

## **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:** Rory Parnell-Mooney

**Tutor:** John O'Reilly

**Date:** 28/10/2025

1. **What is the working title of your project?** 3X3 (Offering an alternative to expected visual research pathways and validating creative students’ individual research narratives)

Research Question: How do students understand the process of creating individual research narratives? [You will have much better questions, but having a question (as well as your title id you want to keep it) will help focus what it is you want to do and how you will do it – the question, though it may change acts as a filter

## 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 briefed in June 2025, before year one students broke up for the summer period. It was discussed on their return in September (it was not built into an official project as part of the curriculum, so it was not marked or fed back on). Feedback will be sought from students who took part in the summer exercise in November 25 both digitally through an anonymous feedback form and in person in a focus group style tutorial/s

**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.** All students participating in feedback are BA year two menswear students and are participating voluntarily; there is no obligation to provide feedback, and the feedback form is anonymous in order to gain unbiased opinions from students to better the format of the project in future years. There is also the potential for in-person focus groups to be run by both me (the creator of the project) and also other academic staff to remove myself from the feedback process, as I am still teaching and marking these students, there could potentially be pressure to feed back positively in in-person feedback focus groups.

**5. What are the health & safety concerns, and how will you prepare for them?** Im not sure this is applicable as the majority of feedback is being gathered online and the in person focus group sessions will take place on site during working hours, so not totally dissimilar to a class/lecture I would conduct normally.

**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 a random alias so they are not identifiable.

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

**When planning**

**1. How do I choose and approach my interviewees?** The year two cohort of students will be emailed and asked to participate in an anonymous feedback form about their personal experience with the 3X3 research project in the summer of 2025

**2. Have I found out enough about the local social/cultural/political context?** I'm not sure if this one is applicable here, but as the students are part of a BA degree program at the London College of Fashion, which I currently teach on, I think I understand their general positionality well; they are also a cross-section of the course, representing both home and international students with a varied level of engagement and attainment.

**3. How do I ensure my interviewees understand the purpose of our interview?**

Communicate clearly and concisely that I am seeking feedback on a summer task/project, which they have participated in, to better the project for future students and as part of my development as an educator

**4. If my questions make my interviewees uncomfortable, what can I do?** The questions form part of an anonymous online survey; they are not mandatory, and the students can choose to take part or not take part. The in-person focus groups are again totally voluntary, and there is no pressure on students to respond verbally in person.

**While interviewing**

**6. How am I treating my interviewees?**

**7. Can I sense tensions/sensitivities/ expectations?**

**8. Am I making anyone feel uncomfortable?**

**Before writing**

**8. Have I stored my data securely?**

**9. Have I made sure that information remains confidential?**

**10. Will I share the transcript of the interview with my interviewees?**

**11. Will I share my interpretations with my interviewees?**

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