**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]:** Sérgio Fava

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| 1. **What is your research question?** Evaluating students’ feelings of inclusivity within the imposter syndrome workshop using creative enquiry. |
| 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.  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, for example citing more literature from people of colour, or stating that the training room is wheelchair accessible, or stating at he beginning of the workshop that if people want to stim or move around during the workshop they would be free to do so.  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 workshop and ask for protected characteristics such as ethnic origin and disability and I can use this data to think about future research.  How will you approach and/or select from each category?  End of workshop evaluation forms  Other counsellors within the team also delivering psychotherapeutic workshops. |
| 1. **What will you be asking participants to do?**  * students to complete a questionnaire about their experience of the imposter syndrome workshop (include draft questions).   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?  Staff to respond to an e-mail with three questions about the imposter syndrome workshop:  1), when designing your workshops do you think about inclusivity?  2) what are the barriers to inclusivity, in terms of ethnic origin, gender, and socio-economic background for the workshops you deliver?  3), How would you go about making your workshop/s more inclusive? |
| 1. **How will you get informed consent from these participants?**   I will ask if students agree for their responses to be used in a research study. |
| 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. |
| 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. |
| 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. However if there is a small cohort I may know who’s evaluation form belongs to whom.   For the emails from staff I could agree to delete the emails as soon as I have collated the data. |
| **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.** |
| Signed: ­­­\_ Date: 10/10/2023 |
| **I support this project and have** **reviewed it with the participant:**  Signed: ­­­ Date: |