

CHANGEMAKERS

Using Creativity to Drive Equity, Inclusion and Social Justice in the Arts.

The LCC Changemakers Model: A Practice Based Framework for Student Partnership in Creative Higher Education.

Research Report

Kevin J Brazant, Senior Educational Developer and Changemakers Coordinator.

Dated: 13/10/25

This paper documents a conceptual practice-based research framework, Brazant, (2021) *Disrupt the Discourse (DtD)* emerging from institutional innovation work within creative higher education. Forming part of practice-based research outputs derived from institutional change initiatives within creative higher education, using the Disrupt the Discourse methodology.

Abstract

This paper documents the development of the **LCC Changemakers Strategic Partnership Framework**, a practice-based research model emerging from institutional innovation work within creative higher education. The framework builds upon the conceptual foundations of **Disrupt the Discourse**, which applies critical race theory and inclusive pedagogical practice to the redesign of learning, teaching, and student engagement in higher education contexts (Brazant, 2021).

Developed within **London College of Communication**, the Changemakers initiative establishes a structured institutional architecture for embedding student–staff partnership within governance, curriculum enhancement, and research-informed educational practice. Rather than operating as an ad hoc engagement scheme, the framework positions student co-creation as a systemic intervention across three interconnected domains: quality assurance and curriculum design; strategic institutional enhancement projects; and scholarship and professional practice.

The model integrates student partnership theory, anti-racist and inclusive pedagogy, Third Space scholarship, and practice-based knowledge exchange to position students not only as participants in institutional change but as co-researchers and contributors to institutional learning. Through a tiered engagement structure—comprising Quality and Curriculum Integration, Strategic Enhancement Collaborations, and Scholarship and Professional Practice, the framework embeds student insight within formal quality processes, strategic initiatives, and research activity.

Evaluation of the initiative is informed by the **Situated Evaluation Framework (SEF)**, a participatory and justice-oriented methodology that centres student-generated knowledge through creative, dialogic, and reflective methods. This approach reframes evaluation as a collaborative process capable of generating both institutional insight and scholarly outputs.

The paper proposes the Changemakers framework as a transferable model for embedding structured student partnership within quality systems, institutional strategy, and research activity in creative higher education. By aligning student co-creation with governance processes and scholarly practice, the model seeks to move beyond consultative approaches

toward a more integrated and structurally embedded form of partnership capable of supporting inclusive institutional transformation

1. Introduction and Context

The LCC Changemakers initiative provides a structured institutional model for embedding student-staff partnership within quality assurance, curriculum enhancement, and scholarly practice.

The framework advances inclusive, practice-led educational transformation by integrating student voice directly into governance processes, curriculum design, and research-informed enhancement activity.

Operating within London College of Communication, the initiative aligns with college and university strategic priorities concerning:

- Student belonging and experience
- Continuation and retention
- Awarding gap reduction
- Inclusive and decolonial curriculum design
- Research-informed educational enhancement

Rather than functioning as an ad hoc partnership scheme, Changemakers is designed as a structured, tiered engagement model connecting quality processes, strategic projects, and scholarship.

2. Conceptual Framework

The framework is informed by:

- Student partnership theory
- Inclusive and anti-racist pedagogical practice
- Third Space and scholar-activist models
- Practice-based knowledge exchange
- Institutional change theory

It positions student co-creation as:

- A governance intervention
- A curriculum design methodology
- A quality enhancement mechanism
- A research-generating practice

Through defined workstreams, Changemakers integrates partnership into institutional systems rather than isolating it as enrichment activity.

3. Structural Architecture: Three Integrated Tracks

The initiative operates across three interconnected strategic tracks, each serving a distinct institutional function while contributing to a unified enhancement ecosystem.

Track 1: Quality & Curriculum Integration

Purpose:

To embed structured student co-design within formal quality assurance, reapproval, validation, and assessment review processes.

Strategic Role:

This track ensures that curriculum and assessment development meaningfully incorporates student insight within established governance frameworks.

Scope of Engagement Includes:

- Course and unit reapproval
- Assessment redesign
- Curriculum mapping for equity and inclusion
- Internal review processes examining attainment and student experience

Strategic Contribution:

- Strengthens documentation of authentic student partnership in validation and quality reporting
- Enhances inclusive assessment practices
- Aligns co-creation with institutional quality frameworks
- Produces evidence for reporting, enhancement planning, and external review

This track formalises student voice within regulatory and enhancement infrastructures.

Track 2: Strategic Enhancement Collaborations

Purpose:

To support time-bound or cross-institutional enhancement initiatives requiring structured student partnership beyond standard engagement models.

Strategic Role:

This track enables scalable collaboration across funded projects, campaigns, and cross-college initiatives aligned with belonging, continuation, and student success priorities.

