



Engaging students to support inclusive cultural change

An evidence-based toolkit on student engagement to effectively drive inclusive cultural change in HE

—

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In partnership
with:

Anglia Ruskin University, Birmingham City University,
Teesside University, University of Brighton, University of
Hertfordshire

About the Collaborative Development Fund

The Collaborative Development Fund supports the development of our members by addressing key sector challenges together, through a series of innovative projects. Topics are co-created with the sector and projects aim to highlight different approaches, in different contexts, to support members to understand how practice might be learned from and applied. Awards are made based on the expertise of teams and the evidence and the relevance to sector-wide practice from an open call for submissions.

About the project

Working collaboratively across six University Alliance Universities in England, this project, led by Kingston University, explores the key attributes of student engagement programmes which support meaningful, far-reaching, and sustained transformation to a more inclusive higher education.

Research indicates that students who actively engage with their university through not only their academic curricula, but also co-curricular activities are less likely to drop out and more likely to achieve better outcomes (Thomas, 2012). However, not all University students engage with their institutions to the same degree. These groups include mature students and those who are first generation to higher education, students from Black, Asian and minority ethnic backgrounds, as well as those from lower socio-economic households.

The toolkit is based on case studies that aim to surface the work of various student engagement programmes in six higher education institutions in England which have been developed to support inclusivity in their universities.

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Toolkit

“If you are going to do it, take it seriously, fund the programme properly and support your students. This work is invaluable, and our students and staff deserve to be recognised, well compensated, and taken care of to do what can be very challenging work.”

Tamara Reid, Kingston University
Inclusive Curriculum Consultants Programme

1. About the toolkit

1.1 Introduction

This toolkit is intended to encourage reflection on the effectiveness of student engagement programmes which aim to improve the inclusivity of institutional cultures in Higher education. In its simplest form, it has been designed to help institutions increase the engagement and participation of a range of students whose voices are underrepresented in university life. It aims to create a better understanding of the lived experiences of students from a broad range of backgrounds to better ensure that institutional processes and practices, including academic curricula and pedagogic practice are meaningful, relevant and culturally responsive. In other words, embedding inclusivity into the culture of the institution.

The toolkit identifies a range of attributes from student engagement programmes in six UK higher education institutions which support their efficacy and success in terms of developing inclusive practices in their institutions. In so doing, the toolkit assists Advance HE members to implement meaningful student engagement programmes which drive inclusive cultural change.

The toolkit is grounded in the following principles:

- + Student engagement, defined by students' involvement in activities that are connected to their learning, can improve their outcomes, as well as positively shape universities (Krause and Armitage, 2014).
- + Higher education institutions who have examined participation in their mainstream student engagement activities, developed to empower students to positively shape and provide feedback about their university experience, have identified more limited engagement from some groups of students.
- + Student groups exhibiting more limited engagement often include students who are first generation to higher education, students who are from Black, Asian and minority ethnic backgrounds, as well as students who commute to University or are from lower socio-economic households (Dunne et al., 2017).
- + Levels of engagement are influenced by the degree to which students feel that they 'fit in' or 'belong' which, in turn, is influenced by the extent to which institutional cultures reflect and understand their traditions, values, and behaviours.
- + Institutional cultures are important factors in relation to the attainment of students, with institutional practices claiming to represent all students, but operating to undermine some lived experiences. (UUK, 2019).

- + Higher education institutions need to develop student engagement programmes which support them to become more inclusive and better reflect their students lived experiences (Thomas et al., 2017).

The toolkit offers Advance HE members a rich and diverse evidence base of student engagement that effectively drives inclusive cultural change and a framework to design and implement their programmes.

1.2 Definitions

Inclusive institutions

Inclusive institutions are defined as organisations in which everyone can contribute, feel a sense of belonging and which are structured to the best advantage of their whole institutional community.

Inclusive cultures

Inclusive cultures reflect and consider what is valued in the institutional context and work to embrace norms and beliefs which best reflect those of their staff and students.

