analysis*. American Psychological Association.

Monteiro, R. P., Coelho, G. L. D. H., Hanel, P. H., de Medeiros, E. D., & da Silva, P. D. G. (2022). The efficient assessment of self-esteem: proposing the brief Rosenberg self-esteem scale. *Applied Research in Quality of Life*, 17(2), 931-947.

Rosenberg, M. (1965). Rosenberg Self-esteem scale. *Journal of Religion and Health*.
(this box should expand as you type)

	Location of research activity Identify all locations where research activity will take place.
8	This research activity will be conducted online, through the university's experiment management system (EMS) once I have gathered my remaining credits. Participants will complete the study on their own computers, mobile devices or in the psychology labs on campus through a university laptop. (this box should expand as you type)
	Research activity outside of the UK If research activity will take place overseas, you are responsible for ensuring that local ethical considerations are complied with and that the relevant permissions are sought. Specify any local guidelines (e.g. from local professional associations/learned societies/universities) that exist and whether these involve any ethical stipulations beyond those usual in the UK (provide details of any licenses or permissions required). Also specify whether there are any specific ethical issues raised by the local context in which the research activity is taking place, for example, particular cultural and/or legal sensitivities or vulnerabilities of participants. If you live in the country where you will do the research then please state this.
9	N/A (this box should expand as you type)

SECTION E: Details of Research Activity

10	Use of documentation not in the public domain: Are any documents NOT publicly available?	NO	X
		YES	☐
11	If Yes, please provide details here of how you will gain access to specific documentation that is not in the public domain and that this is in accordance with the current data protection law of the country in question and that of England and Wales. N/A (this box should expand as you type)		

	Does your research relate to one or more of the seven aims of the Well-being of Future Generations (Wales) Act 2015?	YES	NO
12	A prosperous Wales	☐	X
13	A resilient Wales	☐	X
14	A healthier Wales	X	☐
15	A more equal Wales	X	☐
16	A Wales of cohesive communities	☐	X
17	A Wales of vibrant culture and thriving Welsh language	☐	X
18	A globally responsible Wales	☐	X
19	If YES to any of the above, please give details:		

My research contributes to a healthier Wales by providing current information about educational support for those with ADHD or Dyslexia when receiving an early or late diagnosis. Also, contributing to a more equal Wales by investigating support needed for these individuals and if there is a lack of educational support.

(this box should expand as you type)

SECTION F: Scope of Research Activity

	Will the research activity include:	YES	NO
1	Use of a questionnaire or similar research instrument?	X	☐
2	Use of interviews?	☐	X
3	Use of focus groups?	☐	X
4	Use of participant diaries?	☐	X
5	Use of video or audio recording?	☐	X
6	Use of computer-generated log files?	☐	X
7	Participant observation with their knowledge?	☐	X
8	Participant observation without their knowledge?	☐	X
9	Access to personal or confidential information without the participants' specific consent?	☐	X
10	Administration of any questions, test stimuli, presentation that may be experienced as physically, mentally or emotionally harmful / offensive?	☐	X
11	Performance of any acts which may cause embarrassment or affect self-esteem?	☐	X
12	Investigation of participants involved in illegal activities?	☐	X
13	Use of procedures that involve deception?	☐	X
14	Administration of any substance, agent or placebo?	☐	X
15	Working with live vertebrate animals?	☐	X
16	Procedures that may have a negative impact on the environment?	☐	X
17	Other primary data collection methods. Please indicate the type of data collection method(s) below.		X
	Details of any other primary data collection method: (this box should expand as you type)		

If NO to every question, then the research activity is (ethically) low risk and **may** be exempt from **some** of the following sections (please refer to Guidance Notes).

If YES to any question, then no research activity should be undertaken until full ethical approval has been obtained.

SECTION G: Intended Participants

If there are no participants then do not complete this section, but go directly to section H.

	Who are the intended participants:	YES	NO
1	Students or staff at the University?	X	
2	Adults (over the age of 18 and competent to give consent)?		X
3	Vulnerable adults?	☐	X
4	Children and Young People under the age of 18? (Consent from Parent, Carer or Guardian will be required)	☐	X
5	Prisoners?	☐	X
6	Young offenders?	☐	X
7	Those who could be considered to have a particularly dependent relationship with the investigator or a gatekeeper?	☐	X
8	People engaged in illegal activities?	☐	X
9	Others. Please indicate the participants below, and specifically any group who may be unable to give consent.		
	Details of any other participant groups: (this box should expand as you type)	☐	X

Participant numbers and source Provide an estimate of the expected number of participants. How will you identify participants and how will they be recruited?		
10	How many participants are expected?	For this study, approximately 60 participants are needed, including 30 with Dyslexia and 30 with ADHD. Of these, 15 will have an early diagnosis, and the other 15 will have a late diagnosis of either or a combination of the above. These numbers are needed so that the study has ample data to run SPSS and provide enough data from the open-ended questions. (this box should expand as you type)