Scope of Engagement Includes:

- Departmental and cross-school funded projects
- Institutional enhancement campaigns

Disrupt the Discourse (DtD) Working Paper Series - Practice-Based Research Report

- Evaluation and research initiatives
- Student-facing outputs requiring design collaboration

Strategic Contribution:

- Embeds partnership within strategic institutional initiatives
- Enables deeper student involvement in sustained projects
- Connects enhancement work to measurable outcomes
- Strengthens cross-departmental collaboration

This track ensures that student co-creation informs broader organisational change agendas.

Track 3: Scholarship & Professional Practice (Visualising Justice)

Purpose:

To position Changemakers as co-researchers and scholar-activists contributing to institutional research, knowledge exchange, and professional development.

This track integrates partnership into research-informed educational practice, including:

- Curriculum evaluation
- Inclusive teaching innovation
- Belonging interventions
- Co-authored scholarship
- External dissemination

At its core is the **Storytelling for Visualising Racial and Social Justice** initiative, which situates creative practice as both inquiry and intervention.

4. Evaluation and Methodology

The initiative is underpinned by the **Situated Evaluation Framework (SEF)**, a justice-oriented, participatory evaluation model developed collaboratively by Changemakers.

SEF:

- Connects creative, dialogic, and reflective methods
- Centres student ownership of evaluative knowledge
- Translates qualitative and creative data into accessible artefacts
- Produces case studies, reflective portfolios, and public-facing scholarship

Through SEF, evaluation becomes:

- Ethical

Disrupt the Discourse (DtD) Working Paper Series - Practice-Based Research Report

- Participatory
- Developmental
- Institutionally generative

This positions Changemakers not simply as contributors, but as co-authors of institutional learning.

5. Proposed Model

The Changemakers Strategic Partnership Framework operates as a distributed institutional model.

It integrates with:

- Quality assurance processes
- Course design and validation cycles
- College Education Team priorities
- Educational enhancement initiatives
- Professional recognition pathways (e.g., Fellowship routes)

Expected systemic outcomes include:

- Strengthened evidence of student partnership within governance
- Increased curriculum transparency and inclusivity
- Enhanced belonging and equity-focused interventions
- Co-produced scholarship and dissemination
- Replicable partnership architecture adaptable to other creative institutions

6. Replicability and Sector Contribution

This framework provides a conceptual model for embedding structured student partnership within:

- Quality systems
- Strategic institutional projects
- Research and knowledge exchange

By organising engagement into tiered tracks with defined purpose and governance alignment, the model avoids tokenistic consultation and instead establishes partnership as structural practice.

Disrupt the Discourse (DtD) Working Paper Series - Practice-Based Research Report

The LCC Changemakers Strategic Partnership Framework offers a scalable approach for creative higher education institutions seeking to align student co-creation, equity practice, and institutional strategy.

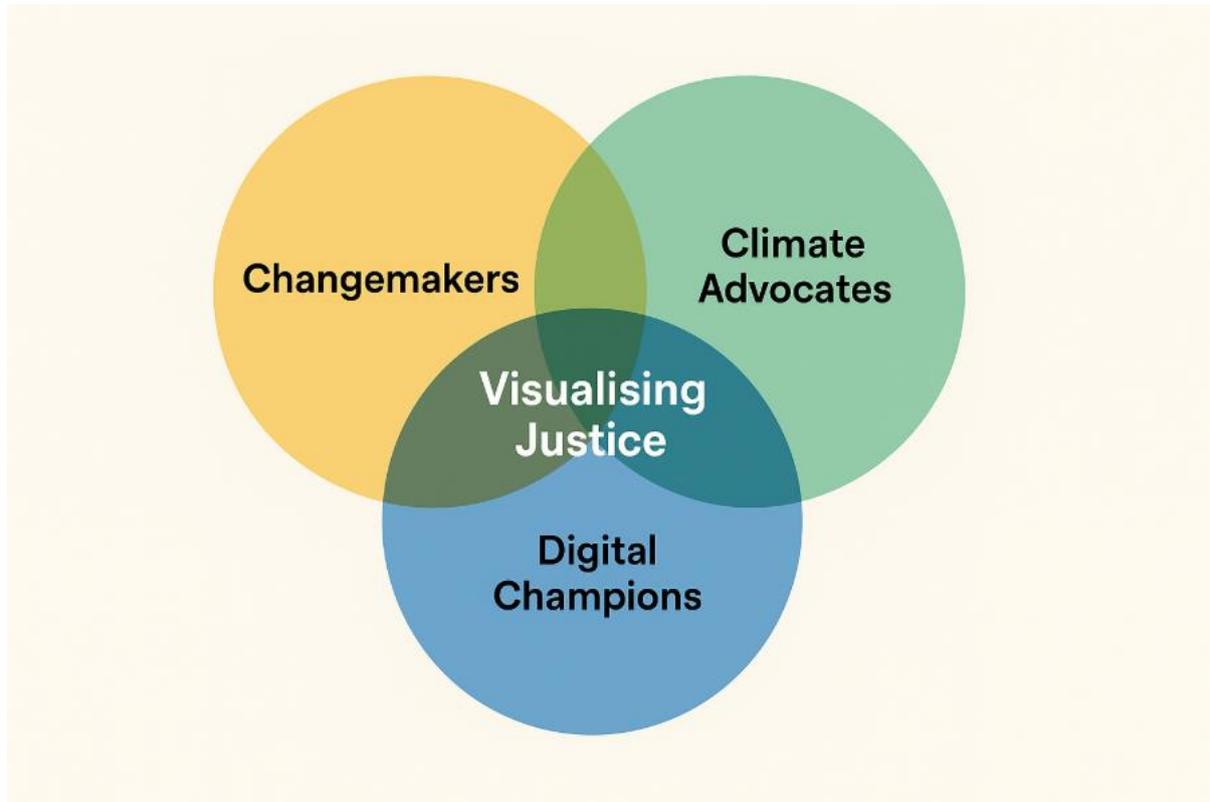
The Disruptive Acts: Visualising Justice Research Project: Framing student co creation as creativity and social purpose and core unifying themes that bring together student partnership roles at the London College of Communication, UAL while acting as a catalyst for [Knowledge Exchange](#) with external partners.

