**ARP 2024-5**

**Ethical Action Plan**

**Name of practitioner-researcher:**

**Stephanie Cooper**

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| **What is your project focus?**  Research into creating a greater sense of belonging and working towards improving social justice through the retention of students from widening participation backgrounds, in particular my focus will be on the CSM Insights programme where I will research through collating information from questionnaires and interviews, how to create my study to understand how to action a proposal for targeted support through preliminary workshops, talks and tuition sessions and also to research a need for creating a student led safe space mentorship support group.  I want to continue and expand on my Intervention Plan project and work more in depth on my project by setting up a proposal for a more logistical outline and involving the opinions and perspective other participants who are directly going to be related to this.  From my experience as Pathway Leader, BA Fashion Design:Communication, I have reflected on the difficulties and barriers students from contextual admissions and widening participation backgrounds experience when entering the BA course and this can lead to students experiencing feelings of despair and being overwhelmed and out of their depth, which has led to students deciding to defer, take planned time out or in some cases even withdraw from their the courses.  From my own life experience coming from a widening participation background, I can fully reflect on this and understand how my personal circumstances have shaped my teaching practice and my desire to create an enriching learning experience for students from all backgrounds and diverse life experiences to create a fully inclusive environment where everyone is able to flourish.  Students joining the BA Fashion course who are a from a Contextual admissions route, from widening participation or who are from the UAL Insights programme can often experience barriers and feel overwhelmed and out of place when they start on BA Fashion courses at CSM.  There are a marked number of students from this entry point, in my experience who leave the course in first year or need to repeat the 1st year or take planned time out, due to feelings of not being able to cope with the workload and not being prepared for the levels of expectations and they don’t feel able or confident in their skills to keep on track with the course and they because of this, they find it difficult to feel like they have a right to be there, or that they don’t have equivalent talent and skills to match other students on the course who have experienced a more privileged educational background and more access to art and design in the form of short courses.  My plan is to  1.Conduct research to support this study from staff and student participants through targeted questionnaires to collect data to analyse the current barriers and issues and find out about how support can be implemented. This will also include a representative from the CSM Insights course to receive information from their point of view and experience.  2. Research into the need for a proposal for the pre-BA Insights programme that could be aimed at supporting students before beginning the BA courses such as navigating researching in the library, concept building, design development processes, initial technical draping skills, drawing, and presentation skills.  3.Research into the feasibility for the future after ARP for creating a proposal for a student led peer/mentorship student support group with the widening participant cohort throughout the department to create supportive connections and a safe space to discuss any issues and ask for help and advice. |
| 1. **What are you going to read about?**   The Theory and practice of culturally relevant education, Aronson B. Laughter  A Pedagogy of Social Justice for Education:Society,Identity,Theory, Intersectionality and Empowerment Hahn Tapper, AJ  <https://www.bera.ac.uk/publication/ethical-guidelines-for-educational-research-fifth-edition-2024-online>  Sense of Belonging  https://belongingthroughcompassion.myblog.arts.ac.uk |
| 1. **What action are you going to take in your teaching practice?**   To create time to dedicate to researching around the need for pre BA support sessions for students.  To create a realistic set of data that can be considered as valid research.  To research into the need for a peer support group who can support group who can meet, interact and empower each other. |
| 1. **Who will be involved and how?**   Current ex Insights students who have moved on to the CSM BA Fashion courses.  Members of teaching staff to offer their unique opinions about the needs of students from contextual admissions in their pathways.  A tutor in BA Fashion who is also currently an Insights tutor for Fashion.  A member of the Insights staff team.  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?**   Creating an information sheet about the project, Confidentiality assurance for all participants, data protection, allowing permission to use information. |
| 1. **How will you protect the data of those involved?**   I will use a participant consent form and a Participant information sheet.  I will keep the identities anonymous of all participants and ask for consent at all times. |
| 1. **How will you work with your participants in an ethical way?**   I will protect identities and ask for permission and consent to use any comments.  I will create an open environment to allow freedom to voice opinions and respect the input of the participants. |