



## Research project: **Transect Walks and Action Research; Tracing Power and Conduits of Oppression within the Faculty**

### **Participant Information Sheet**

#### **About this study**

This study is part of my research on the PgCert Academic Practice in Art, Design and Communication at UAL.

I am conducting an action-research project that seeks to explore the institutional injustices that buttress the modern British University (and therein UAL in particular). I am interested in understanding the institution as a conduit of Power and Oppressive actor through design. I seek to document/uncover/articulate the incarnations of power and hegemony within the faculty.

My research will seek to trace power and conduits of power and oppression within the faculty. The methodology will be qualitative. We will engage into a transect walk in the form of a psychogeographic *dérive*, which is a transdisciplinary methodology drawing from several traditions at intersection of several qualitative ethnographic and anthropological methods.

Responses will be analysed in any manner that is appropriate and worthy-of-pursuit in response to the data your (ANDOR your fellow participants) have produced. As this is an iterative action-research-project the exact means of analysis may evolve throughout the study and shift to accommodate incrementally acquired insights.

Currently I foresee the use of conventional qualitative-ethnographic analytic methodologies; but other methods (including computer-assisted methods) may become opportune and used in the course of this study.

My recruitment principle is one of convenience-sampling with saturation-sampling remit. Any University staff who is declaring themselves willing and able to comment on power and the University is a suitable and desirable participant for the study. This explicitly includes non-academic staff.

#### **How does this relate to teaching and learning?**

Understanding the sites, institutions and material incarnations, as well as their performances, artefacts and cultural productions in which our teaching takes place, should be considered a necessary and precursive step of inventory-taking that would greatly empower any attempts to revise the learning and teaching that takes place in these sites.

Learning and teaching can only be re-thought from the ground up if the locus, place and space in which this takes place is understood as the frame in which these activities/performances/productions take place inevitable have a major impact on the pedagogic-academic activities that are intended to take place therein.

If you take part you are consenting to taking part in a Transect walk/psychogeographic *dérive*. The transect walk may take between 1-99 minutes.

**Psychogeography** here is the interdisciplinary practice of mapping/collecting physical, cultural and affective impressions/memories/happenings that are collected when exploring space.

A ***dérive*** ("drifting") is an unstructured context-led physical exploration of space, usually conducted as part of an academic-artistic geographic practice.



**Transect walk** is an equivalent methodology hailing from the disciplines related to eco-anthropology and urban design/planning. Transect walks are *usually* conducted in a straight line through mixed terrain.

### What does it mean to take part?

- I may record our conversation through audio-visual-means.
- I may transcribe parts or the full extent of our conversation(s).
- We/ I may also take photos, make drawings, sketches.
- We may also take photos, make drawings, sketches.
- I may take notes during our transect walk.
- I may record the GPS coordinates of our *dérive*/transect walk.

Furthermore,

- I may use publicly available and commercial machine-assisted transcription tools to aid me in the transcription process.

If you consent to the use of commercially available machine-assisted transcription tools please tick this box.

I consent to the use of machine assisted transcription tools.

I consent to machine-assisted datamining tools to be employed in the analysis of the data produced.

The data will be used as the basis for academic analysis.

If you choose to take part, you will be free to withdraw your participation at any point. You will not be obliged to give any reason for deciding not to take part.

If you decide to revoke your participation, all your data will be removed from the sample pool / dataset and I will not use your knowledge or insight for my study. I will endeavour to the fullest extent of my capacity to ignore any knowledge gained as part of our interactions and I shall not repeat these or use these for any purpose.

Collaboratively generated artefacts will be handed over to you or destroyed/deleted/disposed of.

Note: Whilst I will endeavour to not recall the insights gained through the interaction with you, it nonetheless remains beyond my horizon of influence if I will be able to outright forget our interaction(s).

### Will my participation be kept confidential?

Your decision is sovereign, and you are in control of your contribution to this study.

1. **You may request to be anonymous in full, or for parts of the contribution.** If you request to remain anonymous, your request is extremely important to me and your contribution will be kept with the highest confidentiality. In that case any information about you will be confidential to me, as the researcher, my course tutor and teaching team on a need-to-know basis. You will not be identified individually anywhere in the research. If I quote anything you have said in an interview, it will be anonymous. An example might be: 'Tutor A said 'The project is...''

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2. **However, you may want to reserve full ownership over your contributions and request to be credited and acknowledged in full.**  
In that case your sovereign decision will be respected, and I will use the designation you wish to be known as. Changes to your self-designation will be possible until the coursework is completed and submitted.

In instances of uncertainty, I will take all reasonable steps to gather your input. In instances where I cannot get hold of you, or cannot elicit a clear response from you, I will default to an anonymised usage of your contributions.

