**ARP 2024-5**

**Ethical Action Plan**

**Name of practitioner- researcher: Rebecca Harper**

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| 1. **What is your project focus?**   My work frequently intersects with foundational issues of belonging and social justice as students navigate transitions. Blake, Capper, and Jackson (2022) highlight the multitude of ways in which feelings of belonging are established, nurtured, and hindered in universities. This project focuses on structuring the first pastoral/academic one-to-one tutorial of the year to foster a sense of belonging and inclusion for new Foundation Art and Design students, particularly those from marginalized or underrepresented backgrounds. These tutorials provide an opportunity to set the tone for connection, support, inclusion, and autonomy for the year ahead.  These initial tutorials are often formulaic and standardised yet critical spaces for fostering a sense of ‘belongingness’ right at the outset, particularly for students navigating uncertainties, complexities, and challenges in life and or creative education. To better understand how to shape our diverse communities and promote opportunities for success—especially for students who experience language barriers, neurodiversity, mental health challenges, caregiving roles, exclusion, low self-esteem, or unfair bias—I aim to explore questions such as: Where do feelings of belonging come from in a university setting? and What can institutions do to better facilitate feelings of belonging? (Blake, 2022, p. 4).  Given that this is the start of the term meeting tutees for the first time online, the project framework will focus on addressing their specific needs and the creative contexts in which they are working. It will aim to promote a safe space where all students feel valued by thoughtfully integrating social, digital, and physical systems. The project seeks to empower students by supporting them in developing confidence and ownership of their learning journey from the outset. |
| * **What are you going to read about?**   My readings will hope to focus on:   * Belonging and inclusion as social justice in pedagogy, particularly in FE and higher education settings; Blake, S., Capper, G., & Jackson, A. (2022). Building Belonging in Higher Education: Recommendations for developing an integrated institutional approach. Vytniorgu, R. (2022). Student Belonging and the Wider Context. HEPI Policy Note 39. HEPI. (2022). * Strategies for fostering belonging and inclusion more specifically in student tutorials. * Art Based Action Research methods; Lury, C and Wakeford N, (2012), *inventive methods- happening at the social.* *Creative methods conference.* Kara H (2015) *creative research practice guide,* Gary C and Malins, *Visualising research.* * Survey Questionnaires, reflective teaching practices and ABAR action research methodologies. * Pastoral care in art and design education. * McNiff and Whitehead (2009) on action research cycles and ethical considerations. |
| 1. **What action are you going to take in your teaching practice?**   I plan to use Art-Based Action Research (ABAR) as a medium to integrate my personal and academic practices within a visual fine art context. This approach aligns with the Art and Design course, where students are already familiar with visual methods of working and communicating.  I will implement structured frameworks for the first three pastoral/academic tutorials, incorporating tailored introductory questions and icebreakers. These activities will encourage students to share personal and artistic reflections, as well as their experiences of belonging at UAL’s FAD, in a safe and inclusive environment. The goal is to foster connectivity, individuality, and self-expression, helping to establish a sense of ‘belongingness’ from the outset of the foundation course.  I will also send a questionnaire afterwards for feedback around their experience. |
| 1. **Who will be involved and how?**   **Participants:** My UAL FAD Foundation art and design tutee students, it will be both those in a rotational Diagnostic pathway and those in the Fine Art specialism’s.  **Involvement:** With consent, students will engage in the first tutorial using the prompt activity I give them pre-emptively, and then drawing on designed questions and icebreakers in conversation. Notes will be recorded from each student. They will lastly with consent provide feedback on their experience and how included they felt after the tutorial.  **Tutors (optional):** Other tutors may be involved for transparency, possibly for feedback or implementation in similar settings if the project proves successful.  N.B. No participants will be under 18 years of age preferably.  N.B. If any of your participants/co-researchers will be under 18, please seek advice from your tutor. |
| 1. **What are the health & safety concerns, and how will you prepare for them?**   **Concerns:** Ensuring that all students have time to prepare their pre-emptive task in time without asking too much.  That discussions on Teams are conducted in a safe and respectful manner, avoiding emotional harm- where sensitive topics, particularly related to identity, background, or mental health, may well arise in this pastoral setting.  Managing time constraints around the structure.  **Preparation:**  I will email students prior to our meeting so that they have time to prepare.  I will create ground rules for tutorials, ensuring respectful and inclusive conversations that support, signpost and empower.  Be prepared to offer the correct support or refer students to counselling or student services if sensitive issues arise during tutorials.  Keep a close eye on the clock and make sure that I am setting an alarm, and covering all that needs to be covered. |
| 1. **How will you protect the data of those involved?**   Data Protection:  All data collected (e.g., student images, reflections, feedback forms) will be anonymized and stored securely in accordance with UAL’s data protection policies.  I will inform students of their rights regarding the use of their data and obtain their consent before collecting any information.  Data will only be used for the purpose of the action research project and will not be shared without consent outside of this. Where I may wish to do this later on I will ask for consent again. |
| 1. **How will you work with your participants in an ethical way?**   Ethical Considerations:  Informed Consent: All participants will be 18 years old or over, informed about the nature of the project via email, their role, and how their data will be used before participating.  Right to Withdraw: Participants will be informed that they can withdraw from the project at any time without such a thing as a penalty both verbally and by email.  Confidentiality: All student data and personal reflections will be kept confidential unless openly disclosed, and participants names will not be identifiable in any research reports or publications.  Wellbeing: The emotional and mental wellbeing of my student participants will be a top priority, with steps taken to ensure a safe and supportive environment throughout the tutorials and beyond. |