11	Who will the participants be?	Participants will be undergraduate and postgraduate students at the University of Wales Trinity Saint Davids (UWTSD). They will be eighteen years old and over. Inclusion criteria involve the participant needing a diagnosis of one or multiple of the following: 1. Dyslexia 2. ADHD. Exclusion criteria involve if a participant does not have a diagnosis of the above or be under the age of 18. <i>(this box should expand as you type)</i>
12	How will you identify the participants?	Students will be recruited from the university's experiment management system (EMS) once I have gained the needed credits. Participants will have a unique identification number via EMS and will also be numbered through Qualtrics in data analysis, no personal information is needed <i>(this box should expand as you type)</i>

	Information for participants:	YES	NO	N/A
13	Will you describe the main research procedures to participants in advance, so that they are informed about what to expect?	X	☐	☐
14	Will you tell participants that their participation is voluntary?	X	☐	☐
15	Will you obtain written consent for participation?	☐	X	☐
16	Will you explain to participants that refusal to participate in the research will not affect their treatment or education (if relevant)?	X	☐	☐
17	If the research is observational, will you ask participants for their consent to being observed?	☐	☐	X
18	Will you tell participants that they may withdraw from the research at any time and for any reason?	X	☐	☐
19	With questionnaires, will you give participants the option of omitting questions they do not want to answer?	X	☐	☐



20	Will you tell participants that their data will be treated with full confidentiality and that, if published, it will not be identifiable as theirs?	X	☐	☐
21	Will you debrief participants at the end of their participation, in a way appropriate to the type of research undertaken?	X	☐	☐
22	If NO to any of above questions, please give an explanation			
Participants will be ticking a box to indicate their consent, and it will not be written.				
(this box should expand as you type)				

	Information for participants:	YES	NO	N/A
24	Will participants be paid?	☐	X	☐
25	Is specialist electrical or other equipment to be used with participants?	☐	X	☐
26	Are there any financial or other interests to the investigator or University arising from this study?	☐	X	☐
27	Will the research activity involve deliberately misleading participants in any way, or the partial or full concealment of the specific study aims?	☐	X	☐
28	If YES to any question, please provide full details			
N/A				
(this box should expand as you type)				

SECTION H: Anticipated Risks

Outline any anticipated risks that may adversely affect any of the participants, the researchers and/or the University, and the steps that will be taken to address them. If you have completed a full risk assessment (for example as required by a laboratory, or external research collaborator) you may append that to this form.			
1	Full risk assessment completed and appended?	Yes	☐
		No	X
2	Risks to participants For example: sector-specific health & safety, emotional distress, financial disclosure, physical harm, transfer of personal data, sensitive organisational information		



Risk to participants:

Potential for distress: Participants will need to disclose their diagnosis and answer questions relating to the impact of their diagnosis and their self-esteem.

Feel of embarrassment and shame:

Participant's may refer to their diagnosis as a mode of embarrassment or shame, and not easy to talk about.

Transfer of personal data: Risk related to participant's anonymity, confidentiality and data protection.

(this box should expand as you type)

How you will mitigate the risk to participants:

Potential for distress: Participants will be provided with an information sheet before completing the study, detailing that they will be asked about the impact on their education and support; no deception is involved within this study as participants are fully informed of the contents beforehand. Participants will be reminded that they can withdraw at any point during the study and not answer any questions they feel uncomfortable about. Great consideration will be given to the wording of the questions for the participants as they need to be signed off by the ethics panel and supervisor so no offence is caused. The questions will respect the participant's privacy, sensitivity, dignity and confidentiality and will only question their educational and social experiences. Participants are not pressured to go into detail about anything they do not wish to express and will only be asked about their social and educational experiences. The participant will read a debrief sheet at the end of the study which will detail the study in full, outlining what they have completed and what their data will be used for next (thematic analysis), contact details of the researcher, as well as what it will add to present research of early and late diagnosis. If they have been affected by any of the questions provided or simply want to know more about their learning difficulty diagnosis, support lines will be provided for the participant to contact or research if they would like to. It will be made clear on the debrief sheet that information can be withdrawn up until the point of submission

Feel of embarrassment and shame: A learning difficulty can be associated with feelings of embarrassment or shame when spoken about or referred to, if the participant has experienced any stereotypical behaviour towards them due to their diagnosis, this could be a cause of shame. If a participant has experienced these feelings due to their diagnosis or by other people, support lines are provided on the debrief sheet (please see appendix 6 for the debrief sheet) if they feel the need to contact them as a mode of support, it will be outlined on the information sheet what the questions will be asking regarding academic support and experience

Transfer of personal data: Participants' data will be stored on the University's (UWTSD) one-drive system, which is a private network and is password protected; although unlikely, the case of a participant's data not being exposed cannot be 100% guaranteed. In a worst-case scenario, data can be hacked or lost due to electronic dysfunction or issues. However, this situation is highly unlikely with data being stored on a high-security management system. Data will be transferred from Qualtrics to SPSS for data analysis and will be made sure not to be transferred elsewhere and will remain confidential.