Student engagement

Student engagement is defined by students' involvement in activities that are connected to their learning, but beyond the standard expectations of their course; including co-curricular activities, governance and quality assurance, feedback and representation, peer mentoring and other civic activities beyond the immediate scope of their studies.

1.3 Using the toolkit

This toolkit identifies the key ingredients or attributes for engaging students in enabling and ensuring inclusive cultural change. We anticipate it being useful to three different groups and has been designed to support university leaders, student engagement programme leaders and participating students.

University leaders

The toolkit supports university leaders to reconsider their institutional student engagement strategies to ensure that they are effective in connecting with all students – including those who are manifestly marginalised and/or disenfranchised. The principles of the toolkit outlined in 1.1 assume that universities have completed the 'groundwork' and have examined the representation of student diversity in their current student engagement offer and have

identified where there is underrepresentation from particular groups of students. The toolkit provides examples of effective student engagement programmes which address various identified institutional challenges through the lens of inclusivity. The toolkit offers practical suggestions and recommendations to plan, design and deliver programmes that effectively engage all students and drive inclusive cultural change.

Student Engagement Programme Leads

The toolkit supports Student Engagement Programme Leads to develop and deliver programmes which effectively engage all students, and in so doing, drive inclusive cultural change. It does this through offering a range of practical suggestions and recommendations as to how to plan, design and deliver programmes that drive a transformative agenda.

Students

The toolkit provides students with a set of attributes which can inform the co-creation of their institutions' student engagement programmes. It also offers them a framework through which they can build mutually supportive practices which not only inform, challenge and transform the institutions' structures, but also supports and prioritises their own wellbeing.

1.4 The toolkit development

The toolkit is an outcome of the reflections on the effectiveness of student engagement programmes in improving the inclusivity of institutional cultures in six University Alliance higher education institutions. Moreover, bringing the programme leads and participating students together through the project's 'sandpit' methodology further developed our collective understanding of success and enabled the sharing of practice to inform future transformative developments.

1.4.1 Data collection

Initially programme teams from our participating universities were invited to a scoping session online, delivered over two hours, which set the context for the project, the purpose of the subsequent sandpit and requirements for participation. Critically, it also enabled participants to explore desired outcomes and set the challenges teams would be asked to address at the Sandpit. The session also enabled the identification of key principles in student engagement programmes which have contributed to meaningful and lasting inclusive cultural institutional change.

Programme leads were asked to complete a case-study template which collected information on the various programmes. This included, but was not limited to the following:

- + context: aims, values and principles
- + institutional context
- + operational details: resourcing, management, personnel involved, recruitment practices etc.

