The role of co-creation, community organising and student voice in narrowing the degree awarding gap

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From Newcastle. For the world.
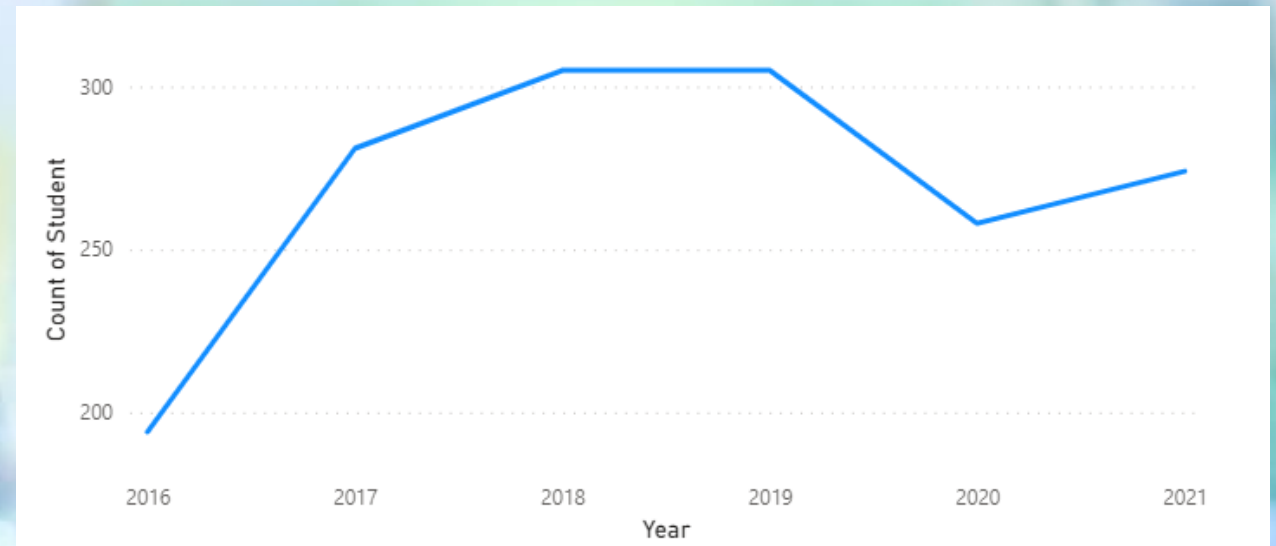
Newcastle University

Inclusive Newcastle

to bring alive our commitment to inclusivity in our provision for students and to address commitments in our Access and Participation Plan

