

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: Fredrik Andersson

Tutor: Kwame Baah

Date: 8th October 2025

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

Best practice and expectations when dealing with and raising complaints?

I want to educate myself about the structures and expectations on upper management when dealing with staff raising concerns and complaints around issues of racism, homophobia and more. This project will mainly focus on the course I currently teach where i have experienced a lot of “sweeping under the rug” when sever issues are raised regarding social justice and more.

- What are the institutional expectations on upper management when issues are raised?
- Who makes sure action follows the initial listening stage?
- Who makes sure that they follow up and communicate with transparency whether the issues raised led to any real change?

The main goal is for me to get a better understanding of how the institution operates when handling issues raised with staff. So that I can better argue in cases where upper management chooses to ignore or pass the blame.

I want to look at existing policies and then almost shout back at the programme director, if this exists **WHY ARENT YOU DOING MORE?!**

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

- **On Being Included** by Sara Ahmed

- **Complaints!** By Sara Ahmed
- **Pedagogy of the oppressed** by Paulo Freire
- **Visual Inspiration:** Sam Wallman
 - 12 rules of strife
 - Our members be unlimited

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

Step 1: Interview HR representative to better understand UALs policies and preferred structures when raising and investigating complaints.

Step 2: Meet with colleagues anonymously to gather statements around their experiences with raising issues.

Step 3: Send out anonymous questionnaire to colleagues about their experiences complaining

Step 4: Create a shortform visual induction guide for staff and colleagues to relay the findings, ensuring that both parties know what is expected moving forward. (Zine? Comics? Editorial illustrations?

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.

Camberwell HR Representative

Consultancy, hopefully they will sign off on my visual guide as something somewhat accurate.

ALs and Lecturers on BA Illustration

Generating ideas and data collection, will be anonymous in all documentation
Provide feedback on the resource when it is done. **Is the resource helpful?**

Upper management (Programme Director, Course Leader, Year Leaders)

Will receive and review the outcome.

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>

Ensuring that colleagues are not named in any way in testimonials or data visualisation.

I need to be very realistic with my capacity as i am very close to having a sever burnout so I will prioritise finishing over chasing grades.

6. 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>
- All questionnaires will be anonymous.
- All recorded meetings will be anonymous and transcribed for sharing with any names, working titles or identifiable characteristics taken out.

7. 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
- The goal is to show staff that things can change and that people are expected to enact change if issues are flagged.
- This way we will be more empowered to listen to students raising complaints and empowering students to have more agency as we in turn will have more agency.

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