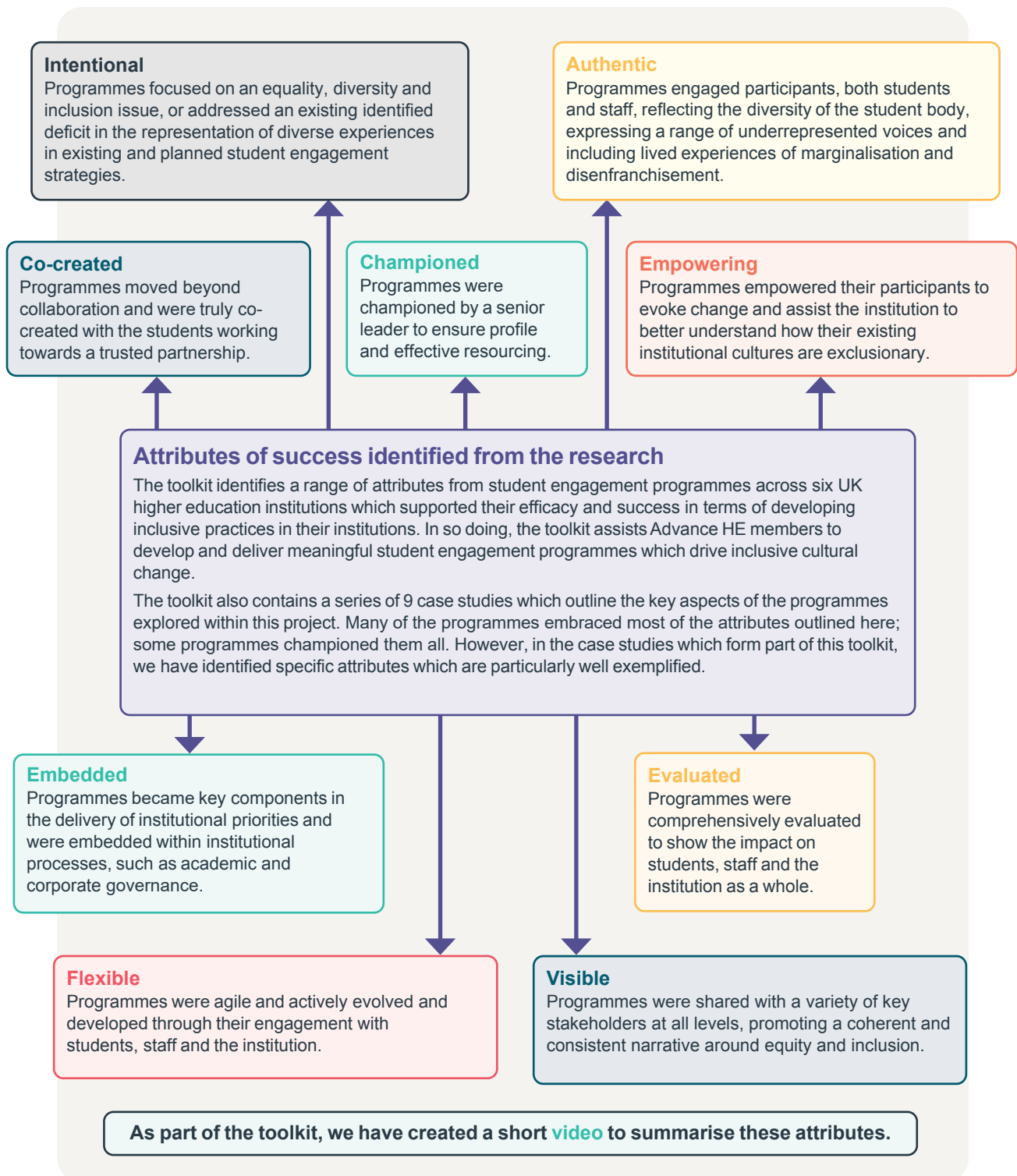
- + intended outcomes
- + support and development for participants
- + safeguarding
- + 'what works' – ingredients for success
- + what doesn't work and what would be done differently
- + evaluation: reach, value and impact.

In possession of detailed secondary information and evaluation, a sandpit event was organised which brought together programme leads and students from participating institutions. Run by our external facilitators, Graham Holden and Penny Sweasey, the sandpit approach drew on the innovative Teaching Excellence Alliance (TEA) Sandpit which was developed by the University Alliance (UA) to provide a non-hierarchical and inclusive environment with a focus on solving educational challenges.

The sandpit session, delivered in-person over half a day, was attended by 33 programme leads and students. The sandpit enabled teams to share practice and experiences, reflecting on lessons learnt and the identification of the key ingredients for successful student engagement that contribute to institutional change.

2. The toolkit

2.1 Summary of attributes of success



2.2 Attributes of success

In our research, the following attributes have been identified from student engagement programmes across six UK higher education institutions which support their efficacy and success in terms of developing inclusive practices in their institutions.

2.2.1 Intentional

Programmes focused on an equality, diversity and inclusion issue, or addressed an existing identified deficit in the representation of diverse experiences in existing and planned student engagement strategies.

Rationale

In our experience student engagement programmes fail to take a critical perspective, making the assumption that they are equally accessible and available to all students. Whilst they can be effective avenues of dissent for some student groups, they rarely express the radical calls for change required by those in higher education who feel excluded from institutional norms and values. Therefore, in so doing, they can act to fundamentally reinforce the status quo of institutional cultures, whilst tweaking process and procedures to the benefit of the empowered. Programmes which actively seek to address equality, diversity and inclusion issues, whether that be raising the profile of an under-represented group or addressing the inclusivity of an institutional practice, are more successful in challenging institutional cultures. They offer alternative perspectives, realities and ways of being and knowing, and thereby transform institutional cultures to better reflect and value them.