Charlotte Boulton, Krystal Douglas-Dodd, Karen Laing, Amina Razak, Claire Rogerson, Alison Shaw, Liz Todd
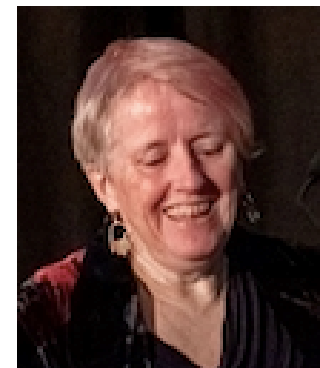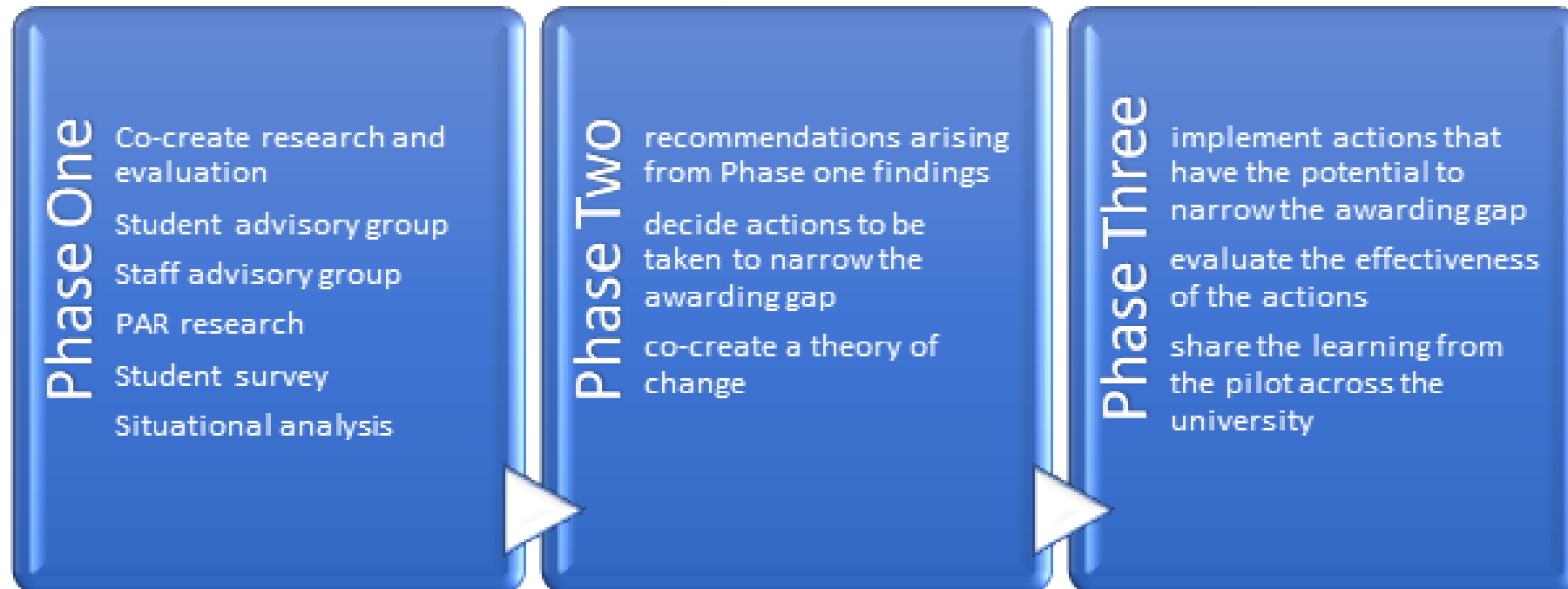
Around one quarter of Newcastle University Black (home) students study Engineering

Research Approach

- Dialogic interactions are key to driving social justice, greater equity and inclusion (Freire 1972)

- Cycles of dialogue and reflection (Freire 1972, Burke and Lumb 2018)

- Participatory action research - active involvement, develops agency and voice (Bovill et al 2016, Cook-Sather 2020, Pain et al 2013, Seale 2010)

Phase One
- Co-create research and evaluation
- Student advisory group
- Staff advisory group
- PAR research
- Student survey
- Situational analysis

Phase Two
- recommendations arising from Phase one findings
- decide actions to be taken to narrow the awarding gap
- co-create a theory of change

Phase Three
- implement actions that have the potential to narrow the awarding gap
- evaluate the effectiveness of the actions
- share the learning from the pilot across the university