Project Pilot 2024/25:

Following the successful "[Storytelling Through Art and Design: Visualising Racial and Social Justice,](#)" pilot (2024/25) which involved various job families, Information Centre, LCC PAS team and Changemakers, this project aims to build upon its initial commitment to creating a platform that mobilises creative practice for Climate, Racial and Social Justice as informed by the [UAL CRSJ Principles](#). Continuing to evolve, this project now welcomes two LCC Student Partnerships, Digital Learning Champions and Climate Advocates, as well as SOAS University, to bring more diverse voices and ideas to the LCC community. The project has since won two awards: the inaugural [Tom Burns Memorial Award](#) for student co creation and the [KE People's Award for Equity and Diversity](#).

Research Project Timeline:

Dates	Activity
26 January – 9 February	Open Call for Artworks: "Visualising Justice Glossary."
5 th February	Co creation workshop with SOAS University.
18 th March	Online orientation and guidance for uploading selected portfolios by the UAL Digital Showcase team.
8 th April	Deadline for student submissions of artwork and case studies.
3 rd June	"Disruptive Acts in the Academy: Visualising Social Justice" Physical exhibition, symposium and Co-authored Visual Playbook: glossary in collaboration with SOAS University.



Visualising Justice Research Collective (2025)

Project methodology:

A student led project focusing on creating compassionate spaces for learning and exploration among students through art and storytelling. Changemakers lead the conversation in collaboration/ co creation with other students as partners, focusing on the LCC student experience through the lens of radical listening, dialogue and a visual creativity.

Impact Areas:

Building Student Voice, Community and Belonging: through course programme-based curriculum projects and funded interventions as interpreted by students and documented in the [Changemakers Year Book](#). Further opportunities are available through ‘[third spaces](#)’ (Brazant, 2025), which provide extra-curricular opportunities to capture the student experience in authentic and organic ways as seen in the use of ‘[Listening Rooms](#)’ (Parkin and Heron, 2023).

Addressing Continuation/ Attainment through Quality Processes: (i.e. Re approval, course validation, course handbooks review). Streamlining the process of [reporting and feedback](#) in collaboration with the Climate Advocates as part of quality processes.

Supporting Inclusive Curriculum Review Including Employability: developing SMART objectives as part of project-based approaches with course teams by ‘[Working with LCC Changemakers to co-develop inclusive pedagogies](#)’.

Disrupt the Discourse (DtD) Working Paper Series - Practice-Based Research Report

Develops graduate attributes: collaboration, critical thinking, leadership and Scholarship through [live projects](#).

Evidenced based interventions: Exploring student voice, co-creation methodologies, reflective evaluation framework(s), and sector-wide dissemination of findings through [Student led Chagemaking and action research](#).

