

UNIVERSITY COLLABORATIVE AWARDS FOR TEACHING AND LEARNING

APPLICATION FORM 2022-2023

Reference Number (for CQSD use): 03/2023

Please refer to the [scheme criteria and guidance](#) when completing your application and ensure that you complete all sections of the form.

Please save as a PDF file and submit your application to Martin Wise: m.wise@reading.ac.uk

Nominator's details

Name:	Drew Taylor
Role:	Student Outcomes Coordinator (Professional Placement Year)
School / Service:	Student Services
Department / Unit:	Student Success and Engagement
Email:	d.h.taylor@reading.ac.uk

Team Leader's details (This may be the same person as the Nominator)

Name:	Mathew Haine
Role:	Student Outcomes Manager
School / Service:	Student Services
Department / Unit:	Student Success and Engagement
Email:	m.l.b.haine@reading.ac.uk

School Director of Teaching and Learning/Head of Service of Team Leader

Name:	Anne-Marie Henderson
I confirm that I am supportive of this application	Yes - AMH

Team Name / Project Title

Inclusion Consultant Scheme

Team Members

(Include all members of the group applying for the award, including the team leader and any student members. Indicate the percentage of the award that each group member should receive. This should total (and must not exceed) 100%.)

Name	Employee Number	School/Function	Role in Team	% of Award per team member
Staff leads and facilitators				
Mathew Haine	924820	SSE	Programme lead	7%
Drew Taylor	927175	SSE	Programme coordinator	7%
Martina M. De Burgos	(now a student)	SSE	Programme coordinator (pilot)	7%
Participating students (current students from the pilot)				
Student details removed			Inclusion Consultant	4%
			" "	3%
			" "	1%
			" "	3%
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Participating students (current students from phase one)				
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Student details removed			“ “	1%
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Previous Funding

<p>Has anyone in your team previously been awarded in these or any other Teaching & Learning award schemes at the University?</p>	<p>Yes / No</p>
<p>If yes, please give details of date and type of award:</p>	

Case for Award (1000 words maximum)

Please outline your case for an award, referring to the scheme criteria as appropriate.

The 'Inclusion Consultants' scheme was established January 2022 with the purpose of bringing together colleagues and underrepresented students to meet the needs of our diverse learning community, thereby reducing awarding gaps. This is a unique form of student partnership which reintegrates students who have traditionally felt marginalised in education back towards a sense of belonging, while collaborating with staff to meet our Teaching & Learning Strategy. The rationale for this approach is to tailor interventions aimed at underrepresented groups in collaboration with them, to create bottom-up solutions that meet relevant needs.

To achieve these aims we developed an inclusive recruitment method to recruit a cohort of diverse student employees. We facilitate weekly 'consultations' between this student group and staff members interested in enhancing their inclusive practice. This collaborative approach demands tactful facilitation with a large emphasis on student experience and wellbeing. This is because it runs the risk of epistemic exploitation, doing a disservice to students who are sharing sensitive lived experience and, in some cases, overcoming a lack of belonging and cultural barriers to be critical with academic colleagues for the first time. We carefully train and upskill the students in 'Social Justice and Higher Education', 'Using Your Voice', and 'Inclusive Teaching and Learning', all in a spirit of empowerment so that the students are confident sharing their experiences of education, which we treat as their professional expertise. By bringing together different perspectives in a safe and engaging manner, staff can gain a deeper understanding of the challenges faced by students from diverse backgrounds and receive practical, actionable strategies. Students are developed towards the UoR graduate outcomes. This collaborative approach has helped to create more inclusive learning environments across the whole university for dozens of colleagues in many ways.