In either case, whether you are anonymous or not, your data will be stored on an encrypted UAL-provided device ANDOR stored on an encrypted cloud server (Microsoft One-Drive). The hardware and cloud service are fully encrypted in compliance with UAL rules, regs and guidelines.  
Whilst I cannot guarantee the physical location of the server, and therefore its compliance to EU GDPR regulation respectively UK Governance and Legislation, the circumstances or encryption are considered *safe* according to UAL's GDPR guidelines.

Your data will be removed from this server respectively deleted from my device within 1 year of the project being completed and my Unit submission is graded/passed.  
This timeframe will be extended if I am accepted on the UAL professional Practice MA and the date of data deletion will be no later until that MA has been awarded to me.

### **What will happen to the results of the research project?**

Analysis from my study - including quotations from you – will contribute to an academic dissertation project. If you consent, your words may also be used in academic reports, papers or conference presentations. These may appear online.

Please check the following box if you agree to this use of your provided insights in a manner that is consistent with all that is stated above.

I consent to sharing my insights and knowledge in the manner described above.

Thank you for your contribution and participation in this study. Your time, effort, knowledge, insights and patience are greatly appreciated.

Many thanks in advance,  
Hunter

### **Contact for further information:**

Dr. MJ Hunter Brueggemann, **Investigator**  
[h.brueggemann@arts.ac.uk](mailto:h.brueggemann@arts.ac.uk)

### **Line Manager**

Mx Pheonix Perry  
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### **Research Project Tutor**

Liz Bunting



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**Unit Leader**

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[r.marsden@arts.ac.uk](mailto:r.marsden@arts.ac.uk)

**PGCERT Course Leader**

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**PGCERT Programme Director**

Dr. Catherine Smith  
[c.h.smith@arts.ac.uk](mailto:c.h.smith@arts.ac.uk)



## Participant Consent Form

### Project Title: **Transect Walks and Action Research; Tracing Power and Conduits of Oppression within the Faculty**

You are being invited to take part in a research project. Before you decide to take part it is important for you to understand why the research is being done and what it will involve. Please take time to read the attached information sheet carefully and discuss it with others if you wish. Ask if anything is unclear or if you would like more information.

- I understand that I have given my consent to share my insights, knowledge and impressions about *Tracing Power and Conduits of Oppression within the Faculty*.
- I fully give my consent to take part.
- I understand that I have given approval for my opinions to be included in the research outputs. Anything I say may be used in academic papers relating to the project unless I specify so otherwise.
- I will remain anonymous in this study unless I explicitly express a desire to be credited for my knowledge and contributions (in part or in full) for the purpose of this study.
- I have read the information sheet about the research project, which I have been asked to take part in and have been given a copy of this information to keep.
- I understand what is going to happen and why it is being done has been explained to me, and I have had the opportunity to discuss the details and ask questions.
- I have been given this consent sheet and I understand that I have the right to withdraw from the research programme at any time without disadvantage to myself and without having to give any reason.
- I hereby fully and freely consent to participation in the study, which has been fully explained to me.

Participant's name  
(BLOCK CAPITALS):

\_\_\_\_\_

Participant's signature:

\_\_\_\_\_

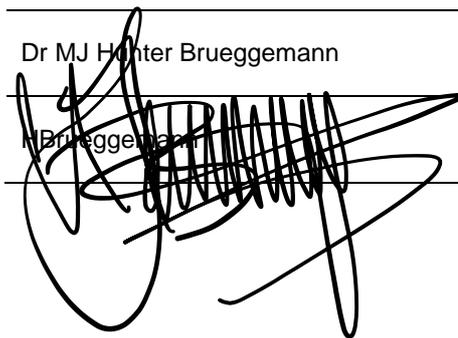
Date:

\_\_\_\_\_

Investigator's name  
(BLOCK CAPITALS):

Dr MJ Hunter Brueggemann

Investigator's signature:

  
\_\_\_\_\_

Date:

29-Nov-23

## Contacts



**ual:**

**Investigator:**

Dr. MJ Hunter Brueggemann, **Investigator**  
[h.brueggemann@arts.ac.uk](mailto:h.brueggemann@arts.ac.uk)

Interim Course Leader and Course-Coordinator for **MA/MSc Computing and Creative Industry (Modular)**  
Senior Lecturer in **Creative Computing**  
UAL Creative Computing Institute (CCI)

Year 3 Leader **BA Fine Arts: Computational Arts**  
Senior Lecturer in **Computational Arts**  
Camberwell College of Arts (CCW)

**Primary Line Manager (CCI):**

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[p.perry@arts.ac.uk](mailto:p.perry@arts.ac.uk)

**Secondary Line Manager (Camberwell College of Arts)**

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**Research Project Tutor:**

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## Official UAL Complaints Procedure

Full and Further info on:

<https://www.arts.ac.uk/students/student-services/tell-someone>

Access the complaint form directly:

<https://forms.arts.ac.uk/tell-someone/>

**There is no place for racism, bullying, harassment or sexual violence at UAL. Use our **Tell Someone Form** to report incidents and get support.**

### What happens when you make a report?

When you contact us through Tell Someone you are not committing to any specific course of action. The form is monitored by a small group of staff who have been trained in responding to and supporting people who have experienced racism, bullying, harassment or sexual violence.

