

Ethical Action Plan (500-750 words)*

This document is a chance for you to **begin shaping your project** while thinking through its ethical considerations, implications, and responsibilities. We know this might feel early in your action research journey, but this short plan is here to help pin down your ideas and work-in-progress.

Use whatever writing format that suits you - lists, bullet points, statements or paragraphs - and follow the suggested links stated alongside some of the questions for guidance.

A good starting point is the [BERA Guidelines for Educational Research, fifth edition \(2024\)](#) alongside the [‘Ethics Files and Resources’](#) on Moodle.

When you’re ready, email your draft to your allocated tutor **48 hours in advance of you first group tutorial** in the week commencing **6 October 2025**, so it can help guide the focus of discussions and support your project development.

Name: Eva Feld

Tutor: Andrew Slatter

Date: 4.10.2025



1. **What is the working title of your project?** Also write a few sentences about the focus of your project.

My project is called **Connect**. Its purpose is to facilitate students creating their own unique networks. It centres students' need to make meaningful connections during their study and beyond. It aims to increase their **sense of belonging** and **decrease social barriers**, as well as to **foster their success**.

I believe that our network needs are as diverse as our unique characteristics; like a fingerprint. It must be chosen and composed by ourselves with people we naturally, organically connect with.

The **challenge** is how to do it most meaningfully and sustainably. Can I identify a range of activities or learning materials which can critiqued, and discussed for helping everyone finding their own approach?

2. What sources will you read or reference? Share 5 to 10.

Networks

Harris-Reeves, B. E., Pearson, A. and Massa, H. (2025) 'From uncertainty to clarity: A career plan task empowering first-year university students', *Journal of Teaching and Learning for Graduate Employability*, 16(1), pp. 127–144. <https://doi.org/10.21153/jtlge2025vol16no1art2131>

Richards, A. and Reid, A. (2025) 'Reflections on reflection: Supporting employability learning in the higher education context', *Journal of Teaching and Learning for Graduate Employability*, 16(1), pp. 75–92. <https://doi.org/10.21153/jtlge2025vol16no1art2062>

Rana, R., Galligan, L., Fard, R., & McCredie, T. (2023). A novel employability embedding framework for three-year bachelor's programs. *Journal of Teaching and Learning for Graduate Employability*, 14(1), 104–118. <https://doi.org/10.21153/jtlge2023vol14no1art1604>

UAL: Creative Shift (n.d.) Connect To Creative Network. Available at: <https://www.arts.ac.uk/students/student-careers/stories/creative-shift-connect-to>

Networking Handbook

Student belonging/ philosophy of care and compassion, collaboration, reflection

Bilgin (2021) Why positionalities matter reflections on power hierarchy and knowledges in development research

Waghid, Y. (2019). *Towards a Philosophy of Caring in Higher Education*. Cham: Palgrave Macmillan. <https://link.springer.com/book/10.1007/978-3-030-03961-5>

UAL: Belonging Through Compassion (n.d.) Theory. Belonging Through Compassion. Available at: <https://belongingthroughcompassion.myblog.arts.ac.uk/theory/>

Coulson, D., & Harvey, M. (2013). Scaffolding student reflection for experience-based learning: A framework. *Teaching in Higher Education*, 18(4), 401–13. <https://doi.org/10.1080/13562517.2012.752726>

Methods

Bowen 2009_Document Analysis as Qualitative Method
Alvesson 2012_Interviews

3. What action(s) are you planning to take, and are they realistic in the time you have (Sept-Dec)?

September:

Conducting preliminary, secondary research.
Blog log continuously over all weeks of the unit.

October:

Week 1: Continued secondary research, data analysis, and evaluation.
Week 2: Schedule workshop in consultation with course leader, book room.
Week 2 and 3: Writing a manifesto, prepare lesson plan and teaching material for the workshop, ethics forms

November:

1 hour, in-person workshop for MA Innovative Fashion production students.
Follow up qualitative interviews with 2 student volunteers.
Interview data analysis and evaluation.

December:

- Collating data, analysis and evaluation
- Writing
- Preparation of presentation

4. Who will be involved, and in what way? (e.g. colleagues, students, local community...).
Note, if any of your participants will be under the age years of 18yrs, please seek further advice from your tutor.

Workshop: MA IFP 1st year students as participants in a voluntary workshop. The venue is LCF's canteen space at the end of the day 5-6:30pm.

Interviews: 2 students as participants in interviews. 1 staff member as participant in an interview.

Stakeholders: MA IFP teaching team as **critical friends** and to whom I have the responsibility to consult, share with and involve in my activities, process and findings.

5. What are the health & safety concerns, and how will you prepare for them?

- <https://canvas.arts.ac.uk/sites/explore/SitePage/42587/health-and-safety-hub>
- <https://canvas.arts.ac.uk/sites/explore/SitePage/45761/health-and-safety-policies-and-standards>

Risks **location:** 10th floor: falls from height, fire (East Bank LCF HS Policy February 2024): completed Fire Awareness training, inform students about nearest fire exit in case an alarm goes off, act as Fire Marshall.

6. How will you manage and protect any physical and / or digital data you collect, including the data of people involved?

- <https://www.bera.ac.uk/publication/ethical-guidelines-for-educational-research-fifth-edition-2024-online#consent>
- <https://www.bera.ac.uk/publication/ethical-guidelines-for-educational-research-fifth-edition-2024-online#privacy-data-storage>

Secondary research activities:

Seek permission for using the Networking booklet for a document analysis.

Primary research activities:

Participants will be informed prior to the workshop about its nature: the use for an action research project. Students as research collaborators.

Seek permission for the use of the data collected - inform about dissemination.

Participants can either choose to be anonymised or be credited for their contribution. Data will be stored according to UAL guidelines.

7. How will you take ethics into account in your project for participants and / or yourself?

- <https://www.bera.ac.uk/publication/ethical-guidelines-for-educational-research-fifth-edition-2024-online#responsibilities-participants>
- <https://www.bera.ac.uk/publication/ethical-guidelines-for-educational-research-fifth-edition-2024-online#responsibilities-sponsors>
- <https://www.bera.ac.uk/publication/ethical-guidelines-for-educational-research-fifth-edition-2024-online#responsibilities-wellbeing>
- See [Emotionally Demanding Research](#) PDF on Moodle

Some students might feel uncomfortable with speaking in front of everyone. I will provide alternative ways of participation such as in written form or participation as listeners.

I'm also aware of the present power dynamic teacher-student. this could be eased by involving another supervisor from a different course.

To ensure the participants well-being, I will limit the workshop to 1 hours. I will be sensitive to any non-verbal discomfort I might notice.

I will think of sharing my research in a format that is useful to the participants.

* The form itself is around 300 words, so with your additions the total length will come to a maximum of about 1,050 words.