

Student Involvement

Information about your Student role

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

What is the role titled? e.g. Curriculum consultants, BME Student Advocates etc.	BAME Student Advocates
Number of consultants hired? What time period?	10 Advocates in 17-18 (October-June) 10 Advocates in 18-19 (October – June)
Are you continuing this programme after the end of the OfS project?	Yes - 13 Advocates will be recruited in 19-20 (October - June)
What is your recruitment process?	
<p>We created the job description (which is an hourly paid contract for up to 4hrs/week) in collaboration with Hertfordshire Students' Union.</p> <p>The project leader, Helen Barefoot, the project officer, Evans Bbobho and the HSU president Education shortlisted and interviewed candidates.</p> <p>In the first year we had 11 applications for 10 places and in the second year we had 50 applications for 10 places.</p> <p>The jobs were advertised through our University job portal and promoted via HSU jobs sites our careers service plus via staff in our BAME student success working group</p>	
How do you fund the initiative? Are the students paid?	
<p>In the first year funded the project through a learning and teaching innovation award from the University.</p> <p>In the second year, and going forward, the funding is coming from our widening access and student success budget as part of as university commitment to the roles.</p> <p>The students are paid £11.04/hr and work up to 4 hours/week</p>	
Please describe the training programme	
<p>The advocates received three key elements of training:</p> <ol style="list-style-type: none"> 1. Unconscious bias training from our Head of Equality 2. Curriculum Consultant training from Kingston's Curriculum Consultant Lead 3. Public speaking training (3 sessions) from a BAME member of our Board of Governors who is very interested in, and supportive of, the work we are doing. 	
What do the students do in this role? What activities do they participate in?	
<p>The BAME student advocates carry our different activities depending on the needs of the academic school that they directly work with.</p> <p>Activities include</p> <ul style="list-style-type: none"> • creating safe spaces so that BAME students in the schools are able to voice any concerns, seek guidance and support and share their experiences • holding focus groups with BAME students • facilitating dialogue with staff members to address issues which may be faced by BAME students in the schools 	

- working with staff to review module sites and critique curricula
- promoting of race equality
- challenging the assumptions of staff members

Benefits for staff members included; having an advocate to discuss inclusive practice ideas with; receiving feedback about BAME student experiences; being challenged on assumptions; forming student-staff partnerships.

The advocates are also part of the PVC Education's student advisory group and have taken part in consultation activities for our access and participation plan submission. They have also presented at internal and external conferences as well as designing, managing and leading a very successful BAME careers events for 200 students.

Please describe the evaluation planned / carried out

We receive an end of job report from each of the advocates summarising all their activities over the year and we also receive reports from the staff members of the BAME student success working group who are the School contact for each advocate.

In addition to feedback from staff about the impact of the advocates, we have recognised that more staff in central roles (e.g. PVCs, Careers service, Wellbeing) are also asking the advocates for advice and opinions. Their work has been valued hugely by the university and the student union and they have been awarded HSU Change Maker of the Year awards and were shortlisted this year in the Vice Chancellor's Awards as Team of the Year.

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.

This was part of the remit of the race equality project officer's work which was funded by the OfS project. The day to day management and coordination of the advocates was probably approximately 0.2fte of his role.

With the conclusion of the project funding the line management and coordination of the Advocates is moving to our Student Success Officer within the Learning and Teaching Innovation Centre and will be part of her normal workload.

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