If you select 'To receive support and assistance' one of the following will get in touch to discuss next steps:

- Head of Counselling and Student Health
- Head of Student Advice and Safeguarding Support

### Reporting options

You can report an incident in 3 different ways:

1. Anonymously
  - We won't ask you for any personal identifiable details or attempt to identify or contact you.
  - We will keep anonymised data for reporting purposes and to see if there are similar reports and patterns of behaviour that should be addressed.
2. To receive support and assistance
  - A member of staff will contact you in response to your report.
  - We may request more information, arrange an appointment or refer you to another service relevant to your needs.
  - This is not the same as making a formal complaint, but we can advise you about how a formal complaint would work and help you decide if this is something you want to do.
3. A formal complaint
  - If you feel ready, you can make a formal complaint against an individual.

### Confidentiality

The information you provide is treated as confidential and will not be shared without your agreement. Read more about confidentiality - as well as privacy - when you complete our Tell Someone form.

Other ways to get in touch: If you have any questions, please email [tellsomeone@arts.ac.uk](mailto:tellsomeone@arts.ac.uk)

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## **Counselling for staff: the Employee Assistance Programme (EAP)**

For confidential advice and support from trained counsellors call **0800 882 4102**, 24/7, 365 days a year.

An Employee Assistance Programme (EAP) is a confidential helpline, which employees can use for counselling, information and support on issues affecting their mental health. Calls can relate to work issues, such as stress about workload or workplace bullying. Staff can also call about issues affecting them outside of work, like health or financial worries, a relationship breakdown, domestic violence, a legal issue or eldercare concerns.

UAL's EAP is provided by PAM Assist. It's a targeted resource to help you and your colleagues deal with all of life's ups and downs.

### **Key features include:**

- a confidential 24/7 advice line
- counselling
- workplace promotion
- critical incident response
- a range of online information and support – including our new mobile app, EAP Everywhere.

### **How it works**

1. Call **0800 882 4102** (no appointment needed), and experienced, professional counsellors will help you find the right resources and help.
2. Log in to our portal [PAM Assist your wellbeing hub](#) with code **UAL1**
3. Download the PAM Assist wellbeing app – [step by step guide](#)

### **The wellbeing app**

The PAM Assist wellbeing app aims to support all aspects of wellbeing. It features online CBT (cognitive behavioural therapy) and mindfulness for mental health and a virtual gym, sleep and nutrition advice for physical health.

### **Managerial support**

As part of the EAP service, counsellors with expert training in human behaviour and relationships, and with management experience, are available to speak to anyone at UAL with managerial or supervisory responsibilities.

The service offers wide ranging advice and help, including:

- personal support to you as a manager and in supporting your people
- dealing with difficult situations or conversations
- coping with pressure and stress
- emotional impact of managerial decisions
- managed referrals.

To use this confidential service, call **0800 882 4102**.

[PAM Assist: The Program \(Microsoft Stream Video\)](#)

[PAM Assist: The App \(Microsoft Stream Video\)](#)

## Ethical Enquiry Form

**Applicant name: Dr MJ Hunter Brueggemann**

**1. Please describe your research question (or focus of your research):**

I am conducting an action-research project that seeks to explore the institutional injustices that buttress the modern British University and therein UAL in particular. I am interested in understanding the institution as a conduit of Power and Oppressive actor through design. I seek to document/uncover/articulate the incarnations of power and hegemony within the faculty.

Understanding sites and institutions in which education takes place enables us to take their implicit and explicit effects on teaching and learning better into account when designing study materials and course contents.

The methodology of this research project consists of elements of the psychogeographic derive and a cross-disciplinary transect walk. These walks will happen across a site of higher education (likely, but not necessarily a UAL college).

**2. Who will be providing you with information to help you answer your question?**

My informants will be recruited from staff employed by UAL in any function or department who is willing to discuss institutional power with me (other HE institutions are eligible). I will employ a convenience-sampling regimen until I have achieved a state of dataset saturation (as it pertains to the remit of this Unit project). The objective of this project is to achieve contextual validity and fidelity to the participant's statement; not to seek for universal or representative knowledge.

