**PgCert Academic Practice in Art, Design and Communication**

 **Action Research Project Ethical Enquiry Form**

**Participant name:** jackie roberts

**Cohort:** 3

**Tutor name [delete as appropriate]:** Rachel Marsden

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| 1. **What is your research question?** Evaluating students’ feelings of inclusivity within the imposter syndrome workshop using creative enquiry.
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| 1. **Who will be providing you with information to help you answer your question, and how will you approach and/or select them?**

I will approach this using the action research cycle. Step 1), define the problem/frame the research question. Following on from the inclusive practices unit I would like to evaluate my own teaching to make it as inclusive as possible. Working as a psychotherapist and counsellor on a one-to-one basis means that my teaching is limited to when I deliver the Imposter Syndrome psychotherapeutic workshop. Therefore, I will evaluate the workshop in terms of it being inclusive and for the purposes of the ARP I will focus on how the participants of the workshop experience it in terms of inclusivity. My research question will be ‘An evaluation of students’ feelings of inclusivity within the imposter syndrome workshop using creative enquiry.’Step 2), Collect data. This is a preliminary brainstorming session to get feedback from colleagues within the counselling team about their thoughts around inclusivity in relation to the workshop.I will email my colleagues with a quote of what inclusive pedagogy is and then ask them to name three things that would make my workshop inclusive. I will take these ideas and use them to inform my research for the workshop in general. Step 3) implement changes. Time permitted I will aim to implement these ideas to make changes to my current workshop. Inspired by the inclusive practices unit and looking at decolonising the curriculum I will cite more literature from people of colour. When thinking about disability I adhere to the social model of disability – people are disabled due to the world not accommodating for their needs. I will make this explicit in the workshop material. In terms of neurodiversity, I will have a slide at the beginning of the workshop stating that participants are welcome to stim or move around.Intervention – I will implement the creative enquiry. I haven’t decided what this is yet but some kind of creative exercise to get students to think about their experience of inclusivity within the workshop. When carrying out the creative enquiry I will ask the students to think of how they experienced the workshop on terms of inclusivity. I will also give evaluation forms to students towards the end of the two hour workshop and ask for protected characteristics such as ethnic origin and disability and I can use this data to think about future research, for example if the data comes back showing that all of the participants are white students then I would question why people of colour are not accessing the workshop and look at making the workshop more accessible for people of colour. I looked at the 6 ethical considerations from the uksa statistics authority before making this decision, they are:“Inclusivity and ethicsEnsuring that inclusivity is appropriately addressed with any research or statistical project is important from both a legal and an ethical perspective. The UK Statistics Authority’s [six ethical principles](https://uksa.statisticsauthority.gov.uk/the-authority-board/committees/national-statisticians-advisory-committees-and-panels/national-statisticians-data-ethics-advisory-committee/ethical-principles/) can be used as a framework to consider data ethics aspects of inclusivity:* **Methods and quality**: The risks and limits of new technologies are considered and there is sufficient human oversight so that methods employed are consistent with recognised standards of integrity and quality.
* **Transparency**: The access, use and sharing of data is transparent, and is communicated clearly and accessibly to the public.
* **Legal compliance**: Data used, and methods employed are consistent with legal requirements such as the Equality Act 2010, Data Protection Legislation [1], the Human Rights Act 1998, the Statistics and Registration Service Act 2007 and the common law duty of confidence.
* **Public views and engagement**: The views of the public are considered in light of the data used and the perceived benefits of the research.
* **Confidentiality and data security**: The data subject’s identity (whether person or organisation) is protected, information is kept confidential and secure, and the issue of consent is considered appropriately.
* **Public good**: The use of data has clear benefits for users and serves the public good.”

UK Statistics Authority. (n.d.). *Ethical considerations related to the inclusivity of data for research and statistics*. [online] Available at: https://uksa.statisticsauthority.gov.uk/publication/ethical-considerations-related-to-the-inclusivity-of-data-for-research-and-statistics [Accessed 9 Nov. 2023].‌ |
| 1. **What will you be asking participants to do?**

