Staff perceptions of belonging and inclusion at university
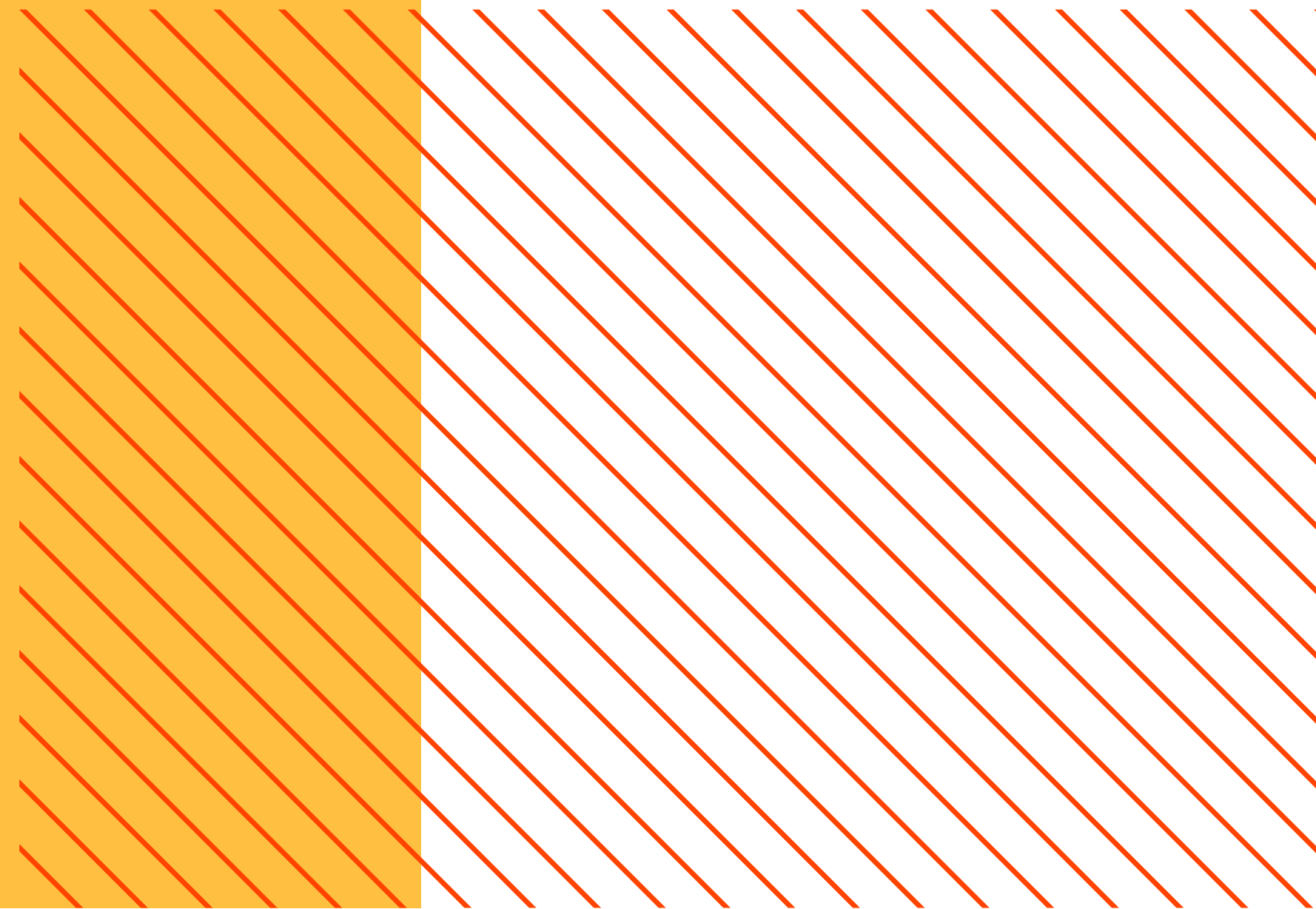
June 2022

