

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: Claire Undy

Tutor: John O'Reilly

Date: 26th September 2025

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

‘Interchange’: how reciprocal care and support might be used to construct a sense of belonging and community between students at different stages of their degree.

Seeking to build stronger links between first and final year undergraduate students to encourage knowledge exchange and dialogue through a mentoring programme that feels meaningful for both parties.

I will explore how volunteering might positively impact the wellbeing and personal development of final-year students by activating self-reflection and using their lived experience to support the integration of a new group of first year students.

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

- Ajjawi, R., Gravett, K., & O'Shea, S. (2023). The politics of student belonging: identity and purpose. *Teaching in Higher Education*, 30(4), 791–804. <https://doi.org/10.1080/13562517.2023.2280261>
- Ajjawi, R. & Gravett, K. (2021). Belonging as situated practice in *Studies in Higher Education*, 47(7), 1386–1396. <https://doi.org/10.1080/03075079.2021.1894118>
- Atkinson D., . (2022). *Pedagogies of taking care*. London: Bloomsbury Academic.
- Carello J., Thompson P., . (2022). *Trauma-informed pedagogies*. Cham, Switzerland: Palgrave Macmillan.
- Diamond C. T. P., Mullen C. A., . (2006). *The postmodern educator*. New York, New York: P. Lang.
- O'Neill P., Bhagat D., . (2011). *Inclusive practices, inclusive pedagogies*. [U.K.]: UK: CHEAD

- Strayhorn T. L., ProQuest (Firm), (2019). Sense of Belonging and Graduate Students' in College students' sense of belonging: A Key to Educational Success for All Students. New York, New York: Routledge, Taylor & Francis Group.
- Strayhorn T. L., ProQuest (Firm), (2019). "A Bridge to Belonging": Insights from First-Year College Students in College students' sense of belonging: A Key to Educational Success for All Students. New York, New York: Routledge, Taylor & Francis Group.
- Sue Timmis, Emmanuel Mgqwashu, Sheila Trahar, Kibashini Naidoo, Lisa Lucas & Patricia Muhuro (2024) Students as co-researchers: participatory methods for decolonising research in teaching and learning in higher education, Teaching in Higher Education, 29:7, 1793-1812, DOI: 10.1080/13562517.2024.2359738
- Wenger E., Fenton-O'Creevy M., Hutchinson S., Kubiak C., Wenger-Trayner B. and ProQuest (Firm). (2014). Learning in landscapes of practice. London: Taylor and Francis Group.

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

Third-years will be invited to voluntarily take part in three, two-hour sessions with the full first year (6hrs total) where they would gain teaching experience, and share their experiences of studying and living in London. Session 1 will be an informal introductory workshop, sessions 2 and 3 would put the third-years in a teaching role supporting a crit and tutorials. In May, the first years will support the third year with the installation of their degree show, gaining professional skills and directly reciprocating the six-hours given by the third-years.

I begun the project at the start of term so that it could be integrated into start-of-term introductions for both year groups. It is intended as a trial run for a scheme that will become a permanent part of our course, so I will review at two stages- firstly at the end of the ARP unit, and then again at the end of the academic year.

29th September: Interchange Project introduced to year groups at start of term meetings.

8th October: further in-depth briefing to third year group and volunteer sign-ups.

15th October: Session 1

2nd December : Session 2

Throughout December- Semi-structured interviews with Year 3 students on subject of 'belonging'

(after end of unit)

28th January – Session 3

W/c 18th May – first years to support third year installation of degree show.

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.

- **First-year students** – all students will take part, as part of their scheduled teaching with me.
- **Third-year students** will be invited to to take part voluntarily, after a briefing explaining the terms of the project. They are asked to only sign-up if they can commit to the three sessions.

- **Colleagues-** I have worked with the Course Leader and Year 3 leader to integrate this project across different timetables and maximise engagement. I have appreciated being trusted to trial this initiative and will make use of the feedback and expertise of these colleagues when evaluating the project.

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>

There are no health and safety concerns additional to ordinary studio-based learning. Degree show support presents additional risks (use of hand tools, handling heavy objects, working at height, etc), though this will provide a teaching opportunity to teach exhibition skills and produce a risk assessment.

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>
- Participants will be pre-warned that I am collecting data and observations of the session, as well as through optional questionnaires and semi-structured interviews. Consent forms will be provided for interviewees.
- Faces and names will be anonymised, and students have the opportunity to opt-out or request a copy of the data.
- Data will be stored on our internal Sharepoint system and deleted after the completion of the PgCert.

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
- Students at either end of the mentoring partnership may reveal personal or sensitive information. This will be treated confidentially, and additional support will be signposted if necessary.
- Final-year students will be free to speak to first year students about anything they wish, however this may present a risk of them giving poor advice, or inflammatory opinions. I see the first-years regularly and will let them know that I am available to discuss anything they've found confusing or upsetting. I will introduce the idea of duty of care to the third-year briefing, and will be present to support if any difficulties arise.
- I hope the intervention will have a positive impact on the course but have a responsibility not to significantly increase the workload of my colleagues or disrupt planned teaching.

- I have a responsibility to use the data I collect responsibly and reflect it fairly- even if it does not show what I hope it might.
- I wish to ensure the experience is mutually beneficial for all participants and that they respect the bigger picture of a reciprocal exchange of care. I have asked them to consider this when signing up.

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