For stage 1 and 2, information gathering from my colleagues in the counselling team in our next counsellors meeting on 14th November, I will send an email to share information and request consent. I will ask colleagues to reply to my email to confirm consent. I will send the email before the meeting with a definition of inclusive pedagogy and ask the question:What three things do you think are important to consider in terms of inclusivity when designing a workshop on imposter syndrome for our students:1)2)3)I will use this information to implement changes to the design of the workshop and also to further inform my researchFor stage 3 I will send consent forms to the participants of my next workshop on 27th November and explain my research for the PgCert and ask for their consent to carry out a creative enquiry exercise to evaluate participants experience of inclusivity within the workshop. I will also ask for consent for students to fill out an evaluation form at the end of the workshop. I will do this before the workshop takes place.In the evaluation form I will ask:1), what is your ethnic origin?2), what gender do you identify as?3), are you the first in your family to go to university?4), do you feel that you were represented within the workshop?5), do you consider yourself to have a disability?The purpose of asking these questions, some regarding protected characteristics is to inform my future research. I want to know what demographic is attending the workshop so that I can continue to think about making adjustments. Conversely if a particular group are not represented in the participants of the workshop, such as people of colour, for example, I will ask myself why. Perhaps there are accessibility or advertising issues I could address. |
| 1. **How will you get informed consent from these participants?**

When information gathering from my colleagues, I will send an email giving information about my research and ask for them to reply to give consent. For the students I will send out an information sheet and a consent form to sign before the workshop to consent to the creative enquiry exercise and for the feedback to be anonymised and used in my research. I will also ask for explicit consent to use the data from the evaluation form. |
| 1. **What potential risks to the interests of participants do you foresee and what steps will you take to minimise those risks?**

It can be emotionally taxing to participate in a psychotherapeutic workshop and so to additionally ask questions around inclusivity might feel emotionally more taxing. However, it will be at the students discretion if they wish to complete the evaluation forms or not.I will sign post to our service for one-to-one counselling and mental health support and also to the disability service. I will do some psychoeducation around self-care at the end of the workshop and also check in with the participants about how they are feeling. I will say that I will be around after the workshop if anyone wants to come and talk to me. Disclosure can leave one feeling vulnerable and so I will acknowledge this within the group. My psychotherapy training will equip me to contain the group by acknowledging vulnerability and validating the emotion which may arise from this and by offering further support, such as counselling or mental health support.  |
| 1. **What potential risks to yourself as the practitioner do you foresee and what steps will you take to minimise those risks?**

Again, like the students, it is an extra thing to do to put my work under the microscope so to speak so it might feel emotionally taxing. However, it will be for long-term gain and a sense of purpose for having looked at how inclusive my work is.Time is the biggest factor. I will seek as much support and guidance as possible from tutors and my peers and look to ways of focussing the project to not make it too broad, whilst still covering all the learning outcomes.I will take care of myself by not booking anything into my diary directly after the workshop and going for a walk or a coffee to decompress. I will also write up my experience in a blog post, whilst keeping the content and any identifying features anonymous, as I find that writing helps me to process emotion.My line manager is aware that the PgCert is a lot of work, and she has been very supportive, and I can talk to her if I am finding it difficult.I have read articles related to vicarious trauma and compassion fatigue in higher education and am mindful to take care of myself during the ARP. Some things to consider are:Trying to separate work and home life and to do most of the work at the university. I will check emails during work time or dedicated ARP time and not during recreation/self-care time at home and during parts of the weekend.I will manage the workload by doing what is achievable in a heathy way – not to make the project too complicated for example. I am also aware of the employee assistance program to access therapy should I start to feel overwhelmed. I will make sure to take breaks often and to prioritise exercise, sleeping well, and eating well. I am in regular communication with my line manager who is supportive in the project and also knows that it is a lot of work and has been incredibly helpful.I also have weekly clinical supervision where I can talk about anything that comes up with the students in the imposter syndrome workshop – some may disclose experiences of discrimination, trauma, racism for example and I have a space where I can talk about the impact that this may have on me as a therapist.  |
| 1. **Does your project involve children or vulnerable adults e.g. a person with a learning disability?**

No |
| 1. **How will you store the information you gather from participants?**

The evaluation forms will be anonymous. For the emails from staff I will agree to delete the emails as soon as I have collated the data.I will keep all of the data initially in my work Microsoft office account, which is password protected, and it will be deleted at the end of the course before July 2024 and the anonymised data will remain in my report.I will keep the date in my Microsoft office work email account and the notes I keep will be kept in a locked filing cabinet and converted into digital form and kept in word documents in my password protected one drive account. I will keep all of the data until the end of the PgCert when I will delete it and the anonymised data will remain in my report. The report could be used in publications or papers or journals. |
| **I confirm my responsibility to deliver the project in accordance with the Code of Practice on Research Ethics of the University of the Arts London (the University). In signing this form I am also confirming that:**1. **The form is accurate to the best of my knowledge and belief.**
2. **I understand and accept that the ethical propriety of this project may be monitored by the relevant College Research body and/or the University’s Research Ethics Sub-Committee.**
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|  Signed: ­­­\_ Date: 10/10/2023 |
| **I support this project and have** **reviewed it with the participant:** Signed: ­­­ Date:  |