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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: Ignacia Ruiz

Tutor: Andrew Slatter

Date: 10 / 10 / 2025

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

A portable print studio: Printmaking in the context of group teaching.

The student numbers of the Foundation course at UAL where I teach have doubled from the last academic year. This has impacted the way students access and incorporate technical areas into their work and how tutor use them in their curriculum. The FAD site is still undergoing building works, and the print studio is closed for the foreseeable future.

My focus is on making it more accessible and flexible for larger cohorts to engage specifically with printmaking by bringing the print studio into the teaching environment or finding ways where larger cohorts can be inducted or introduced to print techniques.

By working closely with print technicians, my aim is to remove barriers that stop students engaging with printmaking, the most present one being the lack of accessibility.

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

Tjora, A (2006). *writing small discoveries: an exploration of fresh observer's observations* Qualitative research.

Jones, L. (2010). *documenting classroom life: how can I write about what I am seeing?* Qualitative research.

Hackathorn, J. (2011) 'Learning by Doing: An Empirical Study of Active Teaching Techniques', The Journal of Effective Teaching, pp. 45 – 60

Forsyth, D. R. (2003). *The professor's guide to teaching: Psychological principles and practices*. Washington, DC: American Psychological Association

Interviews research
Making research
Field notes research

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

I would like to focus on 3 types of workshops:

1.Specialist **communication design Foundation students** (2nd and 3rd October 2025): Screenprint workshop embedded into a project where **print technicians** brief on how to create a 2 colour stencil and support students with printing. **Illustration tutors** teach session. Groups of 42 per session during 2 sessions. 82 students in total.

2.**Illustration pathway students** (from November 15th 2025) Risography in groups workshop. Written by illustration tutors and supported by technical staff.

3.Ongoing use of print in teaching studio with minimal technical support (use of relief presses and pooki presses)

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.

People involved:
1.Communication design students (specifically illustration)
2.Illustration tutors (writing workshops into curriculum)
3.Printmaking technicians (briefing students on preparation of material and use of equipment)

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

Any equipment needs induction for safe use (Albion press and Riso machine)

ISA students - check needs of ISA students to adapt session.

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

- o https://www.bera.ac.uk/publication/ethical-guidelines-for-educational-research-fifth-edition-2024-online#consent
- o https://www.bera.ac.uk/publication/ethical-guidelines-for-educational-research-fifth-edition-2024-online#privacy-data-storage

Students:
Anonymity of names and faces on any photography conducted.
Briefing before sessions for full transparency giving students the chance to opt out of their work being photographed for the ARP.

Signed consent for any interviews conducted with students or staff

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

- o https://www.bera.ac.uk/publication/ethical-guidelines-for-educational-research-fifth-edition-2024-online#responsibilities-participants
- o https://www.bera.ac.uk/publication/ethical-guidelines-for-educational-research-fifth-edition-2024-online#responsibilities-sponsors
- o https://www.bera.ac.uk/publication/ethical-guidelines-for-educational-research-fifth-edition-2024-online#responsibilities-wellbeing
- o See Emotionally Demanding Research PDF on Moodle

Students:
Full transparency on what is happening – even though workshops happen during scheduled teaching, they are also being used for my PGcert research project around bringing printmaking into teaching spaces for large cohorts (Slide was included in recent briefing)

That I will be making observations of what happens in the session and photographing the work made in the session. Any student can choose to opt out of their work being photographed.

Staff:
Anonymity unless they consent to have their names on the research.
Signed consent forms for any interviews that take place
Acknowledging when co-authoring of projects or material happens, especially with technical staff.

Myself:
Always acknowledging other people's contributions and discussions had – much of this ARP will have a collective element.

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