

Subject: Re: Feedback on project post tutorial
Date: Wednesday, 7 January 2026 at 09:20:55 Greenwich Mean Time
From: Andrew Slatter
To: Katriona Beales
CC: Rachel Marsden, John O'Reilly, Kwame Baah, Ben Fitton

Morning Katriona

Thank you for sharing this, it is a detailed and reflective EAP, and the inclusion of the retrospective considerations adds to your researcher concern for ethics, your students and yourself and team.

Remember to add this to your blog, and it becomes an important part of the narrative around your research methodology and methods.

I hope the snow doesn't prevent you from meeting Rachel today, I hope the tutorial goes well.

Kind regards
Andrew

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Andrew Slatter BA (Hons) MA MA SFHEA he/him/his
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Senior Lecturer in Contextual and Theoretical Studies (CTS)
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From: Katriona Beales <k.beales@arts.ac.uk>
Sent: 06 January 2026 13:00
To: Andrew Slatter <a.slatter@lcc.arts.ac.uk>
Cc: Rachel Marsden <r.marsden@arts.ac.uk>; John O'Reilly <john.oreilly@arts.ac.uk>; Kwame Baah <k.f.baah@arts.ac.uk>; Ben Fitton <b.fitton@chelsea.arts.ac.uk>
Subject: Re: Feedback on project post tutorial

Dear Andrew and PGCert team,

I hope you had had a decent break and wishing you a Happy New Year.

I intended to get this to you prior to the winter break, sincere apologies for not doing so, and for the delay in amending this. The last few weeks of term was very busy with our big collective exhibition and then marking.

Attached is my adjusted ethical action plan with an additional section at the end relating specifically to the student video. This narrates the events and also summarises the actions taken as a result.

Please do give me any feedback about this as I am happy to amend.

I am planning to come to the group tutorial drop in tomorrow so can also discuss it then if appropriate?

Rachel - please bear in mind we are currently experiencing quite a lot of snow here in South London, so it is a bit dependent on my kids school being open tomorrow.

Many thanks

Katriona

Sent from Outlook for Mac

From: Katriona Beales <k.beales@arts.ac.uk>

Date: Wednesday, 19 November 2025 at 09:47

To: Andrew Slatter <a.slatter@lcc.arts.ac.uk>, Katriona Beales <k.beales0920241@arts.ac.uk>

Cc: Rachel Marsden <r.marsden@arts.ac.uk>, John O'Reilly <john.oreilly@arts.ac.uk>, Kwame Baah <k.f.baah@arts.ac.uk>, Ben Fitton <b.fitton@chelsea.arts.ac.uk>

Subject: Re: Feedback on project post tutorial

Hi Andrew –

Just to thank you for these responses. Very busy week so in brief:

I've discussed this with Ben (cc'd). We both feel this is ok to go on Moodle in the context of our course, the subject (institutional critique as part of art practice) and the context of the year meeting. However, given your concerns I have removed the link accessing the year meeting recording in which it was shown from Moodle. I am also happy to write a respective ethics form purely for this video.

Happy to discuss on Friday in person.

Best wishes

Katriona

Sent from Outlook for Mac

From: Andrew Slatter <a.slatter@lcc.arts.ac.uk>

Date: Monday, 17 November 2025 at 11:53

To: Katriona Beales <k.beales@arts.ac.uk>, Katriona Beales <k.beales0920241@arts.ac.uk>

Cc: Rachel Marsden <r.marsden@arts.ac.uk>, John O'Reilly <john.oreilly@arts.ac.uk>, Kwame Baah <k.f.baah@arts.ac.uk>

Subject: Re: Feedback on project post tutorial

Hi Katriona

See my responses **inline (below)**

Kind regards
Andrew

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From: Katriona Beales <k.beales@arts.ac.uk>

Sent: 13 November 2025 09:14

To: Andrew Slatter <a.slatter@lcc.arts.ac.uk>; Katriona Beales <k.beales0920241@arts.ac.uk>

Cc: Rachel Marsden <r.marsden@arts.ac.uk>; John O'Reilly <john.oreilly@arts.ac.uk>; Kwame Baah <k.f.baah@arts.ac.uk>

Subject: Re: Feedback on project post tutorial

Hi Andrew,

Thank you for taking the time to write down all these comments and feedback.

I need to take some time to reflect and also to raise these points with Ben my line manager.

Good, your line-manager feedback and support is helpful and is designed to support your 'researcher self' and to ensure your research within the course is approved of.

My initial responses are:

- the video isn't a method of mine – it was a student-led response to an invitation to co-design parts of the year meeting in a context of an audience of their peers. I am not describing this as my work in any way and as such it is not a method I am using. Understood, our concern was that as an unexpected outcome, how can it be evaluated, and that your line manager knew about it, if it was available on Moodle.
- the feedback about the cost of prices in the canteen was raised by students yesterday in the course committee meeting and is going through the proper channels. Great
- whilst I obviously avoid swearing in my teaching practice there are several artistic uses of profanity which we have and do share in the context of teaching e.g. Hito Steyerl's work '[How not to be seen - a f-ing didactic educational.mov file](#)' which I am teaching on this week. I will be using the f-word in this context as it forms part of the work. Understood, but this was not covered in the ethics form, as we say, its an unexpected outcome, and I just wanted you to be aware that in the context of research, other people who may view the video may find it troubling. The research is being done in UAL and as such we need to be mindful of the organisation's policies and research ethics.
- I would never share content that I think would cause harm to others. However, I don't think critiquing the prices of the café in the context of a cost of living crisis (which is arguably doing harm to students which is why they are raising it in such strong terms) could in anyway be, or should be, extrapolated to an equation of causing harm to staff who work there. I strongly disagree with this equation and am concerned you are making

this point. It would be impossible to critique anything if this was read in this way. If this is the position of the PGCert team, I would like to understand this further because I can't see how this plays out in a sensible way in terms of teaching critical thinking. We know you wouldn't, we are not trying to hinder freedom of speech, but we do have to take into account the ethics in our research, and how the outcomes we generate and how they are disseminated need to be carefully considered.

