

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:

Tutor:

Date:

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

“Beyond Neurotypical Norms: A Student-Led Special Interest Group (SIG) Towards Intersectional Inclusion for Neurodivergent, Queer, and Disabled Communities at LCC”

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

Crenshaw, K. (2013) ‘Mapping the Margins: Intersectionality, Identity Politics, and Violence against Women of Color’, in *Feminist Legal Theory*. Routledge, London.

Boler, M., 1999. A pedagogy of discomfort: Witnessing and the politics of anger and fear. *Feeling power: Emotions and education*, pp.175-203.

Friedman, A. and Nash-Luckenbach, J. (2024) ‘Resistance and power: Gender equality policies in universities’, *Politics & Gender*, 20(1), pp. 1–21.

Harris, K.A., 2022. Embracing the silence: introverted learning and the online classroom. *Spark: UAL Creative Teaching and Learning Journal*, 5(1).

hooks, b. (1994) *Teaching to Transgress: Education as the Practice of Freedom*. Routledge, New York.

Pereira, M.D.M. (2017) *Power, Knowledge and Feminist Scholarship: An Ethnography of Academia*. Routledge, London.

Rosqvist, H.B. et al. (2022) 'Neurodivergent Academic Experiences: Intersections of Ableism and Epistemic Injustice', *Disability & Society*, 37(1), pp. 1–18.

Taylor, C. and Robinson, C., 2009. Student voice: Theorising power and participation. *Pedagogy, Culture & Society*, 17(2), pp.161-175.

Welton, A. D., Mansfield, K. C., & Salisbury, J. D. (2021). The Politics of Student Voice: The Power and Potential of Students as Policy Actors. *Educational Policy*, 36(1), 3-18.
<https://doi.org/10.1177/08959048211059718> (Original work published 2022)

Wilkinson, E., (2025). Feminist pedagogy in the neoliberal university: on violence, vulnerability and radical care. *Gender and Education*, pp.1-16.

Kara, H., (2015). *Creative research methods in the social sciences*. (Vol. 10). Bristol: Policy Press.

Domínguez, A.D., Clement, V. and Bertrand, M., 2022. The bind of unilateral power dynamics and youth voice in school politics. *Educational Policy*, 36(1), pp.169-198.

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

Before SIG

- ☒ Prepare blog for documentation and internal sharing of process
- ☐ Plan recruitment – *in process*
- ☒ Contact EDI, Disability Services and Change Makers to discuss potential coll for actionable insights
- ☐ Complete Ethics – *in process*
- ☐ Prepare Info Sheet (online)
- ☐ Prepare Consent form (online)
- ☐ Prepare and Distribute Posters (to be printed)
- ☒ Conduct literature + Finalise Intervention
- ☒ Plan SIG
- ☐ Find a suitable room for the SIG
- ☐ Book the room
- ☐ Find some funds to compensate students, snack + coffee, resources during SIG (i.e., paper, coloured pens, pencils, post it notes and perhaps some sensory materials? - Play doh, threads, pins, cotton, glue, balloons, straws, wooden sticks, pipe cleaners, beads and buttons, bubble wrap, pom poms)
- ☐ Inform and confirm meeting point with interested students who have registered
- ☐ Debrief students at the venue and before starting the SIG of what they gave consent to

During SIG

Step-by-Step SIG's Schedule and methodology:

Icebreaker (Using Padlet or fallback material). Suggested Prompts for Padlet or Verbal Kick-off:

- What does a “typical” learning journey look like for you at LCC?
- Can you sketch or describe a moment when you felt fully supported – or completely overlooked?
- Where does technology help or hinder you in your creative or academic process?
- What would an inclusive learning environment look like to you?

Using visuals, drawings, short notes – anything goes.

SIG Open Discussion (90 minutes or 120 with one break) on the 3 Themes with Guiding Questions

Theme 1: Navigating LCC – From BA to MA. Prompting Questions:

- What do you wish you had known when you started at LCC?
- How do experiences differ between BA and MA levels – in terms of support, freedom, or pressure?
- What are some opportunities LCC offers that you've been able (or unable) to take up?
- What feels like a systemic challenge vs a personal one?

Optional Activity/Prompt: Timeline or storyboard mapping, “Plot a high and a low point in your LCC journey.”

Theme 2: Technology as Bridge or Barrier. Prompting Questions:

- Which platforms (Canvas, Moodle, SEAtS, etc.) do you actually use – and how?
- Do you find that these tools help you learn, or do they add more administrative tasks?
- How does AI show up in your learning? Does it feel like a friend, a threat, or something else?
- What's one digital change you'd make to support creative practice better?