Doing a questionnaire via the Experiment management system (EMS), it mitigates the likelihood of physical harm towards the participant as it is all online. The project will strongly consider the BPS ethical guidelines for internet-mediated research, with the project obtaining valid consent of all participants before they complete the survey, no deception being involved, and all information being stored on a private network and confidential.



3	If research activity may include sensitive, embarrassing or upsetting topics (e.g. sexual activity, drug use) or issues likely to disclose information requiring further action (e.g. criminal activity), give details of the procedures to deal with these issues, including any support/advice (e.g. helpline numbers) to be offered to participants. Note that where applicable, consent procedures should make it clear that if something potentially or actually illegal is discovered in the course of a project, it may need to be disclosed to the proper authorities
	This project is based on the subject of learning difficulties, specifically Attention Deficit Hyperactivity Disorder (ADHD) and Dyslexia. A subject of a sensitive nature and something that could be potentially embarrassing for some to disclose or a potential subject of upset. If a participant has struggled with their diagnosis, in any educational setting or has experienced bullying or any stereotypical attitude towards them due to their diagnosis, they will be encouraged to not take part in this study. However, support lines and websites will be offered if the participant is happy to carry out the study. The participant will also have contact details of the supervisor and university helplines/ student services also linked below. Counselling directory, contactable on 0333 325 2500, Monday - Friday 10am until 4pm https://www.counselling-directory.org.uk/topics/learning-difficulties.html#furtherhelp They especially support those who have received a late diagnosis as an adult and understand how emotions such as relief or frustration may be apparent. Working with a therapist can improve navigate difficult emotions, different ways of coping or just getting to know you're learning difficulty better. A charity in which support Attention Deficit Hyperactivity Disorder (ADHD) is The ADHD Foundation, The Neurodiversity Charity, contactable on 01515419020 and through their website https://www.adhdfoundation.org.uk/wp-content/uploads/2023/06/Introducing_the_ADHD_Foundation_Neurodiversity_Charity_13.06.pdf Equality Advisory and Support Service (EASS) 0808 800 0082 (helpline) 18001 0808 800 0084 (textphone) providing advice on issues relating to equality and human rights of those with a difficulty. Mencap, Contactable on 0808 808 1111 (Learning Difficulty and Disability Helpline) mencap.org.uk Information and advice for people with a learning difficulty, their families and carers. Services include an online community. The NHS provides in depth documents to what a learning difficulty is and support that can be given for different types, visible through the following link https://www.nhs.uk/conditions/learning-disabilities/diagnosis/ . Dyslexia and Dyscalculia Support helpline@dyslexia.uk.net 01159246888. Supporting those who struggle with either dyslexia or dyscalculia or would like to know more about their diagnosis. UWTSD student services support facilities https://www.uwtسد.ac.uk/experience-facilities/student-support-wellbeing UWTSD counselling form https://live.uniticms.com/uwtسد/register/?mode=normal&form=staff
4	Risks to the investigator For example: personal health & safety, physical harm, emotional distress, risk of accusation of harm/impropriety, conflict of interest