Pearson
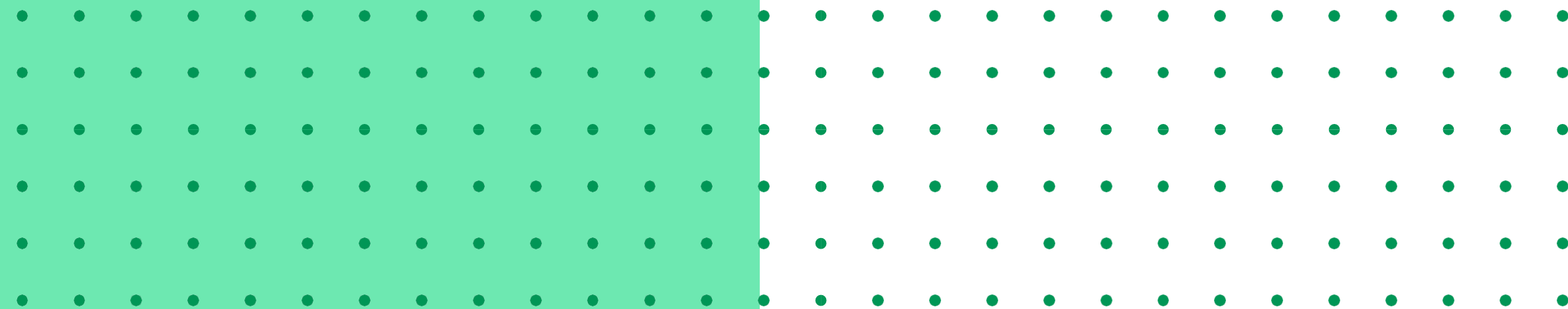
WONKHE
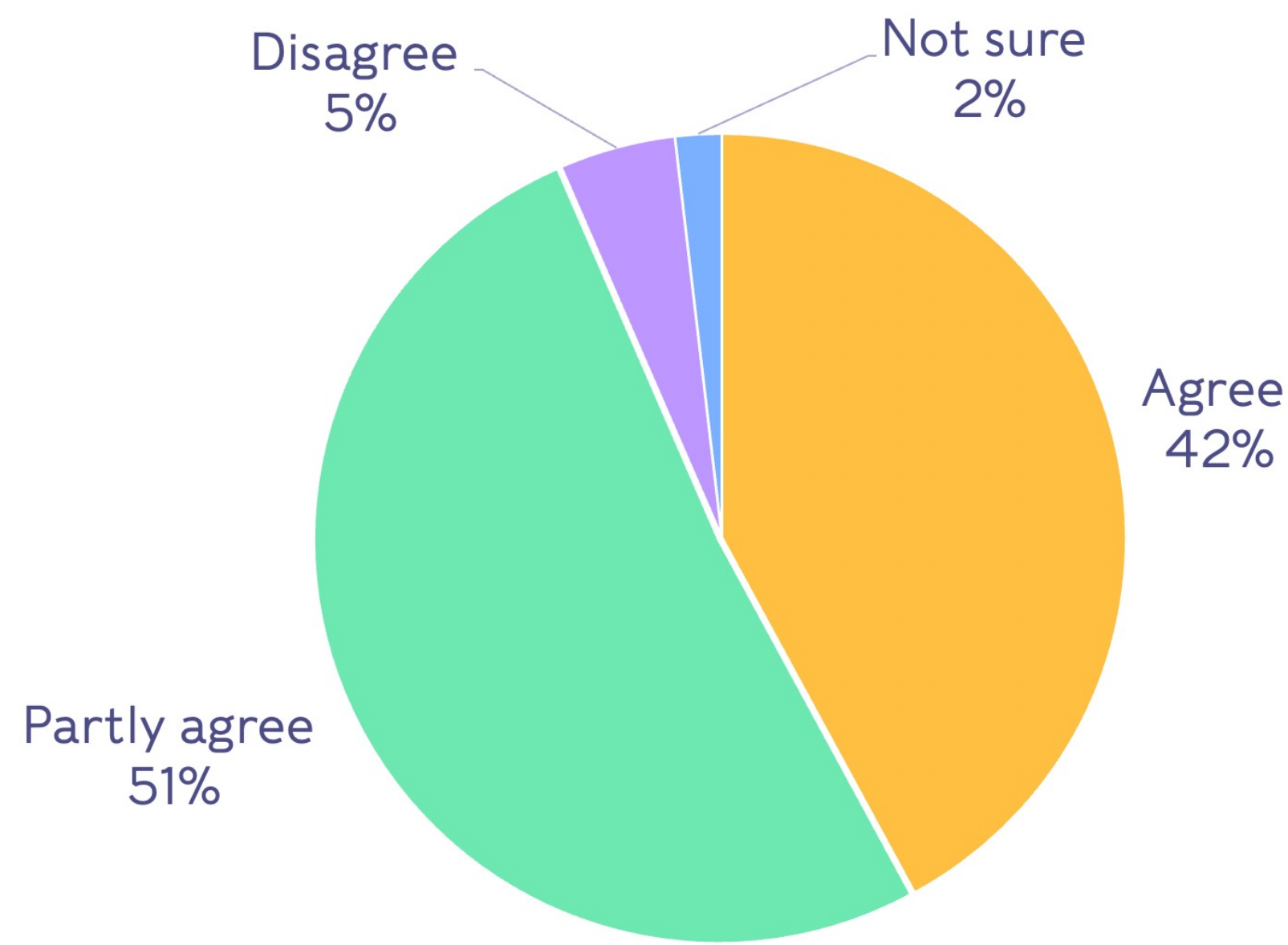
Inclusion

Inclusion

"the ways the constituent parts of a course (e.g. content, teaching style) create a space in which you (i.e. students) feel comfortable and confident to be yourself"

To what extent do you agree with this definition of inclusion?

