**ARP 2024-5**

**Ethical Action Plan**

**Name of practitioner-researcher: Jacqui Rudd**

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| 1. **What is your project focus?**   My action research focuses on designing a **Foundation Careers Programme** for UAL’s Pre-Degree College to support Foundation students in their early career development. The project aims to address systemic barriers by embedding career conversations that enhance employability, build confidence, and support progression to higher education or creative careers. At its core, this research prioritizes social purpose—ensuring all students, regardless of background, have equitable access to guidance, representation, and opportunities within the creative industries. By working with staff, careers professionals, and analysing student data, I aim to create a programme that fosters inclusion and aligns with UAL’s strategic and social justice goals. |
| 1. **What are you going to read about?**   **Jackson, D. & Bridgstock, R. (2021)**. *Evidencing Student Success in the Contemporary World-of-Work: Renewing Our Thinking*. *Higher Education Research & Development*, 40(5), 980-993.   * A modern take on how universities can measure and improve student success in employability, relevant for your goal of improving UAL’s graduate outcomes.   **Cole, D. & Tibby, M. (2021)**. *Embedding Employability in Higher Education: A New Perspective* (2nd ed.). AdvanceHE.   * A practical guide to embedding employability into higher education, offering recent case studies and insights on how employability initiatives can be introduced early in a student’s journey.   **Gibson, R., & Anderson, M. (2017)**. *Creative Work Beyond the Creative Industries: Innovation, Employment and Education*. *Journal of Education and Work*, 30(4), 429-432.   * This paper examines creative work outside traditional creative industries, helping you contextualize employability for arts students in broader career landscapes.   **Pegg, A., Waldock, J., Hendy-Isaac, S., & Lawton, R. (2012)**. *Pedagogy for Employability*. The Higher Education Academy.   * This report offers a comprehensive exploration of employability pedagogy and provides useful frameworks for embedding employability skills into curricula, including extracurricular interventions.   **Jackson, D. (2016)**. *Re-conceptualising Graduate Employability: The 'Professional Identity' Development Model*. *Higher Education Research & Development*, 35(5), 925-939.   * This paper discusses the development of professional identity as central to employability, useful for understanding how to structure employability programmes that resonate with creative students. |
| 1. **What action are you going to take in your teaching practice?**   I will create a formal pitch to present to the head of the department at UAL, aiming to secure both budget and permission to run the *Career Day Programme* for Foundation students in the academic year 25/26. This pitch will include research insights, staff feedback, and data analysis to demonstrate the programme’s value for improving employability outcomes. |
| 1. **Who will be involved and how?**  * Pre-degree staff and Foundation tutors: They will be interviewed to provide input on the current employability support and how a Career Day might enhance it. * Data specialist from Careers & Employability: They will help analyze data on 1st-year BA students, focusing on employability outcomes to identify gaps that could be addressed at the Foundation level. * Careers & Employability (C&E) educators: They will complete a survey to provide feedback and insights on what content and skills should be prioritized in the Career Day.   N.B. If any of your participants/co-researchers will be under 18, please seek advice from your tutor. |
| 1. **What are the health & safety concerns, and how will you prepare for them?**  * **Interviews and Surveys**: The interviews and surveys will be conducted in a professional, comfortable environment, either virtually or in-person. Participants will be informed that they can pause or withdraw from the research at any time if they feel uncomfortable. * **Emotional Wellbeing**: Since the project may touch on career anxiety, I will ensure participants are aware of UAL’s wellbeing services should they require additional support after the discussions. |
| 1. **How will you protect the data of those involved?**  * **Informed Consent**: All participants will be fully informed of the project’s aims and asked to sign a consent form before participating in interviews or surveys. * **Confidentiality**: Data collected from interviews and surveys will be anonymized. Participants’ identities will not be disclosed in any reports or presentations unless explicit consent is given. * **Data Security**: Digital data will be securely stored on encrypted systems, and any physical notes or consent forms will be stored in locked, secure locations. Only authorized personnel (i.e., myself and the data specialist) will have access to the data. |
| 1. **How will you work with your participants in an ethical way?**  * Transparency: I will clearly communicate the project’s goals, the intended use of the data, and the potential outcomes (i.e., the pitch for the Career Day) to all participants before they engage. * Voluntary Participation: Participants will be reminded that their involvement is entirely voluntary and they can withdraw at any point without consequence. * Respect and Sensitivity: In interviews and surveys, I will ensure that participants feel comfortable sharing their perspectives and will provide a non-judgmental space for open discussion. * Anonymity: All feedback from staff and survey data will be anonymized to protect individual identities, and results will be presented in aggregate form. |