**Student Involvement**

**Information about your Student role**

Please complete the below information about your ‘Student Inclusive Curriculum’ role:

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| **Institution Name**  | Kingston University |
| **What is the role titled? e.g. Curriculum consultants, BME Student Advocates etc.**  | Inclusive Curriculum Consultants (ICCs)  |
| **Number of consultants hired? What time period?** | 2016/17 - 85 completed training, 39 active consultants 2017/18 – 10 Students2018/19 – 12 students |
| **Are you continuing this programme after the end of the OfS project?**  | Yes |
| **What is your recruitment process?**  |
| The recruitment process involves advertising through the University job fair, on the KU jobs website (JobsCentral), as well as advertising online and by word of mouth. The job is targeted to second and third year undergraduates, in addition to Masters and PhD students.Applications are reviewed centrally and those suitable invited to face to face interviews. |
| **How do you fund the initiative? Are the students paid?**  |
| The funding is part of an agreed budget for the University Access funding for Student Employment. The students are paid on an hourly rate which has risen progressively, in line with University guidelines (currently planned to be the London Living wage for the 19/20 programme). Due to the nature of the role, the job is advertised as a casual role with approximately 4 hours per week. It is flexible and able to fit around their studies.  |
| **Please describe the training programme.** |
| The training programme involves a number of in depth workshops and wider training opportunities including:* Inclusive Curriculum Framework
* BME attainment gap
* How to review documents
* How to give positive feedback
* How to liaise and work with members of staff
* How to use the role to equip you for the working world
* How to use the role to create an enhance your CV and LinkedIn profiles
* Various workshops on careers and employability
* Enterprise and employability business partner workshop
* Professionalism in the role

In 2018/19 two senior ICCs were appointed whose remit included providing a greater level of support for the programme as well as mentor the incoming ICC’s. All ICC’s are encouraged to develop additional skills vital for employment.  |
| **What do the students do in this role? What activities do they participate in?** |
| The aim is to offer professional experience to Kingston students across all faculties, which will give them the valuable experience and competitive edge they need to secure graduate level roles going forward. ICCs use the diverse experiences and perspectives of students to improve curricula through engaging with academic and professional staff, other students and external education institutions. Using the Inclusive Curriculum Framework (ICF) & lived experience to enhance the student experience through reviewing the curriculum and providing feedback, co-creation and collaborating to deliver student focused and friendly courses and other materials. Types of work:* Reviewing Course & Module Guides, assessment instructions, online materials and reading lists
* Delivering training Sessions (internally and externally)
* Speaking at academic conferences
* Delivering feedback to staff
* Facilitating Focus Groups and small sessions with students
* Promote curriculum consultation services to staff and students across the institution
* Participate in staff development workshops
* Research best practice at Kingston and other institutions
* Creating resources to support the ICC programme such as videos
* Work collaboratively with academic staff to advise them on inclusive practices and give student perspective on the teaching and learning within their modules
* Working collaboratively with professional staff to share how to ensure their services reflect the diversity of the student body and are inclusive and accessible to all students
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| **Please describe the evaluation planned / carried out** |
| The Inclusive Curriculum Consultants complete pre and post surveys asking a variety of questions including their confidence levels, their understanding of giving feedback, comfort levels talking about equality issues, the BME attainment gap and how comfortable they are leading and facilitating students and/or giving feedback to staff. This is then analysed and compared at the end of the programme in order to understand the impact of the programme on the ICC’s.Academic and Professional staff are sent evaluation questionnaires and/or interviewed in order to gauge the impact of the reviews and feedback given. Staff are questioned on areas such as what they expected from the ICC’s and whether suggested changes wre implemented. They are also asked about their experience of the working with the ICC’s. This is followed up 6 months later to access longer-term changes. Changes in outcomes including the course NSS results are monitored where relevant. The impact on the individual ICC is also monitored as former ICCs regularly feedback on their progression into further study or graduate roles. Many of them have moved into roles where they have noted the vital skills they have gained as part of the programme that proved key to securing their positions, as it set them apart from other applicants.  |
| **Do you have a role co-ordinating the programme? And if so please specify if this is a paid role, FTE and fixed term or permanent.** **Would you recommend this approach to others?**  |
| Yes, there is a full time, paid post co-ordinating the programme and would recommend this approach to others. A dedicated position allows the initiative to be driven in a focused way, allowing for growth and development of the scheme on an annual basis.  |
| **Please attach the job description(s) and any other relevant materials such as adverts, training materials, etc. that you would be happy to share on the project website** |