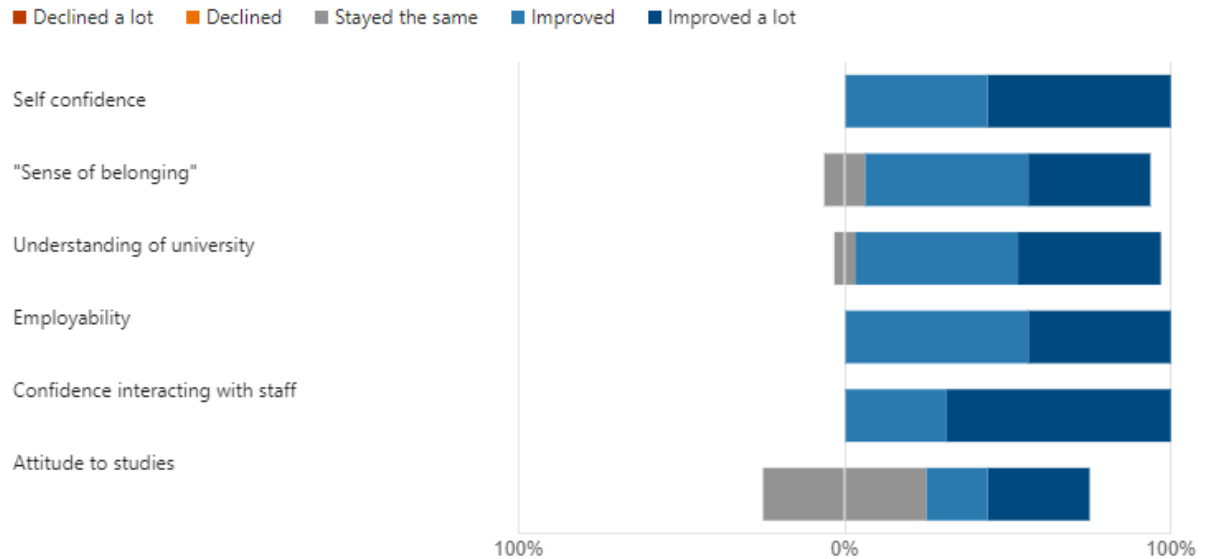
The impact of the Inclusion Consultant scheme can be evidenced through the numerous consultation outputs that emerge weekly during term time and have done since January 2022. Here is a sample of work produced by the group related to teaching and learning spaces. This represents a small proportion of the work undertaken by the group:

- Inclusion Consultants worked with the Dean for Diversity and Inclusion to author the 'Frequently Asked Questions' and 'Further Reading and Viewing' resources for the Decolonising the Curriculum toolkit. They are now working on a 'phase two' set of resources.
- The students lobbied for greater access to prayer spaces, culminating in a consultation with the School of Agriculture, Policy and Development on how to convert a disused office into a quiet space for religious and neurodiverse students, for use in between lectures. In February 2023, they will author the 'code of conduct' for this space.
- They consulted with colleagues from the School of Literature and Languages on how to attract students to a departmental BAME student network. This network has historically had a teaching and learning focus, and created guidance on how teaching staff should address racist language in course texts.
- The students recommended an initiative since taken up by the School of Pharmacy to circulate pronouns and preferred terms of address for both staff and students.
- The students are producing guidance for colleagues in SAGES on how to make field trips inclusive for religious students and students with physical disabilities, who may otherwise face barriers to engagement.
- The students consulted with the School of the Built Environment on how best to engage students in a representative student voice scheme. This led colleagues there to pilot an event in which

students produced a diversity and inclusion calendar personalised to them.

