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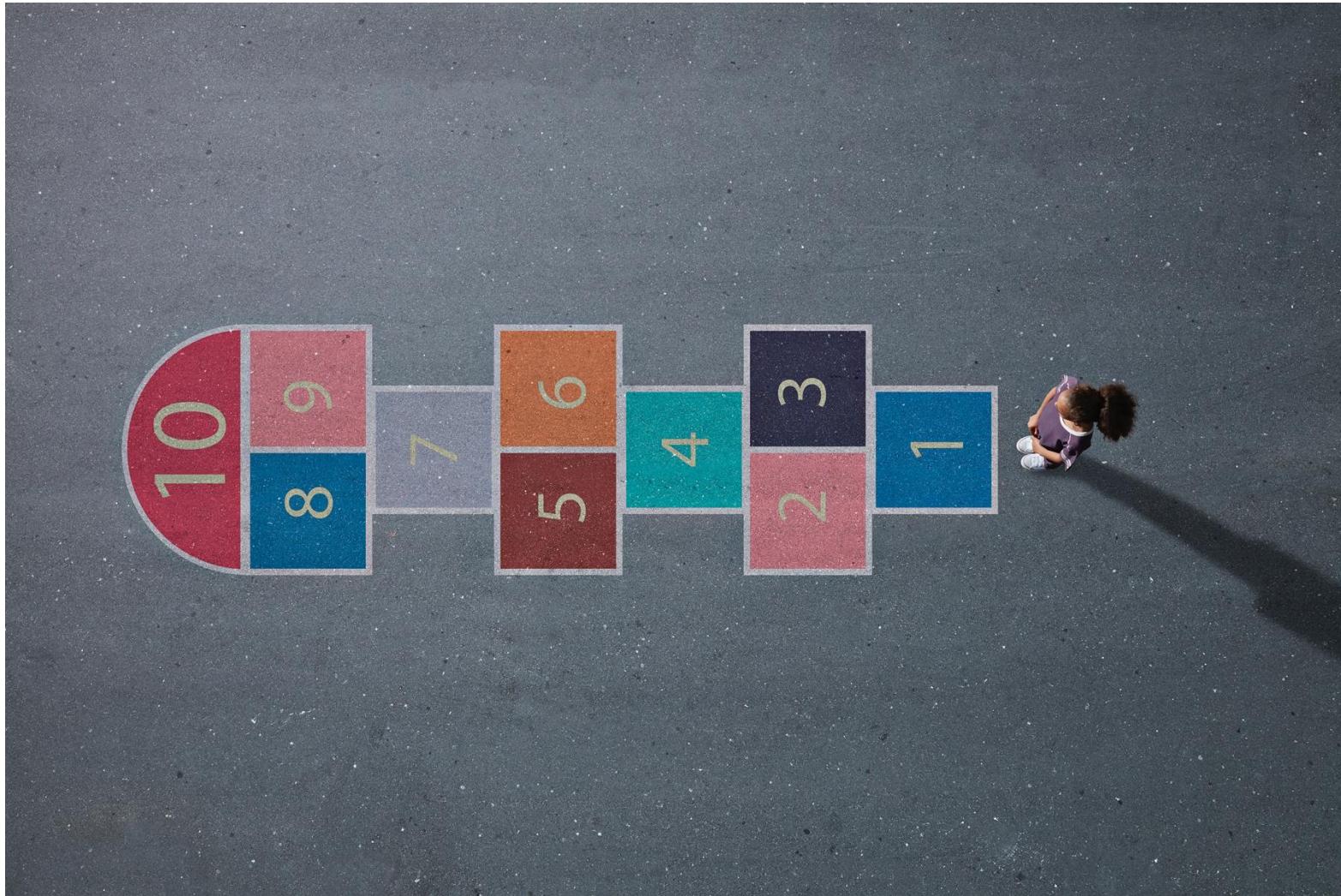
Transforming Transitions – From Access to Actualisation in Higher Education

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NERUPI
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Why
Transition
Matters



