ual:

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: Matt Carless

Tutor: Kwame Baah

Date: 7/10/2025

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

ARP Research question

How do different skin tones respond to varied lighting conditions on digital cinema cameras, and how can this understanding be translated into more inclusive and effective cinematography teaching?

The focus of my project is to improve the resources available at UAL when instructing students on lighting for digital cinema cameras. As well as improve my understanding of the topic and how I deliver this to students in my workshops. I will conduct a set of lighting tests using contributors from as diverse a range of backgrounds as possible. In this test I will light my subjects using a variety of common techniques. These contributors will then give feedback on how they feel about the accuracy of their representation on screen. After I have collated this feedback, using these resources I will then be more equipped to teach lighting and its nuances on different skin tones at UAL.

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

Sung, Y.-L. (2022) 'Decolonising cinematography education: experimenting with lighting ratios and textures for Black and Asian skin tones'. Film Education Journal, 5 (2): 114–35. DOI: https://doi.org/10.14324/FEJ.05.2.05.

Roth, L., 2009. Looking at Shirley, the Ultimate Norm: Colour Balance, Image Technologies, and Cognitive Equity. Canadian Journal of Communication pp.114 Available at: https://doi.org/10.22230/cjc.2009v34n1a2196

Sung, Y.-L. (2022) 'Decolonising cinematography education: experimenting with lighting ratios and textures for Black and Asian skin tones'. Film Education Journal, 5 (2): 127. DOI: https://doi.org/10.14324/FEJ.05.2.05.

Greenhalgh, C., 2020. *Skin Tone and Faces: Cinematography Pedagogy which foregrounds – Inclusivity and Diversity in Teaching Lighting. Cinematography in Progress*, 3.

Borek, M. (2025) 'Improving image equity: representing diverse skin tones in photographic test charts for digital camera characterisation', *Electronic Imaging*, 37(9), pp. 255-1–255-7. https://doi.org/10.2352/EI.2025.37.9.IQSP-255

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

  September
- Plan exactly what type of primary research I need to create and capture. This must be detailed down to the type of lighting set up and the reasoning of why this is important for students to understand when representing people on screen.
- Book a studio and Camera system at UAL to film this content
  October
- Put out a call to the UAL student body to get volunteers who need to be involved in the project
- Capture and film the content that is required to help create the T&L resources
  November/December
- Use the resources and build this into a lighting workshop aimed at 1st/2nd/3rd year students
- Promote the workshop and get a set of students to enable me to trail this idea
- Run the workshop
- Provide a set of questionnaires for the students to fill in and give feedback on this project and their reflections of if this should become a part of my technical instruction at ual.
  December/Jan
- Write the findings up and present them in Jan

- **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 and Students who are willing to participate in the shoot. No one under the age of 18yrs will participate in the shoot.

- **What are the health & safety concerns, and how will you prepare for them?**

  o   https://canvas.arts.ac.uk/sites/explore/SitePage/42587/health-and-safety-hub
  o   https://canvas.arts.ac.uk/sites/explore/SitePage/45761/health-and-safety-policies-and-standards

I will complete a standard Risk Assessment for the film shoot which will be in line with UAL's H&S guidelines.

Example Form -
https://docs.google.com/document/d/1dkmHDTR_u1pi30QI9-iOARv8GOcj0Kpq/edit?usp=sharing&ouid=110209103505110704763&rtpof=true&sd=true

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

  o https://www.bera.ac.uk/publication/ethical-guidelines-for-educational-research-fifth-edition-2024-online#consent
  o https://www.bera.ac.uk/publication/ethical-guidelines-for-educational-research-fifth-edition-2024-online#privacy-data-storage

I will write an agreement that each participant must complete for the film shoot so they are aware and happy with how the materials would be used in the future. All participants will be given and sign a release form:
Example below
(https://docs.google.com/document/d/1SpFsxJipPDRf8XsI5dnheQBgh4ckpLt3y8nIwBr_UA0/edit?usp=sharing)

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

  o https://www.bera.ac.uk/publication/ethical-guidelines-for-educational-research-fifth-edition-2024-online#responsibilities-participants
  o https://www.bera.ac.uk/publication/ethical-guidelines-for-educational-research-fifth-edition-2024-online#responsibilities-sponsors
  o https://www.bera.ac.uk/publication/ethical-guidelines-for-educational-research-fifth-edition-2024-online#responsibilities-wellbeing
  o See Emotionally Demanding Research PDF on Moodle

- **Use Informed Consent** - Participants must be fully informed about the purpose of the research and what participation this involves. In regard to my project this would cover the use of video footage that will be captured by them in my workshop as well as any BTS photos/videos of them I capture on the day and use on my blog.
- **How their data will be used, stored, and shared -** I will inform the participants that any data that I use from their feedback will be anonymous and any footage of them won't be available other than for use within my teaching at UAL or for my PgCert.
- **Provide a clear consent form or statement -** The FTV department has a standard consent form that I will ask the students to fill out before taking part in my workshop.
- **Right to Withdraw -** I will ensure participants should know they can withdraw at any time without penalty and explain what happens to their data if they withdraw (that the data will be deleted).
- **Avoiding Harm -** I will Ensure questions and recording topics are not distressing, offensive, or intrusive and be sensitive to participants' comfort levels and emotional wellbeing.
- **Transparency and Honesty** - Do not mislead participants about my aims and the methods I am trying to use within the workshop
- **Clearly state the use of any recordings -** Explain and ask consent for any video/voice recording if I wish to use any on the day of the workshop. State how they will be used, if I will be transcribing them for example, state who will have access to them (myself/my Tutor if needed).