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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.

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Tutor:John O'Reilly

Date: 28/10/2025

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1. **What is the working title of your project ?**

How are notions of 'correct' visual research constructed, learned, and performed by students, and how can alternative, non-traditional visual research practices be institutionally validated to enable more dynamic narrative formations and critically engaged outcomes?

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2. **What sources will you read or reference?**

Booth, W.C., Colomb, G.G., Williams, J.M., Bizup, J. & FitzGerald, W.T. (2016) *The craft of research.* 4th edn. Chicago: University of Chicago Press. ISBN 978-0-226-23973-6.

Collins, H. (2025) Creative Research: Research Theory and Practice for the Creative Industries. 3rd edn. London: Bloomsbury Academic.

Earnshaw, R. (2023) 'Research and Development in Creativity', in *Creativity in Art, Design and Technology*, Springer Series on Cultural Computing, Cham: Springer, pp. 103-114. doi: 10.1007/978-3-031-24869-6_11.

Gray, C. & Malins, J. (2016) Visualizing Research: A Guide to the Research Process in Art and Design. 2nd edn. Abingdon: Routledge.

Kara, H. (ed.) (2023) The Bloomsbury Handbook of Creative Research Methods. 1st edn. London: Bloomsbury Academic.

Skains, R.L. (2024) Designing and Conducting Practice-Based Research Projects: A Practical Guide for Arts Student Researchers. 1st edn. Bristol: Intellect Books.

O'Leary, Z. (2021) The Essential Guide to Doing Your Research Project. 4th edn. London: SAGE Publications

Rojas-Pernia, S. & Haya-Salmón, I. (2022) 'Inclusive Research and the Use of Visual, Creative and Narrative Strategies in Spain', *Social Sciences*, 11(4), p. 154. doi: 10.3390/socsci11040154

Chemi, T. & Du, X. (eds.) (2018) Arts-Based Methods in Education Around the World. Gistrup: River Publishers.

Bestley, R. & McNeil, P. (2022) Visual Research: An Introduction to Research Methods in Graphic Design. 4th edn. London: Bloomsbury Visual Arts.

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

The project was introduced in June 2025, prior to the end of the academic year, before Year 1 students broke for the summer period. It was revisited with students on their return in September. As the activity was not embedded within the formal curriculum, it was neither assessed nor subject to formative or summative feedback.

Feedback will be gathered in November 2025 from students who participated in the summer exercise. This will be collected through a combination of an anonymous digital feedback form and in-person focus group–style tutorials. These actions are considered realistic and achievable within the available timeframe of September to December.

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.

Participants involved in the feedback process will be BA Year 2 Menswear students who took part in the project. Student participation is entirely voluntary, with no obligation to contribute feedback. To support ethical practice and encourage honest, unbiased responses, the digital feedback form will be anonymous.

In addition, in-person focus group discussions may be facilitated either by the project lead or by other academic staff members. The involvement of additional staff is intended to mitigate any perceived power imbalance, as the project lead continues to teach and assess these students, and to reduce potential pressure on students to provide positive feedback during face-to-face sessions.

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

Health and safety risks associated with this activity are minimal. The majority of feedback will be collected online, presenting no additional health and safety concerns. Any in-person focus group sessions will take place on campus, during normal working hours, and within standard teaching spaces. These sessions will follow existing institutional health and safety procedures and are comparable to regular classes or tutorials already delivered as part of the course. No additional preparation beyond standard practice is therefore required.

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

How will I store and manage the information I gather? The responses to the Google form are stored in my personal Google Drive, which is password-protected. The findings from this anonymous form will be published on my PG Cert Blog, which is public, but there are no identifiable details on the form or feedback. The feedback gathered in the focus group sessions will need to be verbal recordings and then transcriptions, or written feedback from students as they have conversations about the project. It might be easier to use the first form of recorded audio so that the conversation can be free-flowing and there are no pauses and interruptions to write feedback down. Consent will need to be sought for the recording, and when transcribed, each participant will be given and random alias so they are not identifiable.

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

1. How will interviewees be identified and approached?

BA Year 2 Menswear students will be contacted via email and invited to participate in an anonymous online feedback survey reflecting on their personal experience of the 3×3 research project undertaken during summer 2025. Participation will be entirely voluntary.

2. How have local social, cultural, and institutional contexts been considered?

The participants are enrolled on a BA degree program at London College of Fashion, on which the student currently teaches. This provides an informed understanding of the cohort's institutional and educational context. The group represents a diverse cross-section of the course, including both home and international students with varying levels of engagement and academic attainment.

3. How will interviewees be informed of the purpose of the research?

The purpose of the research will be communicated clearly and concisely at the point of invitation. Students will be informed that feedback is being sought on a summer project in which they participated, with the aim of refining the project for future cohorts and supporting the researcher's ongoing pedagogic development.

4. How will potential discomfort or distress be managed?

All survey questions will be optional, and students may choose whether or not to participate without consequence. In-person focus group discussions will also be voluntary, with no expectation or pressure placed on students to respond verbally. Participants may withdraw at any point

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