The only way the video would be on Moodle is through the Panopto recordings of the year meetings in which it was shared – I've not been well and can't remember whether I have made this available yet. Ben has been sent this link of this video and also participated in the making of it (as we both did without knowing the context or how this would be edited etc.) I will check with Ben before including this on Moodle but it has been my intention to share it. Then line-manager consent is vital. But we would advise you not to share, and try to focus on the evaluative approach, and treat it as a test of a method, what were the verbal results of the focus group and how may that compare and contrast with other methods? We suggested Mentimeter, for the big room, big feedback approach and compare with the student rep voices.

I am of course happy to discuss this further. Hopefully we'll find a space to chat further on Friday.

Doing some work mostly from home today but on antibiotics and may not make it to the PGCert teaching day tomorrow depending on energy levels. Hope you're feeling better this week. Please take the feedback as a critical friend.

Best wishes

Katriona

Sent from Outlook for Mac

From: Andrew Slatter <a.slatter@lcc.arts.ac.uk>

Date: Wednesday, 12 November 2025 at 12:22

To: Katriona Beales <k.beales@arts.ac.uk>, Katriona Beales <k.beales0920241@arts.ac.uk>

Cc: Rachel Marsden <r.marsden@arts.ac.uk>, John O'Reilly <john.oreilly@arts.ac.uk>, Kwame Baah <k.f.baah@arts.ac.uk>

Subject: Feedback on project post tutorial

Dear Katriona

I can see you are off sick today, I hope you feel better soon.

I was really pleased to hear your progress in Friday's tutorial, I think it helped your peers to see that you were right in the methods and doing phase and this was encouraging.

My feedback today is based on the video you shared with us, made by the student reps. I have been thinking about this over the weekend and I shared my thoughts with the team in yesterday's meeting, hence I am copying in Rachel, Kwame and John.

I commented on the video afterwards about the profanity and the comments relating to the prices of the student cafe. I think you said it was uploaded to Moodle. You commented on freedom of speech and this is what I wanted to share with my colleagues just to get a sense from them about the issues this raises about doing research in an institutional context, and as I said, also ensuring that you, the researcher, are protected from any comeback. As Moodle is an institutional platform, and we are doing research in the institution, we need to be mindful of policies that we all need to adhere to, such as code of conduct and dignity at work, these are in place to ensure that we are not causing harm to others, or any harm is done to us. I know as you are reading this you may feel this sounds heavy, but the video did raise some concerns for the team.

A number of suggestions the team raised are:

- You should make your line manager aware of the content of the video and that is currently on Moodle
- Before a video is shared, bleep out any profanity (for example, Padlet and Mentimeter platforms allow for profanity to be censored, this is to ensure no offence is made to colleagues or peers)
- The comments relating to the prices of the cafe, while feel universal (we all complain about this) if it is broadcast, my worry is that some students may take this further and not be kind to the staff who work in these environments. I'm not saying this would happen, but the comments that may be gleaned from student reps to be shared at course committee meetings remain in a private space and the comments filtered up to Deans who can then pass this on to relevant people, this feels like a more appropriate path to follow.

Which leads me to a conversation with John yesterday about the purpose the videos serve and how they can be evaluated as a method. Holding a focus group with reps is a good way for you to put your questions about community building (within the context of a year group meeting of 170 students) to them and getting their feedback. So the making of a video by students is an unexpected outcome but one which needs careful handling and evaluation as to the purpose of them, and what content is included. I wonder if Mentimeter used in the year group meeting would be a good method to canvas the whole group as this tool can create word clouds and you can get an instant snapshot. Remember this is about testing, so you have tested one method (a focus group) and Mentimeter may be another method to see how the results compare with the student rep focus group feedback (it's also an inadvertently useful way to see how representational of the cohort the student reps voices are)! Rachel has shared a colleague's email address with me, who can help with all things mentimeter: Gwen Shen gwen.shen@fashion.arts.ac.uk

Retrospective Ethical consent

We need to do a retrospective EAP which takes into account the video outcome. Please note and take action based on the following:

- Remove the current version of the video (or videos if there are more than one) from Moodle (if your line-manager is consenting to its content and it being there, our advise is that it should edited it for it to be reuploaded)
- Consider it as an outcome from testing a method, and keep the video(s) private and consider how they are purposeful and can be evaluated
- Triangulate the focus group feedback with other methods (such as Mentimeter)

If you are in disagreement with the above and you go ahead with using the video in its current form and keeping it on Moodle without getting consent from your line manager, you are doing so without our consent and we would have to inform your line manager.

Please take this in the spirit of your tutors being critical friends, and not a form of censorship but a concern for research ethics that need to be framed in the context of a programme of study, and institutional values. Its about a duty of care to you and your participants that means everyone is included.

Kind regards
Andrew

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Andrew Slatter BA (Hons) MA MA SFHEA he/him/his

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