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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.

Name: Claudia Catzeflis

Tutor: Rachel Marsden

Date: 28th October 2025

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

Working title: Finding voice and making community

This project investigates the barriers and entry points that shape engagement in peer learning, with particular attention to the gap many students experience between institutional, staff-led approaches and their own ways of thinking, participating, and making meaning. Student voice is often distanced from policy and pedagogy, limiting its influence on how curricula are designed and experienced. In response, the project centres the collaborative development of co-designed, peer-led sessions involving students and recent graduates across different stages of their learning journeys.

Using participatory action research (PAR), students act as co-researchers, helping to shape both the learning activities and the research process itself. This approach challenges passive, transmission-based models of education by decentralising knowledge production and positioning lived experience, peer exchange, and multiple perspectives as central to learning. It seeks to disrupt traditional hierarchies, foster dialogue, and open space for more equitable participation.

Embedded in the BA1 curriculum in Term 1 — a critical transition period — the sessions aim to build belonging, confidence, and agency through supportive peer networks. Ultimately, the project explores how peer-led, student-informed learning can strengthen community, enhance attainment, and create more inclusive, responsive educational experiences that better reflect the diversity and evolving needs of contemporary student cohorts.

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

https://pgcertreflectionscatzeflis.myblog.arts.ac.uk/2026/02/05/references/

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

- Wednesday 29 October 2025 – BA1 in Curriculum Session

- Location: Lecture Theatre, Millbank
  Unit: BA1 Unit 2: Process and Concept
  Participants: 60+ BA1 students
  Title: Storytelling in Design

- Co-designed session with Graduate 1 and three BA3 students. Graduate 1 share their practice and reflect on navigating projects and working self-directed. Digital tools; Menti Meter activities support interaction and collect live responses.

- The session concludes with a short survey asking BA1 students about their impressions, what they found useful, and what themes they would like included in future sessions.

- November 2025: Reflection & Analysis

- Review Menti Meter data, survey responses, and observational notes.
  Planning session and discussions with Graduate 1 and Graduate 2.
  Co-design the December workshop, adjusting tasks and facilitation based on findings.
  BA3 students meeting about next session.
  Conversational feedback from BA1 and BA3.

- Thursday 4 December 2025 – BA1 in Curriculum Session

- Location: Studio CG14, Millbank
  Unit: Unit 2: Processes and Concept
  Participants: 50+ BA1 students

  Title: **Sharing working methods**

- Graduate 1 and Graduate 2 facilitate and share physical work. BA3 students share physical work and talk about their project journeys.

- Hands-on session engaging with physical work, materials, and peer-to-peer sharing, ending with a mini Menti Meter survey. Observational notes taken.

- December 2025 and January 2026

- Final reflection and work produced for APR submission.
  Review all data, final surveys, reading, blog posts, and final presentation.

223 words

- **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 participants are over 18.

- BATD graduates (2) co-design and feedback on projects.

- BA1 cohort (85) the sessions are within BA1 Curriculum Session. Students with participant in sessions and take part in surveys.

- BA3 students (6) to share their practices, co-designing session and feedback on project.

- Year 3 Lead Jodie Marshal to support BA3 student involvement.

- Course Leader Claire Anderson to organise budget for graduates and be part of informal conversations around project findings.

69 words

- **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

Session-1 – 29 October 2025, Lecture Theatre, Millbank
Talk and workshop with 60+ BATD1 students. Activities involve seated discussion and simple tasks using phones, pens, or notebooks. Access is restricted to students, and staff. A General Emergency Evacuation Plan is in place. One student has a PEEP, which will be shared with all staff. All students have completed their 25/26 H&S induction. Risk level: low.

Session-2 – 04 December 2025, CG15 studio Millbank
Open studio, Show-and-Tell with 40–60 BATD1, 4–6 BATD3 students, and two graduates. A General Emergency Evacuation Plan is in place. One student has a PEEP, which will be shared with all staff. All students have completed their 25/26 H&S induction. Risk level: low.

117 words

- **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

I will collect survey responses through Menti Meter and google survey forms anonymously, with no names or direct identifiers. Digital data will be stored securely on my personal laptop, Menti Meter account, personal google account accessible only to me. Data will be shared with my tutor and as part of my PGCERT submission. My laptop is always kept at home or with me. Data will be held for up to two years after my final submission in February 2026, then destroyed. Any shared data will be anonymised and comply with GDPR, the UK Data Protection Act, and institutional ethics.

99 words

- **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

This project follows the BERA Ethical Guidelines (2024) and Chelsea College of Arts research ethics policy. Participation will be voluntary and based on informed consent. Students and graduates will be invited to take part in an anonymous Menti Meter and google form surveys and discussion groups (transcripts recorded) All data collection will be accompanied by a short consent statement explaining purpose, anonymity, and the right to withdraw before submission.

Survey responses will not include names or identifying details, and all data will remain confidential. Data will be stored securely on a password-protected university drive and deleted after the project ends. Findings will be presented only in anonymised or summarised form.

110 words

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