ARP 2026-27

Ethical Action Plan (500-750 words)*

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Date: 02/11/2026

1. **What is the working research question for your project?** Expand on this with a few sentences to describe the focus of your project.

How can collaborative textile workshops that encourage cultural exchange support a sense of belonging, peer connection and engagement among Global Majority home students in higher education?

My project explores how collaborative textile workshops that encourage cultural exchange can support belonging, peer connection and engagement among Global Majority home students on the LCF Textiles course.

Building on my previous reflective report, which identified community, belonging and cultural representation as important areas for supporting students who may feel under-represented, the project brings together Knit, Print and Embroidery students to share their heritage, cultural influences, and creative ideas through a shared textile piece.

Research suggests that belonging is linked to students feeling accepted, valued and connected within their learning environment (Riley, 2022). As Global Majority home students may be under-represented within individual year groups, opportunities for cross-cohort collaboration may help develop peer relationships, encourage cultural exchange and create a greater sense of community. Through pre-surveys and post-workshop questionnaires, the project will explore students' experiences of connection, inclusion, creative collaboration and cultural expression. Rather than claiming to address the awarding gap directly, it investigates whether collaborative textile practice may contribute to a more inclusive learning environment.

2. **What sources will you read or reference?**

Banerjee, P. (2024) 'Connecting the dots: a systematic review of explanatory factors linking contextual indicators, institutional culture and degree awarding gaps', *Higher Education Evaluation and Development*, 18(1), pp. 31–52.

Henrickson, L., Jennings, G. and Bewick, B.M. (2024) 'Belonging through Creative Connections: a feasibility study of an arts-based intervention to facilitate social connections between university students', *Cogent Education*, 11(1). Available at: https://doi.org/10.1080/2331186X.2024.2373181.

Lenette, C. (2022) 'Cultural safety in participatory arts-based research: how can we do better?', *Journal of Participatory Research Methods*, 3(1). Available at: https://doi.org/10.35844/001c.32606.

Pink, S. (2021) *Doing sensory ethnography*. 2nd edn. London: SAGE Publications. Available at: https://doi.org/10.4135/9781473917057 (Accessed: 9 October 2026).

University of Sheffield (2018) *Emotionally demanding research: risks to the researcher*. Specialist Research Ethics Guidance Paper. Sheffield: University of Sheffield.

3. What action(s) are you planning to take, and are they realistic in the time you have (Sept-Dec 2026)?

The intervention will involve 6–8 Global Majority home students from different year groups and pathways (Knit, Print and Embroidery). Two three-hour workshops will create opportunities for cultural exchange, creative collaboration and cross-cohort connection.

14 October – Workshop 1: Heritage, Identity and Textile Practice

- Introduce my British-Egyptian heritage and its influence on my textile practice.
- Use childhood photographs and cultural references to encourage discussion and exchange.
- Explore textile traditions, symbols, colours, patterns and memories through drawing and painting.
- Begin developing a shared textile piece.
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11 November – Workshop 2: Collaboration and Embroidery

- Develop the shared textile using hand embroidery and reclaimed materials.
- Rotate participants around the textile to encourage interaction and the exchange of ideas.
- Build on one another's marks and techniques to create a collaborative piece expressing the group's diverse perspectives.
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Evaluation – October to December

Data will be collected through a pre-workshop survey, a post-workshop questionnaire and observational notes from both sessions. These will explore students' experiences and understanding of belonging, cultural representation, peer connection and collaboration. The final questionnaire will invite reflection on how, if at all, the workshops influenced their perspectives. Observations and the collaborative textile will provide further insight into how belonging is expressed through shared creative practice.

4. Who will be involved, and in what way?

Participants: 6-8 Textile Students
Facilitator: Hannah Refaat (Specialist Embroidery Technician)

5. Are there any health & safety concerns, and how will you prepare for them?

Potential risks:

Participants may feel singled out, pressured to represent their culture, or uncomfortable sharing personal experiences due to the student-teacher relationship.

Mitigations:

- Explain the project and voluntary participation in advance, including the right to withdraw without consequences.
- Explain consent, the right to skip activities or questions, and the option to leave at any time.
- Follow UAL health and safety, safeguarding and research ethics guidance.
- Allow participants to choose what they wish to share, avoiding pressure to disclose personal or traumatic experiences.
- Use informal icebreakers and a small-group setting to encourage participation without obligation.
- Provide breaks and signpost relevant UAL wellbeing and support services.

- Offer accessible ways to participate and follow appropriate studio safety procedures.

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

Data minimisation: No video recordings will be taken. Data will be limited to photographs, observational notes/voice recordings and survey/questionnaires.

Consent and confidentiality: Participants will receive an information sheet and consent form before Workshop 1. Participation is voluntary and will not affect teaching, grading or feedback. Anonymised quotes may be used in research outputs, and participants may withdraw at any time. Identifying details will be removed.

Storage and retention: Digital data will be stored securely on encrypted institutional storage (e.g. UAL OneDrive), accessible only to the researcher. Data will be securely deleted within 12 months of completing the unit.

Artefact: The collaborative textile will be retained with participants' consent and may be proposed for exhibition after the assessment deadline. Students may voluntarily suggest a title, contribute a short statement, or be interviewed about the workshop and textile to support the exhibition proposal.

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

Power and positionality: Acknowledge my British-Egyptian heritage and how it has influenced my practice as well as my dual role as tutor-researcher. Clearly explain the project and ensure students feel no pressure to participate.

Wellbeing: Use a private university workspace, small-group activities, breaks and informal discussion to encourage comfort and connection. Avoid requesting sensitive personal information.

Equity and inclusion: Invite Global Majority home students across Knit, Print and Embroidery cohorts to participate voluntarily, with no impact on teaching or assessment if they decline. Ensure activities are accessible and allow participants to choose what they share. Use collaborative textile-making, observation and reflection to explore experiences over time.

Data and dissemination: Collect data on campus, privately using anonymous questionnaires and observational notes. Quotations will be anonymised. Any collection of ethnicity data will be voluntary, justified and handled securely.