Student engagement programmes in this study:

- + acknowledged that institutional contexts, practices and programmes can perpetuate inequities
- + were intentional in challenging an issue that related explicitly to inclusivity and/or purposeful in focusing on progressing inclusive practices.

Programmes in other contexts could consider:

- + focusing a programme on supporting the needs of particular groups of students
- + focusing on an issue that relates directly to inclusivity – such as digital accessibility.

For exemplary case studies see Case study 2, Case study 7 and Case study 8.

2.2.2 Authentic

Programmes engaged participants, both students and staff, who reflected the diversity of the student body, expressing a range of underrepresented voices and including lived experiences of marginalisation and disenfranchisement.

Rationale

Programmes we found to be most effective in challenging exclusionary institutional cultures, to better reflect the values and behaviours of all groups, drew upon the authentic lived experiences of those who feel marginalised and/or disenfranchised by and within their university.

Student engagement programmes in this study:

- + ensured that students are considered as experts of their lived experiences of university
- + were explicit in attracting underrepresented groups, especially those who feel marginalised and disenfranchised, listening to and acting on their multiple voices
- + lived the programme's values in all its aspects and be genuine in their endeavour rather than just about ticking boxes and responding to metrics.

Programmes in other contexts could consider:

- + employing programme leads who share the protected characteristics of underrepresented students and can act as role models, in addition to attracting students through shared understandings and experiences
- + considering the recruitment practices used to attract students
 - Develop approaches/formats for recruitment that purposefully seek out and value 'the experiential', rather than pursue and articulate particular skills-sets.
 - Develop different approaches/formats for recruitment that are adaptable, flexible, and accessible.
 - Use previous students from under-represented backgrounds to promote the programme and conduct the selection process (including the Students' Union).
 - Promote job opportunities to students through a wide range of channels.
 - Ensure that job descriptions support and reflect diverse experiences.
 - Provide support for students in the application process and consider automatic interviews to identified under-represented groups as a positive action approach.
- + ensuring inclusive pay & conditions for students.
 - Ensure that the living wage is paid.

- Offer hours that are flexible and include on-line consultations to ensure inclusivity.

For exemplary case studies see Case study 3, Case study 4 and Case study 7.

2.2.3 Co-created

Programmes moved beyond collaboration and were truly co-created with the students working towards a trusted partnership.

Rationale

We suggest programmes are co-created with the student participants guiding the institution to the changes the students want to see. Inclusive cultural transformation requires an eye from the margins which will require devolving some leadership decisions to the students. It is not simply about feedback.

Student engagement programmes in this study:

- + were co-designed with and not just delivered by the students
- + evoked distributed leadership with collective responsibility for decision-making content and direction
- + evolved through continuous consultation and dialogue.

Programmes in other contexts could consider:

- + creating a culture of equitable partnership and collaboration through the promotion of reflective practice from the outset
- + embracing and promoting multiple channels of communication and dialogue, including dialogue opportunities led by students and offering online and face to face engagement
- + creating senior student roles within the programme who can support less experienced members of the team to share their thoughts and viewpoints (where they may be less willing to do so with the programme lead). This practice builds the confidence of participants to engage on an equal basis, both dialogically and practically.

For exemplary case studies see Case study 1 and Case study 8.

2.2.4 Empowering

Programmes empowered their participants to evoke change and assist the institution to better understand how their existing institutional cultures are exclusionary.

Rationale

Adopting student engagement programmes which draw upon the authentic lived experiences of students who feel marginalised and/or disenfranchised, in order to challenge institutional cultures is an effective way of driving inclusive cultural change. However, there is a significant amount of emotional labour involved in this work. Notwithstanding the negative effect of academic resistance, issues being addressed can in themselves be triggering and retraumatising for students and staff. We recommend that institutions acknowledge this. To be effective, programmes should empower students with knowledge and skills, but also support them with culturally responsive counselling and mentoring to ensure their wellbeing. This is also true for staff who share protected characteristics.