A people powered alliance dedicated to challenging injustice
and
building stronger communities
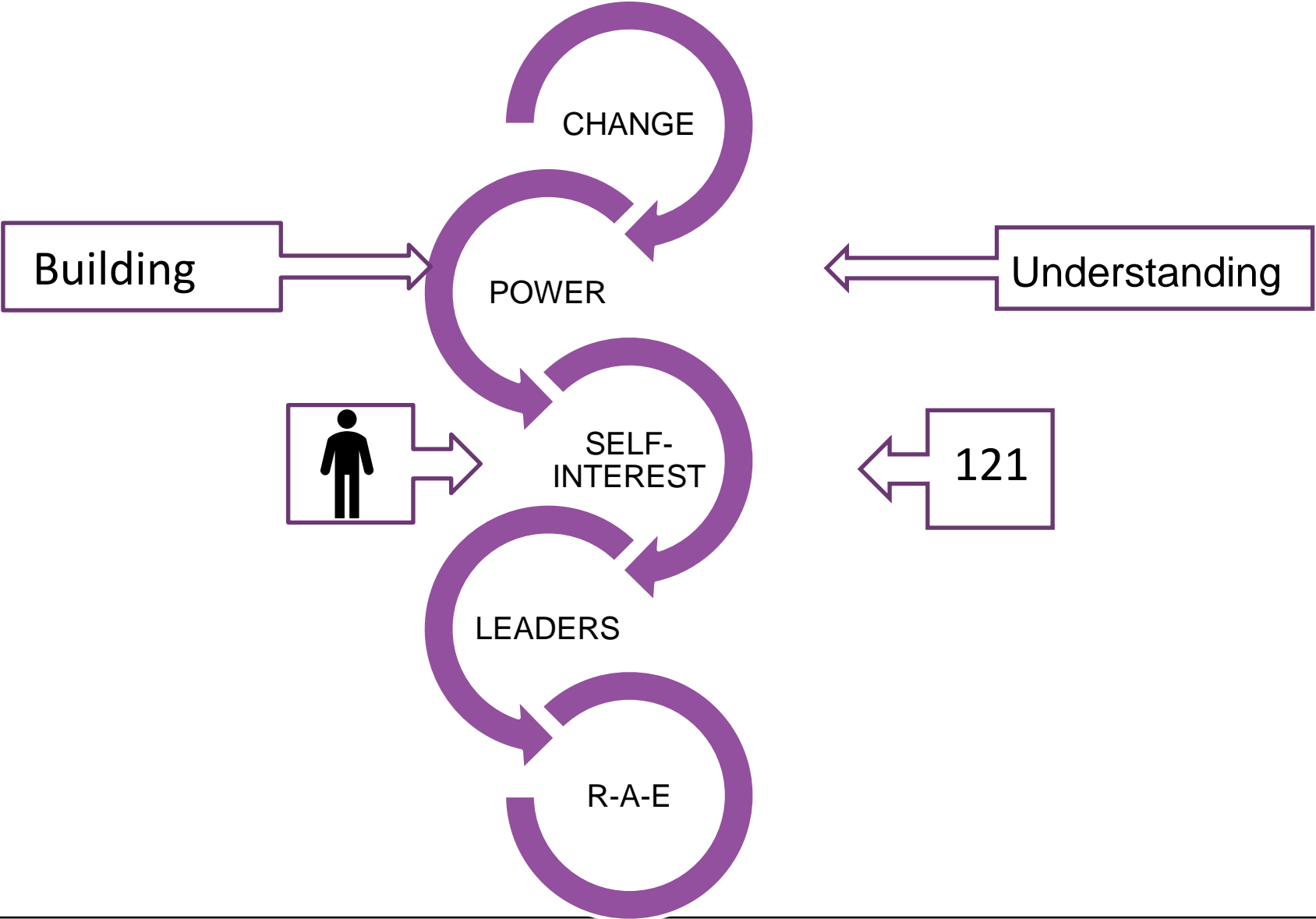
"Training was useful as it opened my eyes about power and that I can do stuff and I was holding myself back. The training didn't seem relevant at first but I only realised [the benefits] when I started working on the project"

(SAB member)

Newcastle University

"it feels like a safe space, I feel like I belong and I can say anything [. . .] it felt like I mattered" (SAB member)

"Over the 9 months I've been here at NU I've seen preferential treatment of white students [. . .] the student advisory board gave me a space to share this, express this and unburden [. . .] a space to express myself safely in an environment where I could share ideas and I felt listened to. The best part of meetings was being given a fair chance to talk, it wasn't intimidating" (SAB member)

LISTEN UP!

CONTACT US
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BLACK HOME ENGINEERING STUDENTS

WE WANT TO HEAR **YOUR** LIVED EXPERIENCES IN ENGINEERING TO MAKE **OUR UNIVERSITY** MORE INCLUSIVE

Interested?

USE THE QR TO **SIGN UP** AND **FIND OUT MORE!!**

Let's talk about...

BEING *Black* **IN ENGINEERING** GROUP

What's next?

- Culturally Sensitive Curricula Scales (Thomas and Quinlan, 2021)

- Issues workshops and power analysis

- Theory of change

- Black Engineering Society

References

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