Optional Prompt: Share an example from CHI 2025 on student interaction with AI for comparison.

Theme 3: Inclusion, Identity, and Institutional Practice. Prompting Questions:

- In what ways does LCC feel inclusive or exclusive — in terms of neurodiversity, disability, race, culture or gender?
- Have policies or procedures (accommodations, extensions, class participation) helped or harmed you?
- What forms of support do you need that aren't currently available?
- How can governance, not just people, become more empathetic?

Optional Activity: Ask attendees to create a “Policy Wishlist” – a fictional policy that would make them feel more supported or seen.

End: Synthesis + What Next?

- What patterns or recurring stories have we heard today?

The following are to be asked in the online **Consent Form** that participants must complete:

- Would you be interested in a follow-up session, a zine, or some other creative output?
- Where do we go from here? Can we turn these experiences into action or proposals?

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After the SIG

Collate findings

Analyse data

Summarise insights

Share with EDI, DS and CM (if student consented)

Share actions taken with students

Prepare for publication and/or internal dissemination (if students consented)

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 will be BA and MA students at LCC (specify whether Design School only or also Screen and Media). No child will be included (below 18). The students will be recruited through a collaborative process between the professionals working at LCC, student's word of mouth and myself, the researcher. The study will be advertised to students by colleagues and myself via email, but I also plan to print around 4/5 posters and attach them around LCC to invite students to join via QR code. This will direct them to an online MS Form where they will be informed of the purpose of the study and offered the possibility to consequently sign up by approving the consent form. Please see Info Sheet and Consent Form documents to read through the content presented to students.

Every detail of the study including duration, methodology, purposes of the research and aspects of confidentiality (also in case of publication), data protection and storage will be clearly explained in the application form and again verbally during the SIG.

Selection criteria will be:

Above 18 years of age

Identifying as Neurodivergent, Queer (non-bi), black, brown, or ethnically marginalised, or an ally.

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>

Emotional discomfort or psychological stress (for students):

Since the workshop invites participants to reflect on and share personal experiences, there's a possibility that strong emotions may surface.

Mitigation strategies:

- Ensure a supportive, non-judgmental environment where sharing is always optional.
- Offer the option to participate anonymously or at a distance (e.g., through written or visual responses).
- Build in regular breaks and make it clear that participants are free to step away at any time without needing to explain.
- Provide information on mental health and wellbeing resources.
- Plan to check in with participants after the session, where appropriate, as part of ethical follow-up.

• **Time outside of usual academic schedule:**

Participants may be giving their time beyond regular teaching or study hours.

Mitigation strategies:

- Acknowledge their time and effort with snacks, drinks, and a welcoming, relaxed environment.
- Emphasise that breaks are encouraged, and that participants can leave or take time out whenever they need to.

Emotional strain on the facilitator (researcher):

There is a possibility of emotional impact when listening to participants share difficult or distressing experiences.

Mitigation strategies:

- I will actively engage in self-care practices and seek support where needed.
- Where appropriate, the session will be held in safe, comfortable, and low-pressure environments, including the option of participating remotely to support emotional safety for both participants and myself.

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>

Confidentiality will be made clear to each of the participants at the beginning of the study.

The identities of the students will never be disclosed. All the electronic data will be stored on password-protected computers, with folders separately protected.

I'm aware of my obligation under the Data Protection Act.

A log of audio recordings (if consent is given for audio recordings) and paper/digital notes containing student's names will be stored in digital format anonymously on a password-protected computer with the folder separately protected stored according to UAL guidelines. Confidentiality will not be breached at any time. The information sheet asks students to agree on potential publication and use of material for actionable outputs (i.e. sharing anonymised findings with EDI, Disability Services and ChangeMakers or present this internally to the L~CC staff conference (in June '26?) or at bigger international conferences.

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

The study will be conducted keeping the students' needs in mind. During recruitment they will be asked of any specific needs they might have to enable their full participation. These could be things like (temperature, light intensity, odours, fidgety toys, noise adjustments, non-verbal contributions etc...). During the SIG discussion I will make sure everyone is comfortable before starting the session and let everyone know that they are free to leave at any point to recharge if they need, or if they wish to withdraw at any point they can do so without explanation. This will also be included in the Consent form.

Students will not be forced to participate in any activity at any point. Anonymity and confidentiality of the data will be kept at all times.

The discussion can be stopped, if so required, at any point during this process. If for some reasons, the study needs to be interrupted for the safety and wellbeing of the students, it will be interrupted and or conducted differently immediately.

A trauma-informed approach of care will be adopted to enable students to remain confidential if they wish to do so. This is acknowledging that disclosure is a personal choice with real ramifications and, thus, should not come from external pressure.

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