Student engagement programmes in this study :

- + identified and personified a set of principled, moral and inclusive values which were embodied in all aspects of the programme
- + reaffirmed students' expertise and ensured that students felt listened to as experts
- + made safe spaces for students to build their confidence and say what they think
- + were transformative and ensured that student participants benefitted from being involved through reflection, training opportunities and guidance
- + supported the mental and physical wellbeing of participants, evoking safeguarding principles and actively identifying where activities could be triggering or re-traumatising.

Programmes in other contexts could consider:

- + developing partnership agreements and operational contract for the students and the University teams with which they are working, which set out acceptable and appropriate behaviours, including a code of conduct
- + instigating an internal complaints process built on the programme's values statement
- + adopting a zero-tolerance policy and being prepared to remove participants that do not adhere to the policy
- + ensuring robust training for students in all aspects of the programme, including institutional processes, practices and related issues

- + being explicit about supporting the development of future skills to enhance students' employability – e.g. having difficult conversations
- + paying the living wage
- + considering having senior and junior student roles where seniors mentor junior team members and vice versa, where both gain insight from each other
- + supporting external engagement with relevant organisations, conferences and training, facilitating students' involvement through mechanisms of supportive collaboration with university colleagues and students, and financial reimbursement for time spent and expenses incurred
- + ensuring the availability of support provided by staff who fully understand and relate to students' lived experiences of systemic inequality
- + providing access to counselling and/or coaching for the student team provided by a third party (not the programme lead) for regular reflection and debriefing
- + making safeguarding protocols explicit and signposting trauma counselling, if required.

For exemplary case-studies see Case study 4.

2.2.5 Flexible

Programmes were agile and actively evolved and developed through their engagement with students, staff and the institution.

Rationale

Students have complex lives and multiple commitments which can change rapidly over time, particularly those who are under-represented in higher education and/or experience systemic inequality. Programmes need to be flexible to reflect and address the changing contexts of students' lives and allow diverse student groups to engage and contribute.

Student engagement programmes in this study:

- + evolved constantly through dialogue between programme teams, key external and internal stakeholders and students
- + provided flexible engagement to suit the lives and commitments of different student groups
- + grew to include different stakeholders as integral parts of the narrative.

Programmes in other contexts could consider:

- + evolving work according to the interests of the students in the team and the context of students' lives
- + offering flexible contracts that offer the opportunity to be involved whilst working round other employment and domestic commitments and academic workload
- + ensuring that sufficient hours are available to give participants stability and a guaranteed income.

For exemplary case studies see Case study 5 and Case study 9.

2.2.6 Championed

Programmes were championed by a senior leader to ensure profile and effective resourcing.

Rationale

Programmes need meaningful support from institutional leaders to ensure their long-term sustainability – including resourcing, promotion, and if possible, mandatory engagement which includes the Board and senior executive team. Additional champions should also be identified at all levels of the institution and in both academic schools and professional services departments.

Student engagement programmes in this study:

- + identified and secured a senior university leader to actively advocate for the programme, communicating with and regularly updating the senior leadership and executive team
- + developed effective and coherent messaging which aligned with key institutional narratives
- + identified champions from across faculties and professional services at all levels of the university who could support and advocate for the 'on the ground' value of the programme.

Programmes in other contexts could consider:

- + identifying and expediting opportunities to inform all senior leaders, including Boards of governors, through briefing presentations and reports
- + 'managing up' to inform senior champion of key developments in the programme and potential improvements through regular update meetings
- + adopting a range of approaches with different stakeholders to promote the programmes' purpose and priorities in order to raise profile and enhance visibility

- + establishing stability in budgeting by securing a 3-year budget rather than year to year, thereby avoiding delays in recruiting students due to budget insecurity, ensuring long term vision and commitment
- + ensuring that programme leads are on permanent contracts, have sufficient time allocation and are supported by relevant areas of the institution, including information technology, learning technologists and administrators.