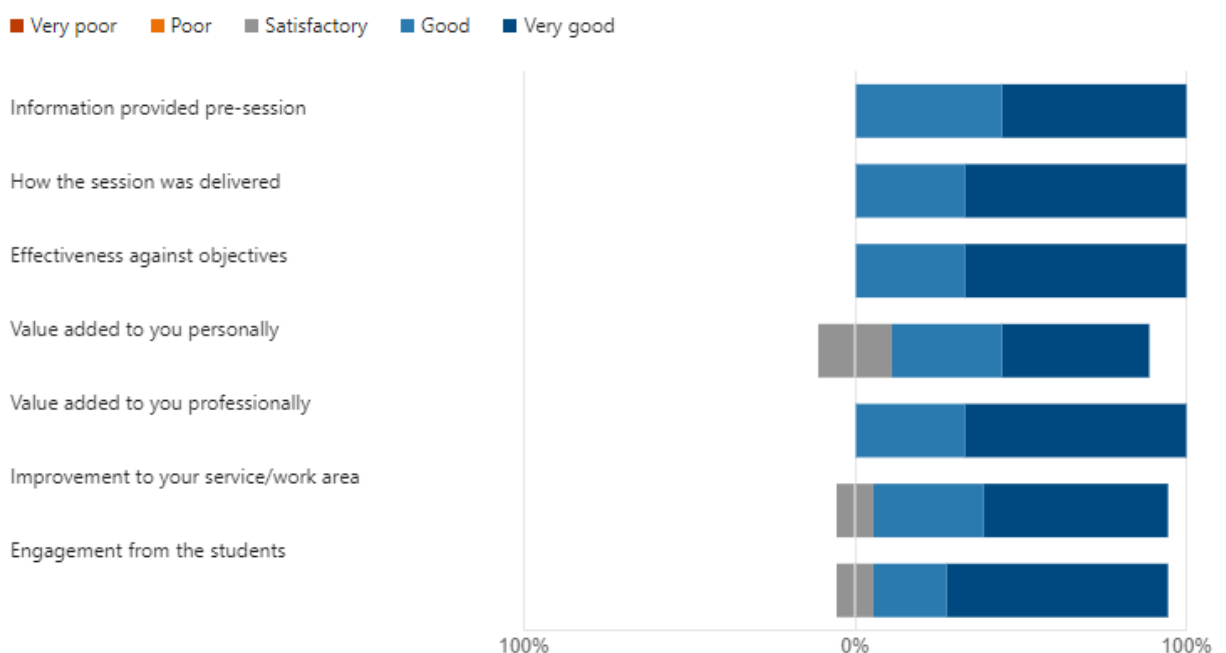
- They are contributing content to the new Inclusive Teaching and Learning web page suite coordinated by Academic Development and Enhancement. This followed an extensive consultation on inclusive and authentic assessments.

We have collected quantitative and qualitative data to measure the impact on colleagues and participants. Students rate the scheme very favourably:



Students wrote, “My biggest fear was that this would become a box ticking exercise but the constant updates and things already being done has showed that the scheme is going to have a huge impact” and “I definitely felt a greater sense of belonging since joining the team compared to any other in-class or on campus experience I’ve had since arriving to the UK.”

Staff reported similarly positive outcomes:



One colleague wrote: “The session was professionally facilitated in an open and relaxed way by Mathew

and Drew, and the student consultants were an extremely engaged group of individuals. This approach ensured that we addressed topics in a way that encouraged openness of discussion on themes such as disability, socialising, finance, coping with unfamiliar situations and religion (specifically in relation to Ramadan in this instance). From this 2-hour session the team generated ideas, solutions and resources that will help not only us but other Schools and departments around the university when planning their own trips. It was an absolute pleasure to participate in the session and am looking forward to implementing many of the suggestions the student consultants put forward this academic year with more for consideration and implementation in future years.”

The work of the Inclusion Consultant scheme is disseminated on a localised and institution-wide level, depending on the scope of the consultation topic. Some consultations result in specific outcomes for a module, school, service, or function, while others have university-wide implications and are shared in various fora. For example, the Decolonising the Curriculum toolkit and the work on authentic assessments will be widely viewed. By comparison, our recent consultation on building an inclusive recruitment process for the Community Champion role will have a localised impact. The next phase of the Inclusion Consultant scheme will be geared towards promotion and staff influence, to share the wealth of knowledge we have now accumulated. This will be done through social media, web campaigns and printed material. Another area of development will be to work closely with the Research and Evaluation Manager to create a robust base of evidence which can be used to build on current practice and share our insights both internally and with the sector.

Word count: 1000

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