

## **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:** Ana Teles

**Tutor:** Andrew Slatter

**Date:** 11 November 2025

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

**How to support students with writing for publication?**

**What I want to find out:**

- **What resources exist to support students with their writing for publication? Are they effective?**
- **What barriers exist in writing for publication?**
- **What are editors and reviewers' expectations? What impacts their decision to accept or reject a paper?**

In my professional role, I work with students who are developing academic texts for publication. I am a peer reviewer and editorial assistant for academic journals, a facilitator of UAL's [Preparing for Publication](#) peer group, and I lead writing workshops for the Doctoral School.

Through this work, I have identified recurring barriers that prevent students from writing and submitting their work for publication. These include challenges related to language (particularly for those writing in a second language, who are neurodivergent, or come from diverse socio-economic backgrounds), as well as a lack of confidence and familiarity with academic publishing processes.

My project aims to explore what types of support students need to overcome these barriers and how existing institutional resources could be enhanced. I am also interested in understanding the role of AI tools in supporting academic writing, whether they offer sufficient help, and how students are currently using them in their writing practice.

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

Paulo Freire, *Pedagogy of the Oppressed*

The Scholarly Kitchen: <https://scholarlykitchen.sspnet.org/about/>

Jim McKinley and Heath Rose, *Conceptualizations of language errors, standards, norms and nativeness in English for research publication purposes: An analysis of journal submission guidelines*: <https://doi.org/10.1016/j.jslw.2018.07.003>.

And other articles in the same journal: Journal of Second Language Writing

UAL's Academic Support resources

Using AI to support language development: AI tools can help improve the quality of writing, particularly in terms of language. Video: "Academic Writing in the Time of AI" with Prof. Lennart Nacke (20:20) – discusses how AI can enhance academic writing:  
<https://www.youtube.com/watch?v=y-8vzKvWqB4>

Developing academic writing skills for secondary multilingual learners: Webinar by Sarka Piggott – presents learner profiles by ability bands and explores the types of challenges multilingual learners face. Notably, these challenges persisted even among learners who had been in the UK for 10 years: <https://www.youtube.com/watch?v=er9jeok10Mo>

Limitations of AI for text editing, especially for multilingual authors: Discusses the potential drawbacks and limitations of using AI tools for editing academic text:  
<https://blog.mdpi.com/2024/10/10/artificial-intelligence-edit-paper/>

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

- Understand the existing resources and support available to students for writing and publishing their work. This will involve contacting relevant teams: Academic Support, the Doctoral School, and representatives from academic journals.
- Undertake a literature review on writing for publication, focusing on language barriers and inclusivity.
- Conduct a small number of interviews with staff and academics involved in supporting academic writing.

- Conduct a small number of interviews and/or a focus group to gather qualitative data from students, to explore their experiences of writing for publication. I aim to understand:
  - What are students' publication processes. How do they approach writing, editing, and submitting work?
  - What challenges do they encounter (e.g., confidence, language, access to guidance, understanding of peer review)?
  - What motivates students to publish, and what discourages them?
  - How do they perceive the level of support available, and what kinds of help would make a difference?
  - To what extent are students using AI tools in their writing process, and how do these tools influence their confidence and voice?
- Apply the research gathered in my student support practice; for example, develop additional resources and adjust my approach to peer review groups to address specific barriers students face.

**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.

- **Colleagues:** Alison Green and/or Bob Whalley (Doctoral School)
- **Students:** MA and PhD levels

**No under 18 year-olds will be involved in the project.**

**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>

There are no known health & safety concerns.

**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>

Any data collected from participants will be anonymised to protect their identities.

All digital data will be stored on secure UAL networks and protected with passwords. When transferring data, I will use secure electronic methods.

Any third-party users of the data will be required to agree to an appropriate data-sharing agreement, ensuring that all parties comply with ethical standards and data protection requirements.

**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

Participants: All potential participants will be fully informed about the study through an information sheet and consent form, which will clarify their right to withdraw at any time. Gatekeepers (e.g., the Doctoral School) will be consulted before approaching participants, following UAL's ethical approval processes where required.

The research will adhere to academic standards - the findings will be presented anonymously where possible and with consent.

Ethics will guide the project to ensure recommendations and interventions are grounded in participants' experiences and respect the wider academic community.

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