For exemplary case studies see Case study 5.

2.2.7 Visible

Programmes were shared with a variety of key stakeholders at all levels, promoting a coherent and consistent narrative around equity and inclusion.

Rationale

Effective champions will support and increase the visibility of the programme, but this needs to be supported by a communication plan to raise its visibility and ensure that the programme's aims are effectively understood by all stakeholders at every level of the organisation.

Student engagement programmes in this study:

- + were visible at all levels of the institution including Board of Governors, senior executive team, senior leadership, academic staff, professional services and students
- + developed an institutional communication plan that reached and was meaningful to a variety of stakeholders at all levels
- + were sufficiently resourced to enable the programme's promotion and future development, as well as effective operation.

Programmes in other contexts could consider:

- + making sure communication is designed in collaboration with Student Unions (where relevant) and led by senior leadership champions, promoting the importance of the programme across the university, with the endorsement of the Board of Governors
- + having a broad recruiting strategy, channels, and venues to make sure everyone is reached in an equitable and inclusive way, including a variety of flexible methods and channels such as video campaigns and virtual events
- + developing a hub and spoke faculty/school-based model, with student participants aligned with faculties/schools
- + applying for, and winning/being short listed, for sector prizes for innovative practice which raise the profile of the programme nationally and internationally

- + creating an institutional 'kite mark'/award for participation
- + working in partnership with the Students' Union and their clubs and societies.

For exemplary case studies see Case study 2.

2.2.8 Embedded

Programmes became key components in the delivery of institutional priorities and were embedded within institutional processes, such as academic and corporate governance.

Rationale

Programmes need to align with institutional priorities, and be robustly embedded through institutional governance structures including academic committees, student engagement and feedback mechanisms and quality assurance and enhancement processes.

Student engagement programmes in this study:

- + were aligned to and delivered key institutional strategies and key performance indicators
- + informed and guided staff appraisals and career development objectives
- + informed and supported institutional 'business as usual' structures and procedures
- + reported and were accountable through institutional reporting lines, such as academic committee structures and line management.

Programmes in other contexts could consider:

- + agreeing a reporting schedule for the programme to standing academic committees such as University Education Committee and Student Voice Committees, and their Faculty/School sub committees
- + having participants on the programme as standing members on academic committees, Board of Governors, and formal quality assurance events such as internal subject reviews or validations
- + requiring course teams, academic departments, or professional services teams to engage with the programme as part of their annual review processes, also aligning staff evaluation objectives
- + including the programmes in career development discussions and recognise it as a key opportunity for staff professional growth.

For exemplary case studies see Case study 2, Case study 6, Case study 8 and Case study 9.

2.2.9 Evaluated

Programmes were comprehensively evaluated to show the impact on students, staff and the institution as a whole.

Rationale

Programmes should be supported and justified by a strong evidence base of data metrics and lived narratives which form a baseline for evaluation and impact assessment which, in turn, evidences the efficacy of the programme.

Student engagement programmes in this study:

- + showed reach, value, and impact through robust evaluation
- + agreed mechanisms for capturing and sharing impact across the institution so that profile and interest in the programme is maintained, utilising institutional data to evaluate impact
- + adopted an approach to evaluation which not only looks at the impact on the participants involved, but also the impact that they have had on the rest of the institution, such as a theory of change model.

Programmes in other contexts could consider:

- + designing in evaluation from the outset, by identifying base-lines measures and capturing data on an ongoing basis
- + employing a wide range of evaluation methods, collecting both quantitative and qualitative data on the programme and its activities – for example, engagement with activities, feedback from participants and ethnography
- + evidencing reach, value and impact at individual/course/subject/department/institutional levels
- + showing clear alignment between programme outcomes and institutional key performance indicators and institutional strategy.
- + evaluating the approach to evaluation to ensure alignment to purpose, relevance of outputs and evidence of value and impact.