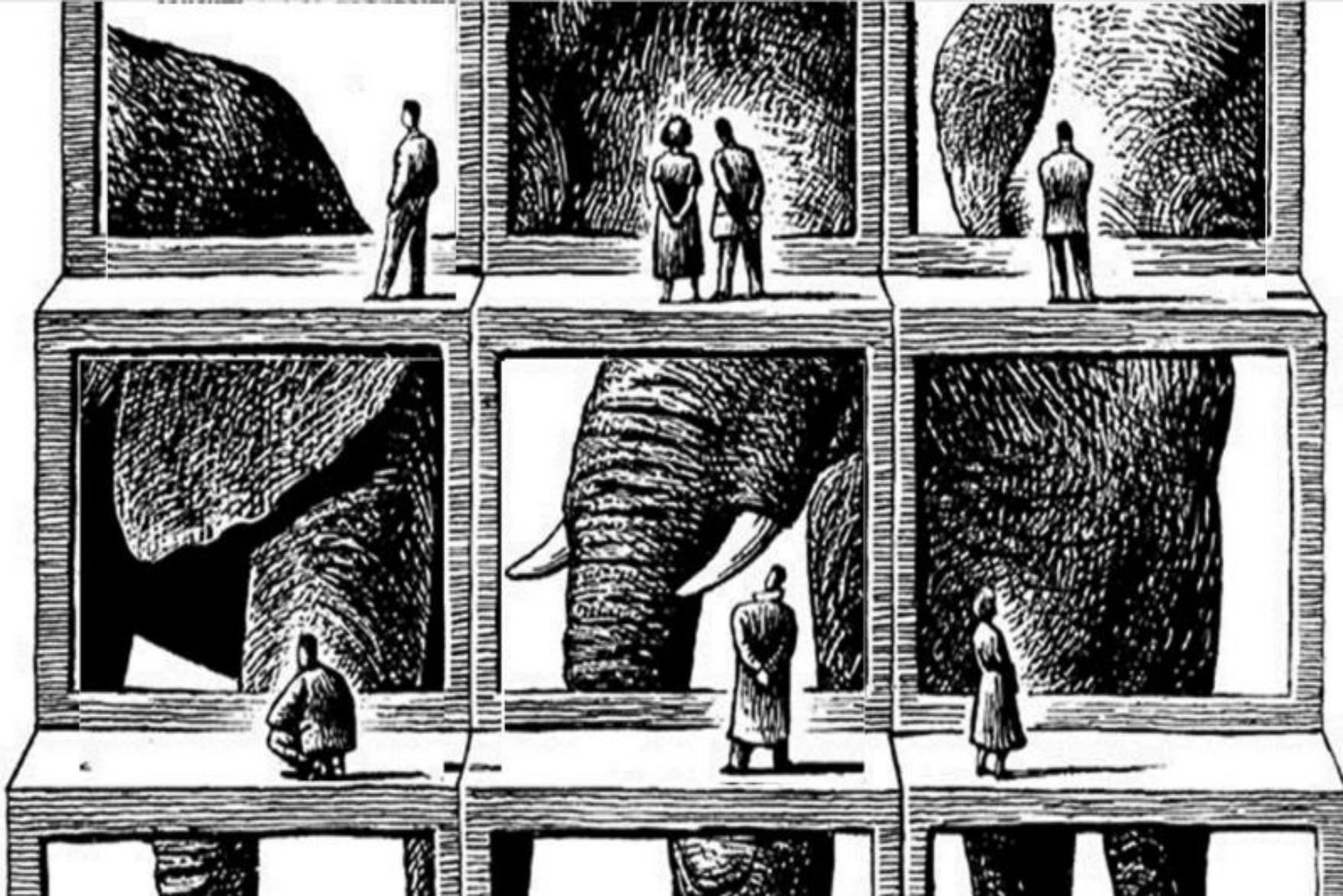
Why Change is Imperative, Always



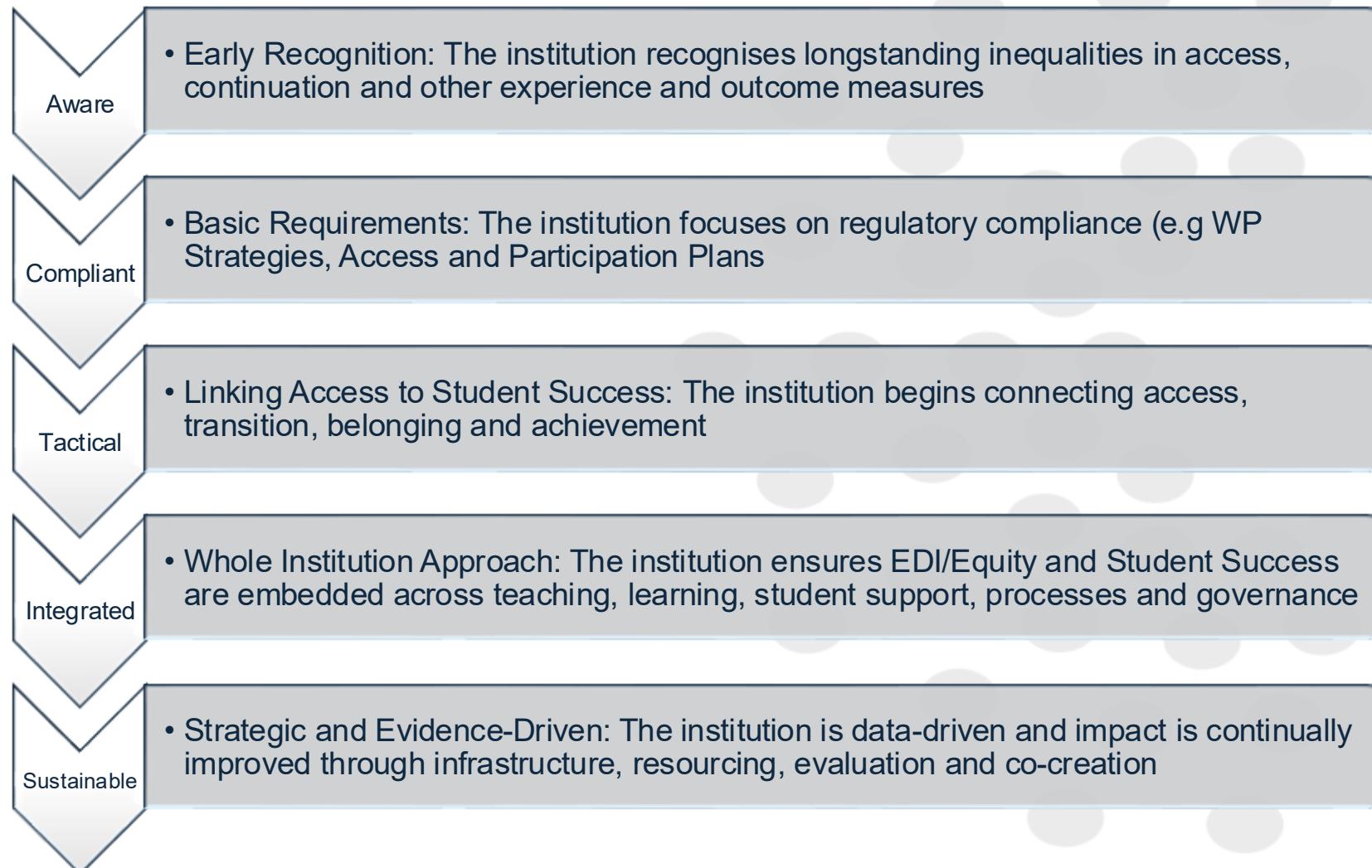


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Do We Understand the Challenge



Moving from Access to Systemic Change





Equitable Leadership Leads to Institutional Change

- Redesign governance, assessment and leadership
- Align strategies for a whole institution approach
- Create spaces for difficult conversations
- Use spheres of influence

Data and Lived Experience as Drivers of Transformation

- Find the data and combine with student-led research
- Build critical data literacy
- Use data to challenge deficit narratives
- Turn evidence into action

Mobilise Your Innovators

- The unlikely Innovators
- Embed co-creation
- Create spaces for change
- Scale pedagogic innovation

My Learning From SOAS



Create the Right Environment

- Strong focus on leadership
- Systemic curriculum change: Education for Social Justice Framework
- Mobilising third space professionals & cross-department teams
- Effective use of regulation & institutional structures

Data is a Tool for Justice and Action

- Processes that empower at all levels
- Develop data transparency and literacy
- Effective story telling and building the evidence base
- Robust accountability mechanisms

Realise Culture Change Through Partnership

- Co-creation with students
- Strong CPD and capacity building programmes
- Dynamic communities of practice
- Recognising and rewarding your values

**My Learning
From
London Met**



How To Lead Change and Manage Resistance (And Resistors!)

Lead with evidence and humanity; it is structural, and it is lived

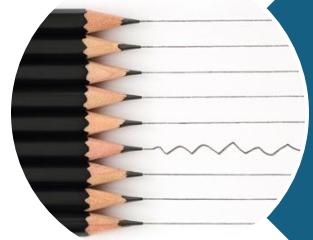
Understand the resistors; then strategically move them on

Build momentum; be as persistent as the inequalities our students face every day



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20mins Discussion in Small Groups



Where in your institution do students experience the biggest gaps between “access” and genuine belonging or actualisation?



How can we bring together the head, heart and hands in our roles to transform the experiences of students?



What is one “master’s tool” in your own practice, department or institution that needs to be reimagined or dismantled to better support marginalised students?



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Sharing Together



Final Thought



“For the master’s tools will never dismantle the master’s house. They may allow us to temporarily beat him at his own game, but they will never enable us to bring about genuine change...I urge each one of us here to reach down into that deep place of knowledge inside herself and touch that terror and loathing of any difference that lives here. See whose face it wears. Then the personal as the political can begin to illuminate all our choices.”

— Audre Lorde