Risk to the investigator: Data Protection: No data is 100% granted safe Conflict: Conflict could arise with participants if they don't agree with the project. Risk of accusation: The investigator is at risk of accusation of harmful questions against the participant Transfer of personal data: Risk related to participant's anonymity, confidentiality and data protection. Participant find electronic devices hard to use : Participants may struggle with electronic devices due to their Dyslexia or ADHD. If an email address is provided, I may get unsolicited or negative communications. <i>(this box should expand as you type)</i>	<i>How you will mitigate the risk to the investigator:</i> Data Protection: Participants data will be stored on the University of Wales trinity saint davids (UWTSD) one drive system, which is a private network and is password protected. Although unlikely, the case of a participant's data being exposed, cannot always be 100% guaranteed. In a worst case scenario, data can be hacked, or lost due to electronic disfunction or electronic issues. However, with data being stored on a high security management system, this situation is highly unlikely. Conflict: If conflict arises with a participant surrounding the nature of the study, the supervisor of the project will have to be contacted immediately and the situation will be dealt with responsibly and safely. Participants will be fully informed of the study topic before giving consent and will be given both the principal researchers and supervisor contact information. Risk of accusation: If the principal researcher is accused of wrongdoing through the questions asked surrounding the nature of the study, the supervisor of the project will have to be contacted, and the situation will be dealt with responsibly and safely. Data involved in this study will undergo several ethical protocols to ensure data is safely managed and is of a high standard, working alongside the UWTSD research ethics and integrity code of practice for risk management, data security, employing no deception or archiving data when it is no longer needed. Gaining consent before the study starts and participants gaining a debrief once completed. Furthermore, following the UWTSD research data management policy with all data being anonymised and not needing any special category data, all personal data is stated in the demographics. Transfer of personal data: Participants' data will be stored on the University of Wales Trinity Saint Davids (UWTSD) drive system, which is a private network and is password protected, although unlikely the case of a participant's data not being exposed, cannot be 100% guaranteed. In a worst-case scenario, data can be hacked or lost due to electronic disfunction or electronic issues. However, with data being stored on a high security management system, this situation is unlikely. In line of the BPS ethical guidelines all information will be confidential and the study will have strong respect for the anonymity of all participants. This study will following the Data Management policy and GDPR (2018) by clearly stating what the data is being used for, participants needed are eightneen years and over which means childrens data is not needed, participants are infomred and have the right to withdraw at any point. The study will only start once consent is given and will remain private. The study will work alongside all key principles of the GDPR guidelines of data fairness, transparency, the purpose will be outlined, storage of data and security. Furthermore, will account for Data Protection Act (2021) data will not be stored longer then the stated time frame (until the end of the disseratation) will be used in a lawful and specified manner and will only be used for its relevent purposes with teh appropriate security. Participant find electronic devices hard to use: Participants that may have bad Dyslexia or ADHD, may struggle with seeing words on a screen or in the right order or using a keyboard, making this project possibly harder. An individual with ADHD may find it hard to concentrate on the project and the depth that it needs. To mitigate this, we suggest participants having the appropriate software built in to the device that their using, in order to make the project easier for them to complete.
--	---



5	University/institutional risks For example: adverse publicity, financial loss, data protection
Risk to the University: Adverse publicity: Information held by the university one drive could be leaked Data protection: Data protection protocol could be broken or hacked <i>(this box should expand as you type)</i>	<i>How you will mitigate the risk to the University:</i> Adverse publicity: Participant's data will be stored on the University of Wales Trinity Saint Davids (UWTSD) one-drive system which is a private network and is password protected, although unlikely the case of a participant's data not being exposed, cannot be 100% guaranteed. In a worst-case scenario, the university does not keep the information safe and could release personal data which could have a harmful effect on the people involved. To mitigate this, information will be securely held under all safety protocols. Data Protection: Although data is secured safely via the University of Wales Trinity Saint Davids (UWTSD) one-drive system, in the case of the system being hacked and publicised has to be taken into account, although unlikely. Information will be held safely, undergoing data management protocol so that it is inaccessible to anyone else only the principal researcher and supervisor. To mitigate this, this study will work in line with the UWTSD research data management policy (2018) and with the UWTSD data protection and storage policy (2018) to ensure all data is kept secure and confidential. <i>(this box should expand as you type)</i>
6	Environmental risks For example: accidental spillage of pollutants, damage to local ecosystems
Risk to the environment: N/A <i>(this box should expand as you type)</i>	<i>How you will mitigate the risk to environment:</i> <i>(this box should expand as you type)</i>

Disclosure and Barring Service				
	If the research activity involves children or vulnerable adults, a Disclosure and Barring Service (DBS) certificate must be obtained before any contact with such participants.	YES	NO	N/A
7	Does your research require you to hold a current DBS Certificate?	☐	☒	☐
8	If YES, please give the certificate number. If the certificate number is not available please write "Pending"; in this case any ethical approval will be subject to providing the appropriate certificate number.			

SECTION I: Feedback, Consent and Confidentiality

1	Feedback What de-briefing and feedback will be provided to participants, how will this be done and when?
	The participants of this study will be fully debriefed once the study has been completed. Once two sections of the study have been submitted, the participants will be provided with a debrief form. This will provide the purpose and aims of the study, and participants will be able to withdraw a final time before closing their browser. The debrief sheet will outline relevant literature if the participants would like to investigate the topic further. Participants will also be provided with the university email address of the principal researcher, as well as support lines if participants feel the need to research further. Participants will not be able to access data from this study once it has been submitted. The debrief sheet will make it clear that all information given into this project will be kept under strict confidentiality and anonymity in line with the BPS ethical guidelines for internet-mediated research. There will also be strong respect and integrity towards participants, working with the BPS code of ethics and conduct. If participants choose to withdraw half way through the study, they will be taken to the debrief sheet at the end, to ensure that they understand what the study was about and to also allow them to know that their data will not be used in the study . <i>this box should expand as you type)</i>
2	Informed consent Describe the arrangements to inform potential participants, before providing consent, of what is involved in participating. Describe the arrangements for participants to provide full consent before data collection begins. If gaining consent in this way is inappropriate, explain how consent will be obtained and recorded in accordance with prevailing data protection legislation.

