Belong and Thrive Teaching and Learning Conference 2024

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IMAGE REDACTED

Telling your own story
Immersive experience
Non-confrontation
conversations

Research: A game of two halves

Gain an **understanding** of student perspectives on their learning journey, including reasons for non-continuation within the School of Allied Health and Community

To explore the staff's **readiness** for inclusivity in the learning environment within the School of Allied Health and Community.

Develop an understanding of how to **improve** the non-continuation rates for minority ethnic students.

Research

Students

Staff

Context

"Black students are more likely to drop out from higher education than other ethnic groups and least likely to achieve a first or upper second-class degree. In contrast, White students are least likely to drop out and most likely to achieve a first or upper second-class degree"

(Bolton and Lewis, 2023 p5)

"This makes me feel really sick and angry that actually that's, you know, if that was a quote that you'd said came out of the 1960s or 70s, then I could understand that. But the fact that it was literally last year…"

"….have we actually come that far?"

IMAGE REDACTED

PCS(Thompson 2021)

P= Personal
C=Cultural
S=Structural

Wider societal issues

The UW systems

Classroom

IMAGE REDACTED
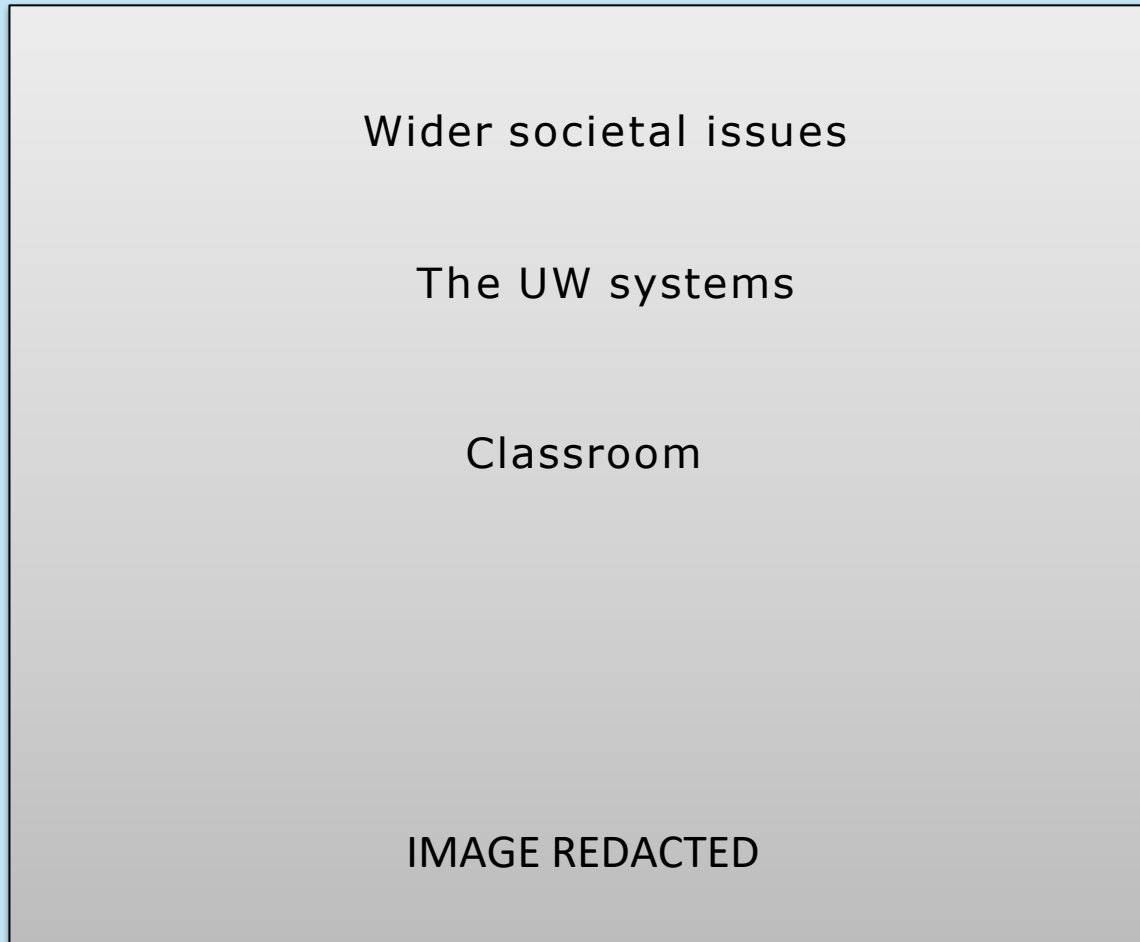
The classroom: Student

Doing okay

*"I think lecturers always really **keen to hear the thoughts of people** …different experiences and different cultures and stuff. …"*

*"Learning from role models, **seeing others succeed** and hearing their stories".*

IMAGE REDACTED

Could be better

"it's like nobody wants to speak to you. They only want to **talk with their own**…don't want to share experiences even if you're asking…just ignore you and walk away (previous uni)"

"education system and the black culture **it's completely different**. The way we answer questions to the way questions are expected to be answered in the Western country …they will struggle initially…the way you do the research is completely different

"a couple of times, … an international student has said what would be acceptable, where they're from and **everyone's been like, gasped in horror and then we've just moved on**. …not like fully explored it …it just gives a negative like view of that of their culture, whereas we've not really gone into it very much".

