**ual:**

# <u>Ethical Action Plan (500-750 words)*</u>

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 <u>BERA Guidelines for Educational Research, fifth edition (2024</u>) alongside the <u>'Ethics Files and Resources'</u> 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: 11.11.2025**

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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 our students' needs to make meaningful connections during their study and beyond. Its purpose is to increase their **sense of belonging** and **decrease social barriers**, as well as to **foster their success**.

   **How can I** meaningfully enable MA Innovative Fashion Production (MA IFP) students to connect with MA students from other courses within the School of Design and Technology? What are meaningful connections in this context, and do they foster the students' feeling of belonging to the UAL community as implied in the survey questionnaire?

   This ARP project specifically addresses our course's 2025 Student Surveys results on the topic **'Community'** among one of three statements is: "There are sufficient opportunities to **interact with** other postgraduate taught students" (UAL Active Dashboards, 2025), to which three quarters of the students agreed, leaving room for improvement.

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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**
Krueger, R.A. and Casey, M.A. (2000) Focus groups: a practical guide for applied research. Thousand Oaks, Calif., London: Sage Publications.

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.
    **October**:
    Week 1: Continued secondary research, data analysis, and evaluation of preliminary session
    Week 2: Schedule workshop in consultation with course leader
    Week 3 and 4: Prepare lesson plan and teaching material for the workshop, ethics forms

**November**:
1 hour, in-person focus group co-creation activity for volunteering first year
MA Innovative Fashion Production (MA IFP) students.
Data analysis and evaluation of focus group activity.
**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.

The ARP project is planned as a f**ocus group.** It is voluntary and will consist of 4-6 MA IFP 1st year students as participants. It will take place at London College of Fashion's canteen space on the 10<sup>th</sup> floor at the end of the day from 5-6pm. Space and time is chosen to create a conversational, relaxed and casual atmosphere, in which I will primarily listen to the student's conversation reacting to a few prompts from my literature review and guiding questions, such as "According to [name of paper] meaningful networks have a size of 12-18 people. Thinking of your own current one, what are your thoughts?"

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

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

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

Risk's **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?**

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

Consent

**Consent**
Prior to the event, I will inform and seek consent from the participants using the ARP Information Sheet and the ARP Participant Consent Form. Both forms explicitly highlight

the right of the participant to withdraw at any stage in the process without any detriment to them or the need to state a reason. In addition, this will be also made clear verbally.

**Data storage for digital and physical data attained during the focus group**
I will record a **transcript** (digital data) of the conversation during the focus group to fully focus on the student's conversation in addition to personal **note taking** (physical data). The transcript will be used to analyse and evaluate the students' responses. It will be stored on my UAL account's OneDrive in adherence with UAL data storage guidelines. The physical data produced (note taking) will be anonymised.

Participants' contributions and data will by default be anonymised, unless they explicitly wish to be credited for their contribution (no 39. Privacy and data storage, BERA).

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

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

To ensure the participants' well-being, the workshop is limited to one hour. I will be sensitive to any non-verbal discomfort (no 34. Harm arising from participation in research, BERA).

Dissemination: 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.