	Before the participants start the study, they will be provided with a consent form. This will outline essential information that the participant needs to know prior to completing the study in order to give their full consent to taking part, it will highlight that this study is strongly oriented to learning difficulty diagnosis and if this topic area is of a sensitive nature to the participant then it is encouraged that they do not take part. However, a participant can close the browser and contact the study supervisor at any time. The consent form will discuss all tasks involved that will be asked the participants to complete and will describe what is required from the participants in the study; in this case, for the first section, participants are needed to express their answers in full; in the second section, full honesty is needed again regarding their responses. It will be certain that participants know that all information will be confidential and all identities of the participants will be anonymous; no names are needed, only the gender, the current age of the participant and age of diagnosis, the highest level of education and if they received support within education and importantly what diagnosis they received. The right to withdraw at any point will be heightened so that the participant is not pressured to do anything that causes them discomfort. Under the Data Protection Act (2018), participants have the right to know what their data is being used for, and this will be highlighted in the information sheet (please see appendix 1 for information sheet) and the debrief sheet (please see appendix 6 for debrief sheet). <i>(this box should expand as you type)</i>
3	Confidentiality / Anonymity Set out how anonymity of participants and confidentiality will be ensured in any outputs. If anonymity is not being offered, explain why this is the case.
	Participants of this study will be kept completely anonymous at every point of the research activity, and participants will not need to provide any names during the demographics or the open-ended section of the study. Participants only express their experiences with the impact of early or late diagnosis on their educational experiences and self-esteem levels. Participants will only be known through their university's unique ID code if they were to contact the researcher. However, it will be numbered through the EMS system in data collection; data will not be traceable back to participants once submitted and will be kept confidential; this is following the BPS ethical guidelines for internet-mediated research. <i>(this box should expand as you type)</i>

SECTION J: Data Protection and Storage

	Does the research activity involve personal data (as defined by the General Data Protection Regulation 2016 "GDPR" and the Data Protection Act 2018 "DPA")?	YES	NO
1	"Personal data" means any information relating to an identified or identifiable natural person ('data subject'). An identifiable natural person is one who can be identified, directly or indirectly, in particular by reference to an identifier such as a name, an identification number, location data, an online identifier or to one or more factors specific to the physical, physiological, genetic, mental, economic, cultural or social identity of that natural person. Any video or audio recordings of participants is considered to be personal data.	X	
	If YES, provide a description of the data and explain why this data needs to be collected:		



2	By completing the consent form, participants will be ticking a box to give their consent, they will not be giving a signature. They will only be identifiable through their unique university ID numbers if they were to contact the researcher and will not be stating any names during this study. However, the gender of the participant is needed in order to examine any possible gender differences in diagnosis timing and impact on the individual. Gender will have a 'prefer not to say' option and have a transgender, non-binary option. Participants disclosed the type of diagnosis they received (ADHD or Dyslexia) and their highest level of education. <i>(this box should expand as you type)</i>		
	Does it involve special category data (as defined by the GDPR)?	YES	NO
3	"Special category data" means sensitive personal data consisting of information as to the data subjects' – (a) racial or ethnic origin, (b) political opinions, (c) religious beliefs or other beliefs of a similar nature, (d) membership of a trade union (within the meaning of the Trade Union and Labour Relations (Consolidation) Act 1992), (e) physical or mental health or condition, (f) sexual life, (g) genetics, (h) biometric data (as used for ID purposes),	☐	X
	If YES, provide a description of the special category data and explain why this data needs to be collected:		
4	N/A <i>(this box should expand as you type)</i>		

	Will data from the research activity (collected data, drafts of the thesis, or materials for publication) be stored in any of the following ways?	YES	NO
5	Manual files (i.e. in paper form)?	☐	X
6	University computers?	X	
7	Private company computers?	☐	X
8	Home or other personal computers?	X	☐
9	Laptop computers/ CDs/ Portable disk-drives/ memory sticks?	X	
10	"Cloud" storage or websites?	X	☐
11	Other – specify: Experiment Management System (EMS)	X	☐
12	For all stored data, explain the measures in place to ensure the security of the data collected, data confidentiality, including details of backup procedures, password protection, encryption, anonymisation and pseudonymisation:		



Data that is collected for this research project will be collected through the university's experiment management system (EMS) once I have collected the remaining credits needed and will be designed through qualtrics. This data will be saved onto the university's one drive system which is a private network, Data will only be accessible through a home laptop which is password protected and saved onto the university one drive system, this will only be accessible for the principal researcher and project supervisor if needed and any external examiners upon request. All data will be kept anonymous in accordance with the BPS ethical guidelines for internet-mediated research and it will be kept under strict private data management through the University's private network. Data will only be kept up until the end of the dissertation and then will be deleted from the one drive.