My tutor and teaching team will advise when this point has been reached.

**What will you be asking participants to do?**

I will ask the participant(s) to conduct a psychogeographic *dérive* / transect walk with me. (See definition of these concepts above). During this activity I will record a vast array of qualitative (and quantitative) data that is generated during the activity.

This may include (but is not limited to)

- Audio-visual recordings of the conversation; transcription of these conversations,
- Photos, sketches, voice notes, drawings done by the participant, myself or us collaboratively.
- This may include handwritten notes.
- This may include GPS coordinates and other quantitative datasets that may be collected during the walk. (Step counts, calories, metres walked, and others).
- Additional data such as architectural maps and models and 3<sup>rd</sup> party data may be added into the data pool and utilized for analysis.
- (Further consent for additional tools (documentation and analysis) may be sought from the informants.)

The timeframe, locus, and length of the activity will be decided by the participant. A window of 1-99 min is anticipated.

Indicative Content conversation:

Themes discussed in the *dérive* are exploring the power dynamics that are pervasive in university education/UAL/the colleges. This may include conversations on protocols, power, disenfranchisement, justice, surveillance or aesthetics of authority.

Participants will determine the flow of the conversation and they are able to chose to decline themes/topics or are always invited to move the conversation on to a different topic if they chose to. The participant leads the flow of the conversation.

If the participant has themes that have content indications these can be discussed and cleared up before the data gathering.

### **3. How will you get informed consent from these participants?**

Through the consent/participant information sheet form above.

The consent form will be provided 24 hours prior to the beginning of the intervention.

There will be an opportunity to discuss the consent form; the participation sheet; the study or any other particulars with me until all remaining questions are resolved. This will be offered/happen prior to agreeing to participation.

### **4. What potential risks to the interests of participants do you foresee and what steps will you take to minimise those risks?**

A participant's interests include their physical and psychological wellbeing; their commercial interests; and their rights of privacy and reputation.

Depending on the political and strategic orientation of the university, and the political orientation of the nation some statements made in good faith may be held against the informant or myself.

As academics and public-facing teachers artists and practitioners this is a constant risk in our work and as such, this study is not likely to add any further risks to the careers, livelihoods or wellbeing of the participants or myself.

The participants are fully legally competent and sovereign in their voice and opinion.

However, I as a researcher will maintain a commitment to the 4 pillars of ethical best practice; those being *Benefice, Non maleficence, Autonomy and Justice*.

In case a participant wants to remain anonymous, the statements and contextual deduction may make post-hoc de-anonymisation possible. To prevent this I will (aside of acting with best intent to prevent this) seek advice and supervision from my course tutors.

#### **Risk of participant distress**

As the study seeks to trace instances of power and oppression, there is a risk of participants being brought to instances of potentially being triggered. To prevent this, prior to commencement of the study, participants are asked to declare any topics that are off-bounds and ought not to be mentioned, any areas or sites that should not be visited and other limits that they want to set to protect their wellbeing.

Furthermore UAL staff resources for mental health support will be held ready in case they are necessary (PAM on Canvas and other resources).

Participants are provided with the details of my line manager, Unit supervisor, and other key personal to PD level. Also signposting to UAL TELL SOMEONE will be provided in case the participant considers any serious misconduct has been taken place or witnessed during the activity.

### **5. What potential risks to yourself as the practitioner do you foresee and what steps will you take to minimise those risks?**

Given the nature of the topic I see myself exposed to the same risks as my participants. I am mindful of applying the same duty of care to myself as I am to my participants.

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All resources mentioned above are equally so available to myself.

**6. Does your project involve children or vulnerable adults e.g. a person with a learning disability?**

Delete as appropriate: **NO**

~~If yes, please describe what extra measures you will put in place regarding safeguarding:~~

**7. How will you store the information you gather from participants?**

The data will be stored on UAL encrypted cloud servers provided by the University, respectively a UAL laptop computer that is equally encrypted by the University (or subsidiaries thereof).

**I confirm my responsibility to deliver the project in accordance with the Code of Practice on Research Ethics of the University of the Arts London (the University). In signing this form I am also confirming that:**

- a) The form is accurate to the best of my knowledge and belief.
- b) I understand and accept that the ethical propriety of this project may be monitored by the relevant College Research body and/or the University's Research Ethics Sub-Committee.

Signed: \_\_\_\_\_

Date: 29-Nov-2023

**I support this project and have reviewed it with the student:**

Signed: \_\_\_\_\_

Date: \_\_\_\_\_ 29.11.2023 \_\_\_\_\_