Disagree
5%

Not sure
2%

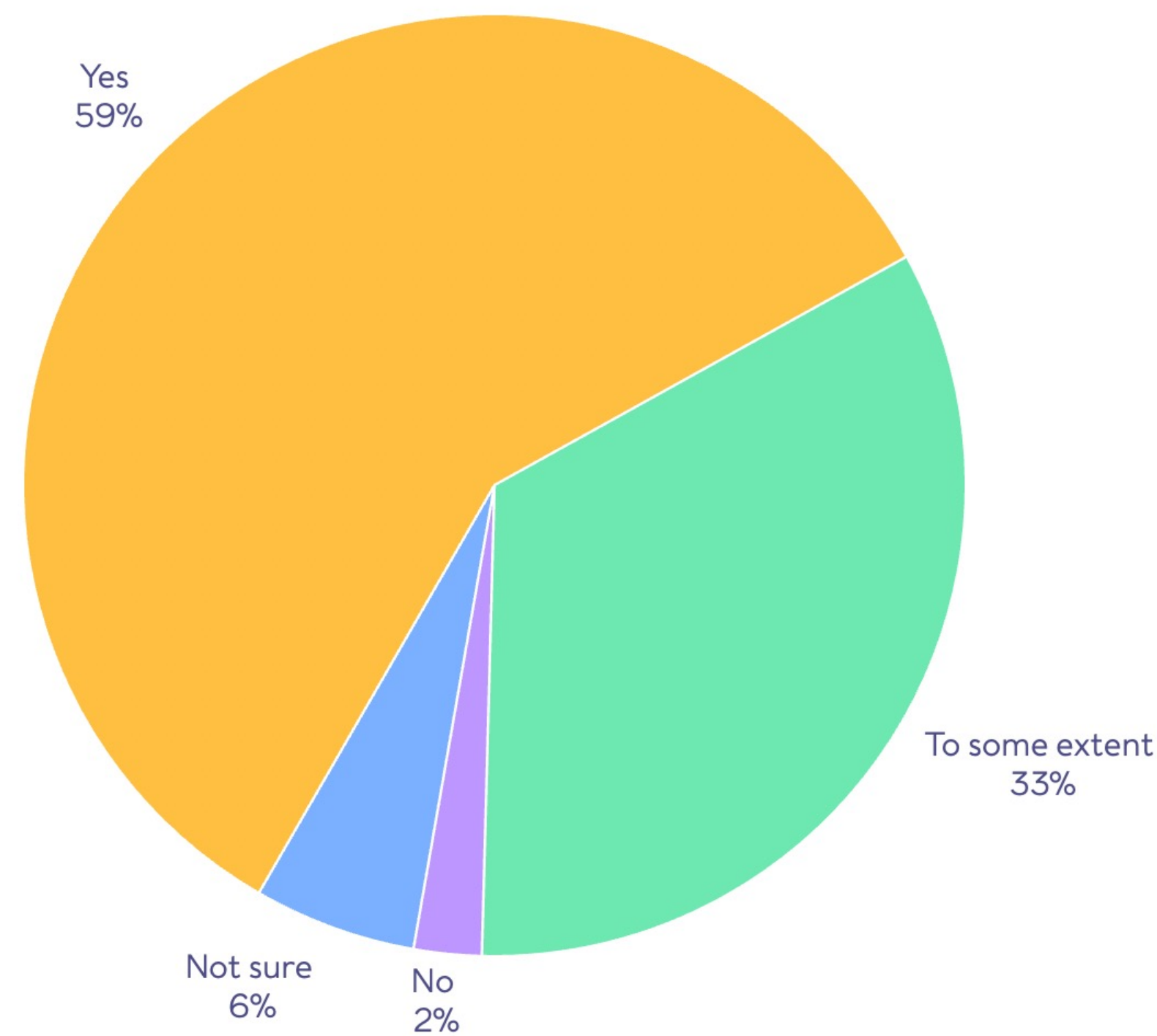Agree
42%

Partly agree
51%

Overall **93%** of respondents agreed with our definition of inclusion

Of those respondents, 51% only partly agreed

Inclusion

Is your university, HE provider or college actively working on improving academic inclusion?