.(this box should expand as you type)

Data Protection			
	Will the research activity involve any of the following activities:	YES	NO
13	Electronic transfer of data in any form?	☒	☐
14	Sharing of data with others at the University outside of the immediate research team?	☐	☒
15	Sharing of data with other organisations?	☐	☒
16	Export of data outside the UK or importing of data from outside the UK?	☐	☒
17	Use of personal addresses, postcodes, faxes, emails or telephone numbers?	☐	☒
18	Publication of data that might allow identification of individuals?	☐	☒
19	Use of data management system?	☒	☐
20	Data archiving?	☐	☒
21	If YES to any question, please provide full details, explaining how this will be conducted in accordance with the GDPR and Data Protection Act (2018) (and any international equivalents, where appropriate):		
	Data will be electronically transferred from Qualtrics to SPSS for the analysis. Following the GDPR and Data Protection Act (2018), data will be kept confidential and anonymous, and no names will be needed. It will ensure that information is only being collected for the specified reasoning of the questions. Data will not be kept longer than the project's end date; once that date has come, data will be deleted from the university one drive and will no longer be on EMS. The data that is needed, which is personal, is the gender and current age of the participant, this is for the exploration purposes outlined above. Under the Data Protection Act (2018) participants have the right to know what their data is being used for and this will be outlined in the information sheet and the debrief sheet. .(this box should expand as you type)		



22	List all who will have access to the data generated by the research activity:		
	Alisha Francis Phillips (Principal Researcher) and Charlotte Greenway (Dissertation supervisor) and any external examiners upon request. <i>(this box should expand as you type)</i>		
23	List who will have control of, and act as custodian(s) for, data generated by the research activity:		
	Alisha Francis Phillips (Principal Researcher) <i>(this box should expand as you type)</i>		
24	Give details of data storage arrangements, including security measures in place to protect the data, where data will be stored, how long for, and in what form. Will data be archived – if so how and if not why not.		
	Data collected from this experiment will be gathered from the university's experiment management system (EMS) once I have gathered the credits needed. Data will be saved onto the university one drive system which is a private network and password protected. Data received will be stored on a home computer on the university one drive system (data will only be accessible when the principal researcher is logged into the university email). Data will be held until the dissertation is over and then will be deleted from the one drive system. Data will not be archived as it will not be needed again. This will be heightened to the participant on the information sheet, in line with the Data Protection Act (2018) that the participant is aware that they have the right to know what their data is being used for. If participants choose to do the study in the psychology labs the same principles will be applied and the data will be kept in the same storage arrangements to ensure that the data is protected <i>(this box should expand as you type)</i>		
25	Please indicate if your data will be stored in the UWTSD Research Data Repository (see https://researchdata.uwtسد.ac.uk/). If so please explain. <i>(Most relevant to academic staff)</i>		
	No, data will be deleted from the university one drive system once the research activity and dissertation is over. <i>(this box should expand as you type)</i>		
26	Confirm that you have read the UWTSD guidance on data management (see https://www.uwtسد.ac.uk/library/research-data-management/)	YES	X
27	Confirm that you are aware that you need to keep all data until after your research has completed or the end of your funding	YES	X

SECTION K: Declaration

	The information which I have provided is correct and complete to the best of my knowledge. I have attempted to identify any risks and issues related to the research activity and acknowledge my obligations and the rights of the participants. In submitting this application I hereby confirm that I undertake to ensure that the above named research activity will meet the University's Research Ethics and Integrity Code of Practice which is published on the website: https://www.uwtsd.ac.uk/research/research-ethics/		
1	Signature of applicant:	A.Phillips	Date: 21/10/24

For STUDENT Submissions:

2	Director of Studies/ Supervisor:	Dr Charlotte Greenway	Date: 22.10.24
3	Signature:		

For STAFF Submissions:

4	Academic Director/ Assistant Dean:		Date:
5	Signature:		

Checklist: Please complete the checklist below to ensure that you have completed the form according to the guidelines and attached any required documentation:

X	I have read the guidance notes supplied before completing the form.
X	I have completed ALL RELEVANT sections of the form in full.
X	I confirm that the research activity has received approval in principle
☐	I have attached a copy of final/interim approval from external organisation (where appropriate)
☐	I have attached a full risk assessment (where appropriate) ONLY TICK IF YOU HAVE ATTACHED A FULL RISK ASSESSMENT
X	I understand that it is my responsibility to ensure that the above named research activity will meet the University's Research Ethics and Integrity Code of Practice.
X	I understand that before commencing data collection all documents aimed at respondents (including information sheets, consent forms, questionnaires, interview schedules etc.) must be confirmed by the DoS/Supervisor, module tutor or Academic Director.

