

Breakout Rooms

Journeys and questions

Staff Journey

- Based on collated stories from within HE
- Anonymised and de-identified



Student Journey

- Based on evidence and data from schools and higher education.
- Compiled from three students' journeys in higher education

Markus is a Black male student who is joining university through an access to HE course

Markus has had a record of school exclusions.

He joined as an undergraduate in engineering

Markus made friends in his shared accommodation

He was successful in keeping his grades up in his coursework and to progress from year 1 to 2

Markus was juggling this pressure with requirements of his degree course

He was invited to speak on the Black Lives Matter movement at various university events

During BLM, Markus was put on the spot during teaching and learning.

In his assignments there were no mention of Black people's work, knowledge and ideas in engineering

During online class, the White lecturer made a flippant comment about BLM, and said "There is no colour in engineering"

Markus felt concerned and raised this with his tutor at the end of year 2

The tutor told Markus "I'm sure he didn't mean it that way"

Markus is concerned about the impact this may have on his final degree classification

The supervisor is less interested in Markus' project and is dedicating more time to other students.

He is looking forward to completing his final project but has concerns about his supervisor

Markus progresses towards his final year to complete his degree

Discussion points

- What are the turning points for the staff and/or student?
- What are the pain points for the staff and/or student?
- What inequalities are these groups facing? How do they intersect?
- What possible interventions might you consider to address these pain points?
- How might they be intersectional?