Ethics in Teaching and Learning Procedure

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1. Purpose and scope

1.1. The purpose of this procedure is to outline the process academic teaching staff should follow when evaluating ethics in research projects conducted by students as part of their learning.

1.2. This procedure relates to any research projects conducted by students, and the processes academic staff who are supervising student projects should follow when approving the ethics of student projects.

1.3. This procedure does not relate to research projects from students who undertaking either an MPhil or PhD at Leeds Arts University. These research projects would fall under the scope of the "Ethical Approval Procedure for Research".

2. Procedure

2.1. The vast majority of ethical considerations can be dealt with at a local level and are subject to continuous review. Staff and students should discuss the ethical aspects of their work using reflective practice to make ethical judgments; referring to the University's Ethics Policy.

2.1.1. There are ethical dimensions to:

- Briefs;
- Proposals;
- Studio practice;
- Research;
- Exhibitions;
- Working with others;
- Using social media;
- Personal conduct.

2.1.2. Students should be briefed, taught and guided about ethical matters throughout their course.

2.1.3. Teaching staff should direct students to the Student Ethics Approval Form when they are intending to conduct research projects (eg. text-based studies, surveys, data collection, interviews, participatory creative works, workshops or events). The form needs to be filled in by the student and checked over by the supervisor/academic member of staff before the research activity is initiated: https://portal.leeds-art.ac.uk/content/student-ethical-approval-form

2.2.   When the research involves participant(s)

2.2.1. This could be where students are undertaking activities that directly involves people through their participation (e.g. interviews, questionnaires, surveys, observational research, social media).

2.2.2. Participants are those that take part in a research project and could include members of the general public, other students, professional creatives, and practicing artists.

2.2.3. The students with support from their tutors need to:

- Gain informed consent from their participants;
- Store participant data securely in line with data protection laws;
- Anonymise participants' contribution(s);
- Assess and mediate potential risks and benefits of the activity.

2.2.4. Staff supervising student research projects should ensure the safety of:

- The student(s);
- The institution's reputation and resources;
- The participants and the public.

2.2.5. This should be checked and overseen by the member of staff who is teaching the student.

2.2.6. Completed Student Ethics Approval Form should be stored by the member of staff in the course area on the S drive.

2.3.   Ethics overseen by the course leader

2.3.1. When the student wishes to work with children and or vulnerable adults Course Leaders need to check that:

- The Student Ethics Approval Form has been filled in;
- Informed consent of vulnerable participants is ongoing;
- Disclosure and Barring Scheme (DBS) checks are carried out as appropriate in line with the institution's policies;
- Reflective practice on ethics by the student throughout the project which is discussed with the tutor;
- Permissions are gained by the guardian and where appropriate the child or vulnerable adult and/or the vulnerable adult's carer;
- If activities cause distress to the participant(s) they should cease;
- Issues that involve children and vulnerable adults are carefully considered; seeking advice from internal designated child protection officers if necessary;
- If the relevant guidance on researching own vulnerable family members has been read and followed.

3. Navigating potential ethical issues

3.1. When the work is contentious or controversial or has the potential to raise ethical issues the Course Leader and course team, in consultation with students, should:

- Ensure the work complies with the law;
- Reflect on the potential impact of work on an audience;
- Carefully consider the context in which work is shown or reproduced;
- Consider ways of mediating possible ethical issues, for example by warning audiences about the nature of work where it is likely to cause offense, or there is a likelihood that young children will be able to see/hear the work.

4. Escalating concerns about ethical issues

4.1. If the tutors, Course Leader or course team feel concerned about a student's proposed area of study and need further guidance, then the relevant Director or Postgraduate Core Coordinator can be consulted.

4.1.1 The Chair of the Ethics and Integrity Committee can advise the relevant Director /Postgraduate Core Coordinator when necessary (for example if the matter has an impact on the University's reputation) and report to the chair of the Academic Board.

4.2. If unethical behaviour persists and a student ignores the Ethics Policy and ethics guidance given by their tutors, appropriate disciplinary measures will be followed.