RESEARCH STUDENTS ONLY

Once complete, submit this form via the **MyTSD Doctoral College Portal** at (<https://mytsd.uwtsd.ac.uk>).

RESEARCH STAFF ONLY

All communications relating to this application during its processing must be in writing and emailed to pgresearch@uwtsd.ac.uk , with the title 'Ethical Approval' followed by your name.

STUDENTS ON UNDERGRADUATE OR TAUGHT MASTERS PROGRAMMES should submit this form (and receive the outcome) via systems explained to you by the supervisor/module leader.

Appendices

Appendix 1 - Information sheet



Study Information Sheet

This document provides key information regarding the study and provides details about what will be expected of you as a participant. Therefore, please read this information carefully before providing consent to participate.

During this study you will be required to do the following:

- Once information has been read thoroughly, participants are required to sign a consent form to show a willingness to participate and to showcase an understanding of the study.
- Complete a demographics form, stating your current age, the age at which you received your diagnosis to the best of your knowledge, what your diagnosis was and your highest level of education.
- You will be taking part in a study focusing on the impact an early or late diagnosis of Attention Deficit (Hyperactivity) Disorder, Dyslexia or combined, has on educational experiences, social relationships and self-esteem levels.
- If your diagnosis was made between the ages of 1-17 years this will be referred to as an early diagnosis, if a diagnosis was made at 18+ years, this will be referred to as a late diagnosis.
- Once the consent and demographic information have been completed, participants will be required to complete part 1 of the study.
- Firstly, you will be required to complete a self-esteem scale.
- Secondly, you will complete a series of ten open-ended questions, these will refer to your educational experiences, academic support and the social impact upon receiving a diagnosis (questions will be asking about academic attendance, work, support, friendships)
 - If disclosing information about your education or diagnosis is a cause of distress, you are encouraged to not take part in this study.
 - Both sections require honesty and full detail, however no pressure is applied to complete anything you don't want to, all data will be kept confidential.
 - You can withdraw at any point of the study, this will remain anonymous and no data will be traced back to you.
- Once data has been completed you will be displayed with a debrief sheet, detailing the study, previous research and support lines if needed.

All data given into this study via the experiment management system (EMS) will be kept under strict confidentiality and will be saved onto the UWTSd one drive system, which is a password protected private network.

All responses will be anonymous, in line with the UWTSd research data management policy and the UWTSd research ethics & integrity code of practice. Data will only be kept until the end of the dissertation and then will be deleted from the one drive. You will be fully aware of all contents of the study. You are also encouraged to have any electronic software on your device to help you with the study if needed. If you have any questions surrounding the study, contact details of the principal researcher and supervisor are below

Email of principal researcher: 2218529@student.uwtsd.ac.uk Supervisor C.greenway@uwtsd.ac.uk

If you are happy to take part in this study, please continue to the consent form and read carefully.

Appendix 2 - Consent form



Study Consent Form

I understand that this research study is being carried out by a level 6 Applied Psychology student for their dissertation and that taking part in this study will involve filling out ten open-ended questions in a survey relating to educational experiences and social relationships. Followed by completing a self-esteem scale.

This study will take approximately 15-20 minutes to complete.

I understand that participating in this study is voluntary, and I am free to withdraw participation during or up to the end of the study without giving a reason. I understand that once I send the questionnaire after completion, it cannot be withdrawn.

I am aware that if I have concerns or enquiries about the study, I can discuss these concerns with the researcher or research supervisor at any time before or after the study. I understand that the information I provide will be held confidentially and all data will be anonymous.

I also understand that the data will be stored on a high security data management system until the principal researcher finishes writing up their dissertation in accordance with the Data Protection Act (2018).

I am comfortable with answering ten open-ended questions relating to the impact on educational experiences and social relationships. Followed by answering a self-esteem scale.

- If these subject areas are a cause of distress, you are encouraged to not take part in this study.

I understand that my data will be kept anonymous and will be analysed through thematic analysis and SPSS and that this data cannot be traced back to me.

I understand by ticking a box I am giving my consent to take part and for my data to be analysed.

Contact email of principal researcher: 2218529@student.uwtsd.ac.uk

Contact email of research supervisor: c.greenway@uwtsd.ac.uk

Appendix 3 - Demographic information



Demographic Information

Please indicate your gender, current age, the age in which you received your diagnosis (to the best of your knowledge), the type of diagnosis you received and highest level of education obtained.

Gender

(Male)

(Female)

(Transgender)

(Nonbinary)

(prefer not to say)

Current age

(.....)

