

Using Creativity to Drive Equity, Inclusion, and Social Justice: a three year strategy



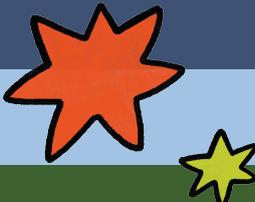
A guide to working with LCC
Changemakers to Co-Develop
Inclusive Pedagogies.

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ual: london college
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This document has been written based on existing guidance on peer project reviews as part of 'Student as Partners' initiatives and projects (Healy et al, 2014). The Changemaker role provides advice and guidance in areas of criticality regarding themes of racial and social justice in decolonising education.

When requesting the involvement of Changemakers in curriculum development or specialist projects, course teams and professional services colleagues need to ensure that the changemaker's involvement will address these three criteria:



The project addresses attainment and retention gaps as part of overall student success.

The project uses co-design or co-creation with students to promote inclusive practices.

The project explicitly addresses themes of racial, social justice or decolonisation.

The project review process guides course teams seeking to work with UAL's Changemakers initiative, which involves existing cross-university, institutional projects and collaborations (Nijhawan, 2023). It aims to support the embedding of racial and social justice principles and the co-development of decolonised curricula. The project review process uses a student co-creation framework cognisant of issues of Race, Racism and educational hegemony within the Academy (Brazant, 2023).

The intention here is to enable a process of co-creation between student Changemakers, Arts Student Union, student reps and course teams, where we 'decode' LCC, UAL culture. By fostering scholar-activist learning communities cognisant of racial and social justice, we use creativity as a disruptive act in bringing about change in the world.

This guide has been inspired by the 'Disrupting the Discourse: The Culture Decoded' framework (Brazant, 2023) and recent student survey feedback (Creative Shift, 2023) and seeks to address the following key themes:

Student Success and Timely Completion:

To narrow the gap between students from deprived backgrounds, in relation to passing their assessments first time and completing their studies on time.

The Ethnicity Awarding Gap:

To narrow the gap between minoritised ethnic students and white students in relation to the proportion of 2:1's and first-class degrees awarded.

Graduate Outcomes:

To eliminate the gap between minoritised ethnic students and white students in relation to gaining highly skilled employment or advancing to further study.

NSS Ratings and Feedback:

To eliminate the gap between minoritised ethnic students and white students in their NSS ratings for assessment and feedback.



LCC Decoded' is an initiative driven by the LCC Changemakers and aims to create an ecosystem of resources and digital content forming the basis of case studies made by students for students as inspired by values of social justice and seeks to achieve the following objectives:

1

Create spaces for community dialogue, by exploring resistance and joy using critical reflection for artistic activism and social justice.

2

Understand the student journey through storytelling; explore themes of positionality, discrimination, oppression and structural inequality through stories and case studies.

3

Produce a visual glossary/ guide for facilitating courageous conversations about students' lived experiences.

4

Foster co-creational pedagogy, enabling collaboration with academic staff and students from across subject disciplines as part of curriculum content, design and assessment.

5

Create a scholar activist community that promotes resilience and builds capacity for students to become agents of social change in and beyond the academy.

Intended outcomes

Changemakers will be the face of the project, leading and shaping the dialogue concerning equity and inclusion efforts across LCC, enabling students to explore these themes as part of their studies. Using content co creation as part of a project process culminating in project outputs or case studies (Brazant, 2024).

The initiative will initiate 'thinking' time for academics, 'decoding' their teaching and artistic practices in the name of equity and social justice. Changemakers will be critical friends extending this to industry partners and Access and Participation Plan (APP) planning and evaluation activities in addressing ethnicity and other awarding gaps and the overall student experience.

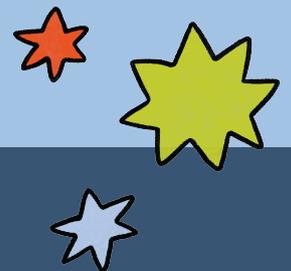
Dissemination of practice as a disruptive act:

Disruptive Acts is a dynamic series of talks and creative acts, showcasing case studies from both staff and student changemakers focused on inclusivity, social justice, and innovative pedagogy, both within and beyond the curriculum. Through this creative exploration, we spotlight a diverse range of social justice initiatives—big or small—embedded in the curriculum or developed as part of supported learning. We're inviting passionate participants, speakers, and co-conspirators at LCC to join this movement.