For exemplary case studies see Case study 6.

2.3 Checklists

2.3.1 Student Engagement – what it is / what it isn't

What it is	What it isn't
☑ Equitable and inclusive ☑ Open minded ☑ Sense of community and belonging ☑ Motivational, inspiring and fun ☑ Developmental and empowering	☒ Individualistic ☒ Only for “good students” ☒ One sided, passive and hierarchical ☒ Forced ☒ Exploiting students

2.3.2 Student Engagement – examples of what works / what doesn't work

Enablers of intentionality	Barriers to intentionality
☑ Plan and design programmes with the explicit intention of addressing equality, diversity and inclusion issues	☒ Plan and design programmes with a hidden agenda

What it is	What it isn't
☑ Equitable and inclusive ☑ Open minded ☑ Sense of community and belonging ☑ Motivational, inspiring and fun ☑ Developmental and empowering	☒ Individualistic ☒ Only for “good students” ☒ One sided, passive and hierarchical ☒ Forced ☒ Exploiting students

Enablers of Authenticity	Barriers to Authenticity
☑ Giving space to ideas that come from underrepresented voices ☑ Diverse leadership representatives	☒ Involving individuals (including in leadership roles) that do not represent the diversity of the student body and do not share interest in the programme

Enablers of Co-creation	Barriers to Co-creation
☑ Communication and open dialogue	☒ Power barriers and hierarchy between students and staff

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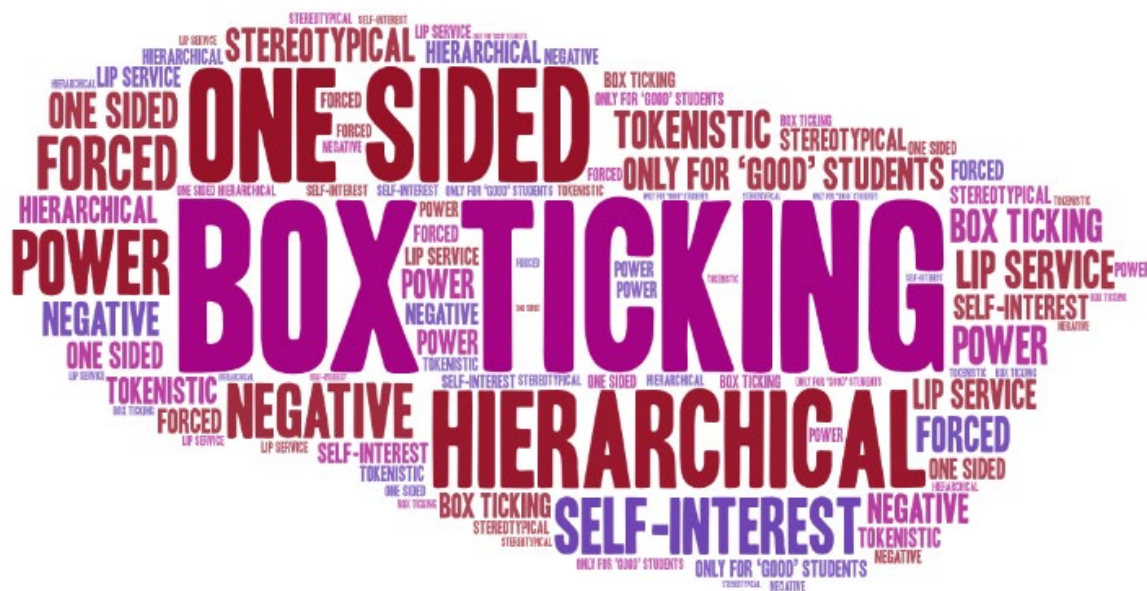
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Enablers of Empowerment		Barriers to Empowerment	
☒ Creating an attractive programme for students that takes into consideration students' needs/priorities: time-management, diversity, inclusivity, study commitments, pay, location (offer online opportunities), becoming more employable.		☒ Box-ticking actions and attitude ☒ Ignoring suggestions from participants ☒ Digital barriers for students	
Enablers of Flexibility		Barriers to Flexibility	
☒ Keeping an open mindset and being ready to adapt the programme to evolving needs, even if this means making unforeseen changes		☒ "Stick to the plan" attitude	
Enablers of Championing		Barriers to Championing	
☒ Funding and senior leadership support		☒ Lack of resources (staff, time, money etc.)	
Enablers of Visibility		Barriers to Visibility	
☒ Strategic leadership and support from key stakeholders		☒ Scepticism from staff ☒ Students are not aware of the opportunities	
Enablers of Embeddedness		Barriers to Embeddedness	
☒ Sharing coherent and cohesive vision, values and objectives		☒ Considering inclusivity issues not a priority	
Enablers of Evaluation		Barriers to Evaluation	
☒ Dedicating time to create an evaluation plan that assesses the quality of the programme as well as the impact on students and staff		☒ Considering evaluation not important and lack of planning in advance of this stage	