Age that you received your diagnosis (to the best of your knowledge)

(please state here)

Type of diagnosis

- Attention Deficit (Hyperactivity) Disorder (ADHD or ADD)
- Dyslexia
- Both

Highest level of education obtained

(Below GCSE)

(GCSE)

(A-level)

(Undergraduate study)

(Postgraduate study)

(Further Education eg. Masters)

Other - (please indicate the education you received)

Appendix 4 – Open-ended questions for survey

Part 2 - Open-ended survey

The following ten open-ended questions relate to your experiences within education and the impact on your social relationships. In full honesty and detail, please explain the reasoning behind the answers. All responses will be anonymous and will not be traced back to you.

However, there is no pressure to answer anything that you do not want to disclose.

1. How did the timing of your diagnosis impact your learning?
2. How did the timing of your diagnosis impact your educational experience?
3. How much academic support did you receive for your diagnosis?
4. Where or by whom, did you receive the best support for your diagnosis?
5. How did your diagnosis impact your academic work?
6. How has your diagnosis impacted your friendships?
7. How has your diagnosis impacted your relationships?
8. How did you feel upon receiving your diagnosis?
9. If your diagnosis could have been received at a different time, how could this have helped you?
10. What could be improved/could have been done, to improve your academic experiences, support or social relationships?

Appendix 5 - Rosenberg self-esteem scale

Part 1 – Self-Esteem Scale

The following scale will relate to how you feel regarding your self-esteem levels. By answering a 4-point scale of 1. Strongly agree, 2. Agree, 3. Disagree or 4. Strongly disagree to the following ten statements. This section requires full honesty and will be anonymous.

However, you are not pressured to complete any that cause discomfort.

STATEMENT	Strongly Agree	Agree	Disagree	Strongly Disagree
1. I feel that I am a person of worth, at least on an equal plane with others.	☐	☐	☐	☐
2. I feel that I have a number of good qualities..	☐	☐	☐	☐
3. All in all, I am inclined to feel that I am a failure.	☐	☐	☐	☐
4. I am able to do things as well as most other people.	☐	☐	☐	☐
5. I feel I do not have much to be proud of.	☐	☐	☐	☐
6. I take a positive attitude toward myself.	☐	☐	☐	☐
7. On the whole, I am satisfied with myself.	☐	☐	☐	☐
8. I wish I could have more respect for myself.	☐	☐	☐	☐
9. I certainly feel useless at times.	☐	☐	☐	☐
10. At times I think I am no good at all.	☐	☐	☐	☐

Appendix 6 - Debrief sheet



Study Debrief Sheet

The impact on educational experiences, social relationships and self-esteem levels upon receiving an early or late diagnosis of ADHD or Dyslexia

Thank you for taking part in the study.

This study aimed to explore whether receiving an early or late learning difficulty diagnosis of either Attention Deficit (Hyperactivity) Disorder (ADHD) or Dyslexia, has a different impact on educational experiences, social relationships and self-esteem levels. Particularly to provide a new insight into the importance of diagnosis timing.

Research suggests that academic settings need more resources and training for learning difficulty support (Manalo et al, 2010). Further identifying the importance of diagnostic timing, an early diagnosis of ADHD promoted a more socially secure progression into adolescence (Zahmacioglu et al, 2017) with a late diagnosis leading to lower self-esteem levels (Harpin et al, 2016).

Also suggesting that a late diagnosis of Dyslexia can lead to higher levels of frustration and loss of confidence, whereas early diagnosis promoted resilience and higher self-confidence (Battistutta et al, 2018). If identified early, academic abilities and social networking are facilitated (Rajput, 2014).

If you would like to find out more about your diagnosis, you can access the following YouTube videos:

ADHD <https://www.youtube.com/watch?v=xMWtGozn5jU> Dyslexia <https://www.youtube.com/watch?v=zafiGBrFkRM>

If you or anyone you know is struggling with a learning difficulty diagnosis, the following charities are free to contact for support: The Counselling Directory (0333 325 2500). The Neurodiversity Charity for ADHD (0151 541 9020), EASS (Equality helpline – 0808 800 0082), Mencap (0808 808 1111), NHS helpline <https://www.nhs.uk/conditions/learning-disabilities/diagnosis/>, Dyslexia Support <mailto:helpline@dyslexia.uk.net> (01159246888).

If you wish to withdraw your data from the study, you must do so now, before submission. After this point, all your data will remain anonymous, and it will not be possible to trace it back to you.

If taking part in this study has raised any questions, please feel free to contact the principal researcher 2218529@student.uwtsd.ac.uk or contact the academic supervisor – Charlotte Greenway c.greenway@uwtsd.ac.uk

Alisha Phillips

BSc Honours Applied Psychology, University of Wales Trinity Saint David, Carmarthen