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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: Jeff Doruff

Tutor: John O'Reilly

Date: 26/9/25

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

Fostering Recognition and Operationalising Reflective Growth through Peer-to-Peer Feedback: A Regenerative Leadership Toolkit for Academic Staff

This project aims to develop a peer-to-peer (P2P) feedback toolkit for academic staff, designed to promote inclusive professional learning cultures and community of practice within the BA Product and Industrial Design (BAPID) course. This addresses a recognised gap: the absence of structured mechanisms for collegial feedback outside line management processes, which are often perceived as performative and ineffective. The toolkit aims to support staff in articulating and receiving feedback, advice or help aligned with their Personal Development Goals (PDGs). It reframes feedback not as evaluation or performance review, but as a collaborative and reciprocal learning practice. The toolkit seeks to operationalise these practices by creating synergies and informative feedback loops within existing systems, such as PRCs.

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

Arnold, L. and Norton, L. (2021) 'Problematising pedagogical action research in formal teaching courses and academic development: a collaborative autoethnography', Educational Action Research, 29(2), pp. 328–345. Available at: https://doi.org/10.1080/09650792.2020.1746373.

Cooperrider, D.L. and Whitney, D., 2005. Appreciative Inquiry: A Positive Revolution in Change. San Francisco: Berrett-Koehler.

Hutchins, G., 2019. Regenerative Leadership: The DNA of Life-Affirming 21st Century Organisations. Wordzworth Publishing.

Mark, V. & Vangelova, N., 2022. Contributions of Regenerative Leadership to Team Collaboration and Social Sustainability. Master's thesis. Blekinge Institute of Technology.

McNiff, J. (no date) 'Action research for professional development'.

Reason, P. and Bradbury, H. (eds.) (2008) The SAGE Handbook of Action Research: Participative Inquiry and Practice. 2nd edn. London: SAGE Publications.

Scott, K. (2019) Radical Candor: Be a kick-ass boss without losing your humanity. London: Pan Macmillan.

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

The P2P Feedback Toolkit will be developed through these primary engagement activities with participants:

- Semi-structured interviews with UAL staff to map existing formal/informal P2P feedback practices and identify gaps.
- Semi-structured interviews with external organisations about their formal feedback processes.
- Semi-structured interviews with BAPID (and potentially other UAL) staff to understand attitudes, needs and anxieties around feedback, and validate the project's current assumptions about people's relation to feedback in workplace cultures.
- In-person and asynchronous testing sessions of the P2P toolkit which will include (1) reflection templates, (2) support tools to help participants generate feedback prompts and deliver feedback responses, and (3) tools to support community of practice and understand team-members personal development goals.

Detailed timeline of all anticipated project activities

- Ethics Proposal (Week 1-2)

- Participant Consent Form and Project Information Sheet (Weeks 2-4)

- Literature Review (Weeks 2-4)

- Interviews with BAPID (and potentially other UAL staff) to learn about existing staff P2P feedback practices, or other professional feedback practices experienced outside of the university (Weeks 2-4).

- Interviews with external organisations to understand a variety of P2P feedback practices. (Weeks 2-4)

- Develop first prototype of P2P Regenerative Leadership Toolkit (Weeks 3-4)

- Project overview meeting with participants (30 minutes – 1 hour) (Week 5)

- In-person/asynchronous prototype testing of the P2P Regenerative Leadership Toolkit (Weeks 5-6)

- Group or Individual follow-up discussions (10 to 20-minute 1-to-1s or 30-minute group discussion) (Week 7)

- Iterate P2P Regenerative Leadership Toolkit (Week 8)

- If possible, test updated prototype with new participants (Week 9-10)

- Group or individual follow-up discussions to record findings (10 to 20-minute 1:1s or 30-minute 1: Group) (Week 10-11)

- Project Presentation; Formative Assessment (Week 12)

- Project Communication (Weeks 13-16)

- Summative Assessment (Week 17)

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4. **In 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.

Professional colleagues, primarily from the PCID programme are anticipated to be the main participants involved in the prototyping, testing and evaluation of P2P feedback tools and processes.

Other potential participants include:

- **UAL staff** who agree to participate in semi-structured interviews aimed at understanding existing P2P feedback experiences and practices in other courses, programmes, colleges, etc.
- **External professionals** who agree to participate in semi-structure interviews aimed at understanding existing P2P feedback experiences and practices in professional contexts external to UAL.

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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

No physical health and safety concerns are anticipated from involvement in this process.

The project will be conscientious of potential anxieties and past negative experiences from feedback processes in professional and academic contexts. Before engaging in any of the project activities, participants will be informed of all project details, objectives and activities. Time will be allocated for the participants to ask for any clarifications about the project before they consent to participation.

It is assumed that participants will likely engage in this project on their own time (i.e., at home) or while at work. Tasks and activities will be designed to work flexibly with participants' professional and personal schedules and obligations. As this project aims to support professional development, which is a shared goal of the PRC process, the project will aim to link and coincide P2P Regenerative Leadership activities with PRC (line-management review) processes.

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

Digital data will be stored on a secured UAL Sharepoint drive. Participants will consent to whether they want their contributions (e.g., interview quotes, P2P toolkit activities, etc.) to be anonymised.

Physical data (e.g., completed P2P feedback toolkit activities) will be stored in a lockable cabinet, scanned and recycled at the end of the project in February 2026.

Participants will be anonymised in any future non-PgCert-related reports, presentations, talks or other communication of project and its outcomes.

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

Attention will be paid to participant's protected characteristics of and that all participants feel respected, enabled and supported throughout their involvement.

Attention will be paid to how structural inequalities and past experiences may negatively affect a participant's feelings about feedback and peer feedback.

Attention will be paid to how existing professional relationships between colleagues may affect a participant's ability to participate in all engagement activities.

I will acknowledge and remunerate participants for their time and involvement in the project development activities. This will be to the best of my means, e.g., food and beverages during in-person testing sessions, gift-cards, etc..

I will inform participants about the project outcomes.

Participants will be acknowledged as contributors of the project in reports, and assuming they have provided their consent to be named.

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