What is a Disruptive Act in Pedagogy?

In higher education, a disruptive act in pedagogy refers to intentional practices that challenge and reframe traditional educational norms. These acts drive inclusive and socially responsive teaching that better serves diverse student needs. Disruptive pedagogy isn't about change for its own sake—it's about reimagining who and what we teach to create a more equitable learning landscape.



Collaborative partners for support and dissemination

- Course programmes across media, screen and design.
- Funded projects and initiatives: e.g. teaching and learning and Equality Diversity and Inclusion (EDI) funds.
- Creative Shift: Shaping diversity in creative industries.
- Social Purpose Lab: Embedding principles of Climate, Racial and Social Justice.
- Teaching and Learning Exchange: Academic Enhancement enacting social justice in education.
- Equality, Diversity and Inclusion: Creating a safe and inclusive environment for everyone to thrive.

Changemakers will create case studies as part of co-developing decolonising project initiatives and course curriculum.

The project will follow a methodical and structured stage of sequences for producing a case study. As part of supporting the Changemakers the project coordinator will:

1. Confirm scope:

Document the duration and format for findings (case study).



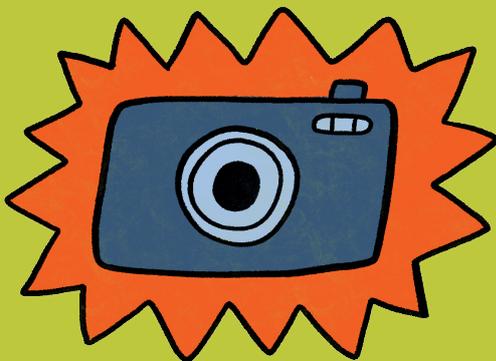
2. Pre-read:

Project documentation including proposals, course data, annual Course Monitoring reports, etc. To inform case study.



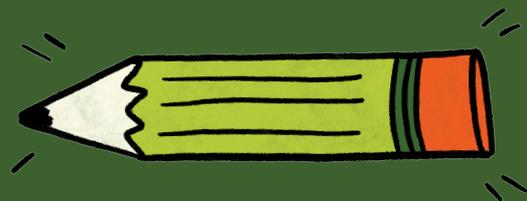
3. Capture the journey:

of the project as a final output (photographic stills, digital artefact etc.)



4. Dissemination:

stakeholders will explore opportunities to share and disseminate practice, for example, an education conference, or symposium, co-authored paper or exhibition.



Identified stages of the project review

Stages explained

1. **Projects will initially have an allocated Changemaker, supported by the project reviewer (attainment and progression project manager)**

The project manager will allocate a Changemaker to projects and will include:

1. Attending initial planning, interim and evaluation meetings for the project.
2. Review all project briefs, proposals, feedback, evaluation paperwork and supporting documents.
3. Contribute to / co-author a short project report/ case study as part of the final project.

2. **Reflect on existing UAL guidance, processes and reporting. Also having a scholarly level of critical reflection and analysis of projects.**

Projects will be reviewed based on existing quality assurance documentation such as 'Embedding Racial, Social and Climate Justice Principles', 'UAL's Antiracism Action Plan', 'Academic Enhancement' resources and the re-approval guidance framework as a basis for the review of projects.

The review must also include critical reflection (analysis from existing or similar projects, literature, or both) with references where relevant/ applicable to aid feedback and development.

3. **Reflect on how well the project contextualises antiracism, social justice or decolonial practice.**

Projects should contextualise and reflect the involvement and unique perspective of the Changemakers within themes of anti-racism, decolonising, inclusive practice and social justice as part of promoting equity in the academy.

4. **Reflect on individual and group stakeholder feedback as part of project involvement.**

Projects should incorporate opportunities for feedback, such as a survey/ interview/focus group questions that can be used to capture the impact of the Changemaker's unique perspective and contribution as part of a final report.

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