"…research or academic writing,…**restricted to the UK**…"

The classroom: Staff

Doing okay

Confidence in incorporating anti-oppressive practice/
cultural/sensitivity/race/ethnicity/diversity
within your teaching?

46.2% were confident

23 % neural

30.8% some confidence

*"Mostly, I have been supported [by]direct colleagues and **felt confident to challenge discrimination** when I notice it, but I expect I only notice the
tip of the iceberg…"*

*"I feel I want to understand things from other **people's perspectives** without making assumptions…"*

Could be better

Fear of failure

"It shouldn't be, but it can **feel a scary topic** to promote well. The fear of getting something wrong in terms of terminology or imagery is there".

Lack of resources/knowledge & understanding and leadership

*"**Insufficient culturally sensitive materials**, resources available to be used"*

*"Insufficient **awareness** of how to be **culturally sensitive** in teaching"*

*"I guess I am concerned about **saying the 'wrong' things too**, or making horrible/inaccurate assumptions"*

The wider university systems: Student

Doing okay

PAT

"However, I must commend the[University] investing in some of the measures already put in place to assist. For example, ensuring that every student has a Personal Academic Tutor at the beginning"

Feeling seen

"I think the uni like always acknowledges that international students and staff have, like *quite* a hard time with their housing and their job applications and juggling stuff as well as their studies..."

DDS

"Dyslexia, and it's not been picked up because it's not it's not, it's not something they pay attention to in other cultures, but in the western country they can pick it up..."

Could be better

Lack of seeing themselves represented

"your internal monologue…I can't do this, can't do this" …

Rural placements and driving

"last two weeks looking for driving instructors …they can only do Mondays to Fridays between 9:00 AM and 5:00 PM…times I have to be on placement"

Christmas and the Easter holidays

"2 weeks that are lonely and that isolation is just increased because everyone else in their halls have gone home"

Placement issues specific to ethnicity *…"suspended over something that was, like, seemingly really small seemed like so out of proportion…wouldn't have happened like that for someone else"*

Non-academic staff

"Some of them actually look at you with disgust… most humiliating experience of my life"

IMAGE REDACTED

The wider university systems: Staff

Doing okay

"**There is lots we can do**. There will also be experiences that students bring with them from earlier education that will influence their experience at university".

IMAGE REDACTED

Could be better

"*I notice that all of our* **buildings** *are named after white people- mostly men*".

"*Nearly all of our* **honorary degrees/ fellowships** *are awarded to white people.*

"*Insufficient* **representation** *in the staff team ..predominantly white, middle class lecturers and leadership*".

"*…Training on* **culturally sensitive teaching practices** *for teaching staff and support staff and how to better support these students. Greater representation of diversity amongst teaching staff and leadership…*"

"*Lack of ethnic minority* **leadership** *in the university.* **Unconscious bias** *from those of us teaching who aren't from a minority. Lack of representation of black and ethnic minority theorists and authors.*"

Wider societal issues Student

Could be better

IMAGE REDACTED

Overt racism

*"It's like the **agents** and the **landlords** have had a meeting to say, oh, don't give my house to any person of colour. So sometimes you even speak on phone and everything looks very positive. I've actually gone for a viewing where somebody drove off after citing us and discovering, oh, they were two black ladies in front of the building"*

Workplace/ placement

*"Hello. My name is [works as a social prescriber] …I had just introduced my role and he said "I'm sorry. I can't speak with you because **you can't speak English**".*

Finances and immigration policy

*"disadvantaged based on immigration laws we're **not allowed to work more than 20 hours a week**, which can barely pay your bills"*

"unconsciously I've had this pressure on me and I think it's sinful"

Driving

I've been driving for over 20 years, but coming to the UK I have to obtain UK [because]…use your international drivers' licence, but that's only for a year and of course the course is for two years

Wider societal issues: Staff

Could be better

"Some of the systemic oppression is harder to address and I do not always feel like I have the agency and knowledge to know how to do this…"

"…nor do staff always acknowledge institutional racism/ bias within the university and wider society, which impacts our students"

IMAGE REDACTED

Suggestions

Simplifying assessment and learning outcomes

Lecture focus on academic expectation

Explore an international critical approach

Coaching and mentoring

Social groups

Non-drivers

A welcome international desk.

Introduce tools to research early on

Safe spaces for discussion

IMAGE REDACTED

Our favourite…

"Research like THIS"

IMAGE REDACTED

Next steps …

Thematic analysis of results

Creating spaces where <u>all</u> students feel **welcomed and valued** …how do we do that with students?

Co-production focus with student and staff

Fear of getting it wrong/lack of knowing stopped a lot of staff. How do we create a non-judgemental space where we can discuss this.

References

Bolton, P, Lewis, J. (2023) Equality of access and outcomes in higher education in England. House of Commons Library No 9195 available at https://researchbriefings.files.parliament.uk/documents/CBP-9195/CBP-9195.pdf

Thompson, N. (2021) Anti-Discriminatory Practice, 7th edition. Hampshire, Palgrave

IMAGE REDACTED