3. Portfolio Contribution to College Operational Plan

Target	How Portfolio Contributes	Changemakers Role
NSS uplift	Co-created curriculum, authentic feedback, student agency (CRSJ, EDI, Social purpose innovation, Teaching and Learning funded initiatives).	Pilots staff/student partnerships in teaching (curriculum, assessment pedagogical) innovation.
Improve student retention and attainment	Enable student voice and peer learning that is interdisciplinary and multidisciplinary. (Digital Champions and Climate Advocates).	Leading the Visualising justice initiative connecting students across curriculum programmes and schools.
Course review	Embeds student voice into new Quality Assurance processes.	Provides structured student evidence for review panels.
Student data integration	Co-creation adds qualitative depth to metrics.	Thematic project reports (Yearbook and case studies) from Changemakers inform CMG
Quality assurance	New project review & feedback process embedded in course re-approvals (with Quality Team)	Ensures Changemaker findings feed directly into Quality cycle.
Quality & Enhancement portfolio	Visible programmes (Changemakers, Climate advocates, Digital champions)	Sets model for scaling co-creation
Research & KE	Builds evidence base, external dissemination	Research track and potential external collaborations (e.g. SOAS, Salford University).

4. Knowledge Exchange Dimension

- **Internal impact:** NSS, curriculum review, quality integration, educational development and enhancement.
- **External impact:** Sector-leading model for student partnership, positioned for research outputs and collaborative bids.

Disrupt the Discourse (DtD) Working Paper Series - Practice-Based Research Report

- **Emerging opportunity:** Early discussions with external partners (e.g. SOAS and Salford Universities) to explore a potential collaborative enhancement project, amplifying LCC's reputation in co-creation and student partnership.

5. Next Steps

LCC funding

Align funding opportunities (CRSJ, EDI Grant and T&L) with NSS targets, ACM, and enhancement plan course review cycles and curriculum project outputs: e.g. **Screen School's Film and TV programmes Student led Podcast Project (student experience), Media and Communication's, Wall Project (formative assessment).**

Embedding Evaluation and Intentional Impact

We have gained research ethics approval for our action research track within Changemakers and collaborating partners to capture learning and inform internal and sector debates, providing a qualitative narrative behind quantitative data sets.

Pilot an updated project proforma, review & feedback loop linked to the Climate Racial Social Justice Fund (CRSJ) aligned with CRSJ principles.

Quality and educational enhancement

Pilot students as partners training in preparation for quality course re-approvals. Explore resourcing; for evaluation, impact and scaling of co-creation activities (i.e. training, facilitation, dissemination) with Changemakers, Climate Advocates and Digital Champions.

Changemakers, as the winner of both the Tom Burns Memorial Award for student co creation and the Knowledge Exchange, People's Award for Equity and Diversity (2025) This is a flagship model for ethical student co-creation. The new College Education Team (CET) presents an opportunity to embed the student voice as part of curriculum and quality assurance processes. Evolving student as partners initiatives into evidenced-based projects with potential sector-wide impact. Together with Climate Advocates and Digital Champions, this portfolio strengthens the student experience and positions LCC as a future leader in educational quality and innovation.

References:

Association For Learning Developers in Higher Education (ALDinHE): Tom Burns Memorial Award: <https://aldinhe.ac.uk/accreditation/aldinhe-awards/the-tom-burns-memorial-award-2025/>

Brazant, K. J. (2024) LCC Changemakers Driving Equity, Inclusion and Social Justice in the Arts a Three-Year Strategy: A Guide to Working with LCC Changemakers to Co-Develop Inclusive Pedagogies.

Disrupt the Discourse (DtD) Working Paper Series - Practice-Based Research Report

Brazant, K. J. (2025). Capturing the moment: facilitating learning from the margins. A photographic essay. *Journal of Learning Development in Higher Education*, (33).
<https://doi.org/10.47408/jldhe.vi33.1248>

Brazant, K (2021) Disrupt the Discourse: Applying Critical Race Theory as a conceptual framework for learning and teaching. Special Issue on Equity & Inclusion Efforts: Tackling inequality in educational and other contexts. In *Equity in Education & Society*, (Sage publications). <https://doi.org/10.1177/27526461231163325>

LCC Changemakers Yearbook 2024/ 25: Using Creativity to Drive Equity, Inclusion and social Justice (2025).

Parkin, H., & Heron, E. (2023). Listening works: using the Listening Rooms methodology to explore diversity. *Journal of Learning Development in Higher Education*, (26).
<https://doi.org/10.47408/jldhe.vi26.914>

Strasser, M. (2024). Creating personal learning environments: A concept for the integration of non-formal and informal learning opportunities

Student led changemaking archive and blog (2024) accessible:
<https://lccchangemakers.myblog.arts.ac.uk/>

Story telling Through Art and Design: Visualising Racial and social Justice (2025) accessible:
<https://lccchangemakers.cargo.site/>

UAL Climate Racial and Social Justice Principles: accessible here:
<https://sarahjanemansell.myblog.arts.ac.uk/files/2023/11/UAL-Climate-Racial-and-Social-Justice-Principles.pdf>