

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: Renee Odjidja

Tutor: John O’Reilly

Date: 1 October 2025

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

Practising Freedoms (PF) is a three-day workshop on racial, social and environmental justice with/for Camberwell Year 1 Fine Art: Drawing, approx. 70 students. Having assessed students’ submissions on justice considerations over two years, I have observed that many approach this as a passive and superficial tick-box exercise. My aim is to reorient students’ engagement towards an embodied, reflective and agentic process that positions them as ‘already knowers’ and fosters critical consciousness of the systems of power, oppression, resistance and liberation.

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

- Engaged Pedagogy: Teaching to Transgress (hooks, 1994), Outlaw Culture (hooks, 1994)
- Intersectionality (Crenshaw, 1990)
- Brave Spaces (Arao and Clemens, 2013)
- Language: Translanguaging (García and Wei, 2014), Reimagining Conversations by Victoria Odeniyi. (Odeniyi, 2022), N’gugi Wa Thiong’o (Decolonizing the Mind, 1986)
- Art-based action research (Jokela and Huhmarniemi, 2019)
- Material Methods (Woods, 2022)
- Cultural Safety in Participatory Arts-Based Research (Lenette, 2022)
- [The Land Sings Back](#) exhibition at Drawing Room, curatorial essay and exhibition resources (Ginwala, 2025)
- Educational Ethics & Situational Code (2022), Equality Act (2010), Situated Ethics (ed. Stephens, T. 2021)
- Researcher Self Care (Amberlee Green)

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

My aim is to centre a dialogic model of learning through the co-creation of ground rules, the use of art-based methods, native languages, sensory and somatic recall, object elicitation, readings, discussions and an exhibition visit.

Sep – Nov (before)

- Ongoing research and reflection
- Refine workshop plan - in dialogue with Y1 colleagues and critical friends
- Prepare focus group interview questions for approx. 10 students
- Prepare questions for myself (to be answered after the workshop) to aid in self-evaluation and iteration of my practice.
- Prepare short feedback questions for Y1 cohort.

Nov – 3 Workshops, detailed plan [here](#), with upcoming edits.

- 24th & 25th - Y1 Drawing Studios
- 27th - Drawing Room
- Observe during sessions, write my reflections at the end of each day.
- Collate students feedback on Padlet anonymously.

Nov – Dec (after)

- Focus group discussion, approx. 10 students – audio/ Teams recorded
- Feedback and debriefing with Y1 colleagues – audio/Teams recorded
- Thematic analysis and writing findings

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.

- Y1 Drawing students (main participants)
- Y1 Leader and 1 Senior Lecturer

5. What are the health & safety concerns, and how will you prepare for them?

Triggering discomfort, emotional distress due to topic sensitivity

- Introduce students to my ARP ahead of workshops and highlight my role as researcher-teacher.
- On workshop days, highlight anticipated risks at the start, invite students to take breaks where necessary and share only when they feel comfortable.
- Co-creation of ground rules (care, respect, refer to recently co-created Y1 Studio Manifesto), using I statements, encourage reflection on personal experiences.
- Use art-based methods and language to scaffold discussions and emotions.
- Signpost to UAL Counselling & Health Advice.

Making

- Re-iterate general studio H&S guidelines.

6. How will you manage and protect any physical and / or digital data you collect, including the data of people involved?

I have created a [Padlet](#) that students will be invited to contribute to. This material will remain available indefinitely as an ongoing collaborative resource.

Consent

Sessions qualify as Scheduled Learning and require student participation so it is impossible to request voluntary opt-in consent. I will focus verbal consent on the use of feedback, outputs, and photography, with assurance of anonymity.

I will create consent forms for focus group and Y1 colleagues adapted from ARP Moodle. Key areas I would like to include:

- consent for disseminating the project in external contexts beyond the course in future.
- storing data (documentation, feedback, audio recordings) for 1 year to allow for more reflection beyond ARP timeframe and to inform future workshops.

Highlight right of withdrawal.

Delete data permanently.

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

Participants

- Introduce project and my role as researcher-teacher ahead of the workshops and on the workshop days.
- Avoid being extractive. Drawing on principles of Engaged Pedagogy, I will only ask students to do what I am willing to do e.g. speaking in my mother tongue, creating a paper sculpture.
- Additional points addressed in H&S.
- Inform students of the research findings in Spring– format is currently undecided; this could be sharing my PgCert presentation in a session.

Researcher

- Manage my own self-care considering the emotional labour involved in this project and how it disproportionately falls on staff of colour.
- Debrief after workshops independently (revisiting questions), journalling, adopting wellbeing methods including meditation.
- Explore recovery focused approaches from Amberlee Green around researcher self-care.

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