2.3.3 What is effective student engagement



2.3.4 What Student Engagement is not



2.4 Lessons learnt

There were several aspects of the student engagement programmes that were identified as being a more significant issue than originally envisaged.

2.4.1 Recognising and managing resistance

Several partners discussed the challenge of academic resistance, detailing scenarios where members of the University community challenged the efficacy of projects to address issues of equality, diversity and inclusion. The advice was to expect resistance, proactively develop strategies to challenge it and create a zero-tolerance approach on disrespectful or abusive behaviours. The salience of supporting students through this resistance was paramount, ensuring culturally responsive support and the possibility of more radical care approaches (see 2.4.3).

2.4.2 Start with a values-led approach

Several partners noted that with hindsight they would have led their narrative with the values and principles of their programmes. For example, the University of Hertfordshire's Student Technology Mentors Team noted that they would have begun with a focus on partnership to ensure that the students understand that they are partners in this role at the outset, investing more time empowering students, building their confidence, and listening to the ideas on what was working and not working. This, they argue, has been 'learnt over time through trial and error'.

2.4.3 Requirement to practice radical care with student participants

The need to provide additional care and support mechanisms was recognised by several partners in recognition of the significant emotional labour and sometimes triggering topics involved particularly in working on inclusive agendas. Kingston University's Inclusive Curriculum Consultants Programme plan to introduce the concept of radical care is in this for supporting students in their journey in the programme. Radical Self-care is the assertion that you have the responsibility to take care of yourself first before attempting to take care of others.

2.4.4 Evaluation

Evaluation was the key piece that most programmes had not factored in from the outset. This was deemed to be an important oversight and with hindsight, many would have adopted a theory of change model which identifies the reach, value and impact through an identified set of quantitative metrics and qualitative narratives. However, it was recognised that robust evaluation requires planning and significant investment in both time and resources.

3. Case studies

Name of the programme	University	Change story	Programme exemplify attributes
Student Employability Activators	Anglia Ruskin University	Mutually beneficial – a culture of support and generosity with ideas and resources	Co-created Flexible
Race Equality Advocates	Anglia Ruskin University	Ambitious community with permission to fail	Intentional Visible Embedded
Change Maker Project	Birmingham City University	Lived experiences make for authentic change	Authentic
Inclusive Curriculum Consultants Programme	Kingston University	Empowering students to be a community of disrupters championing institutional inclusion	Authentic Empowering
Student Researchers Scheme	Teesside University	Walking and learning together engaged in process of enquiry	Championed Flexible
Inclusive Practice Partnerships Scheme	University of Brighton	Authentic collective view representing diverse perspectives	Embedded Evaluated
Wellbeing Champions	University of Brighton	Authentic collective view representing diverse perspectives	Intentional Authentic
BAME Student Advocates	University of Herefordshire	Partnership impacting individual and organisational change	Intentional Co-created Embedded
Student Technology Mentors	University of Hertfordshire	Tailored by expert agents to be impactful and transformative	Flexible Embedded

Appendix 1. Contributors

Project Team

Kingston University (lead institution)

Name	Surname	Role
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