Yes
59%

To some extent
33%

Not sure
6%

No
2%

Inclusion

Does your university, HE provider or college engage with students on assessing how inclusive courses are and working to make improvements?

To some extent
47%

No
8%

Chart Area

Not sure
16%

Yes
29%
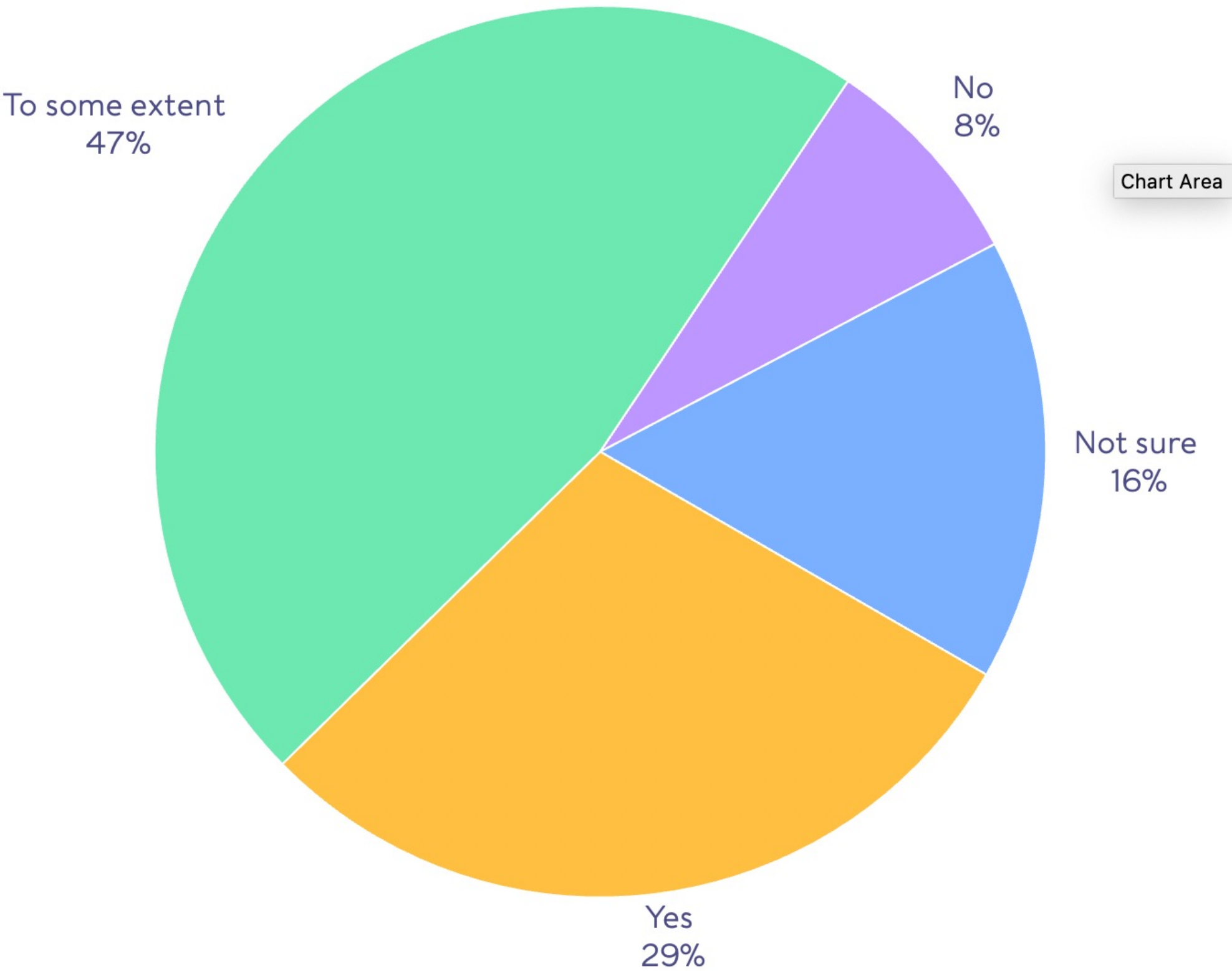
"I know that an approach which has been successful at my institution, in considering how we can support inclusive initiatives to widen participation, has been to be led by student governance, decision making and production and delivery of content" **– Survey respondent**

Inclusion

What do you think is most important to focus on when developing inclusive academic courses?
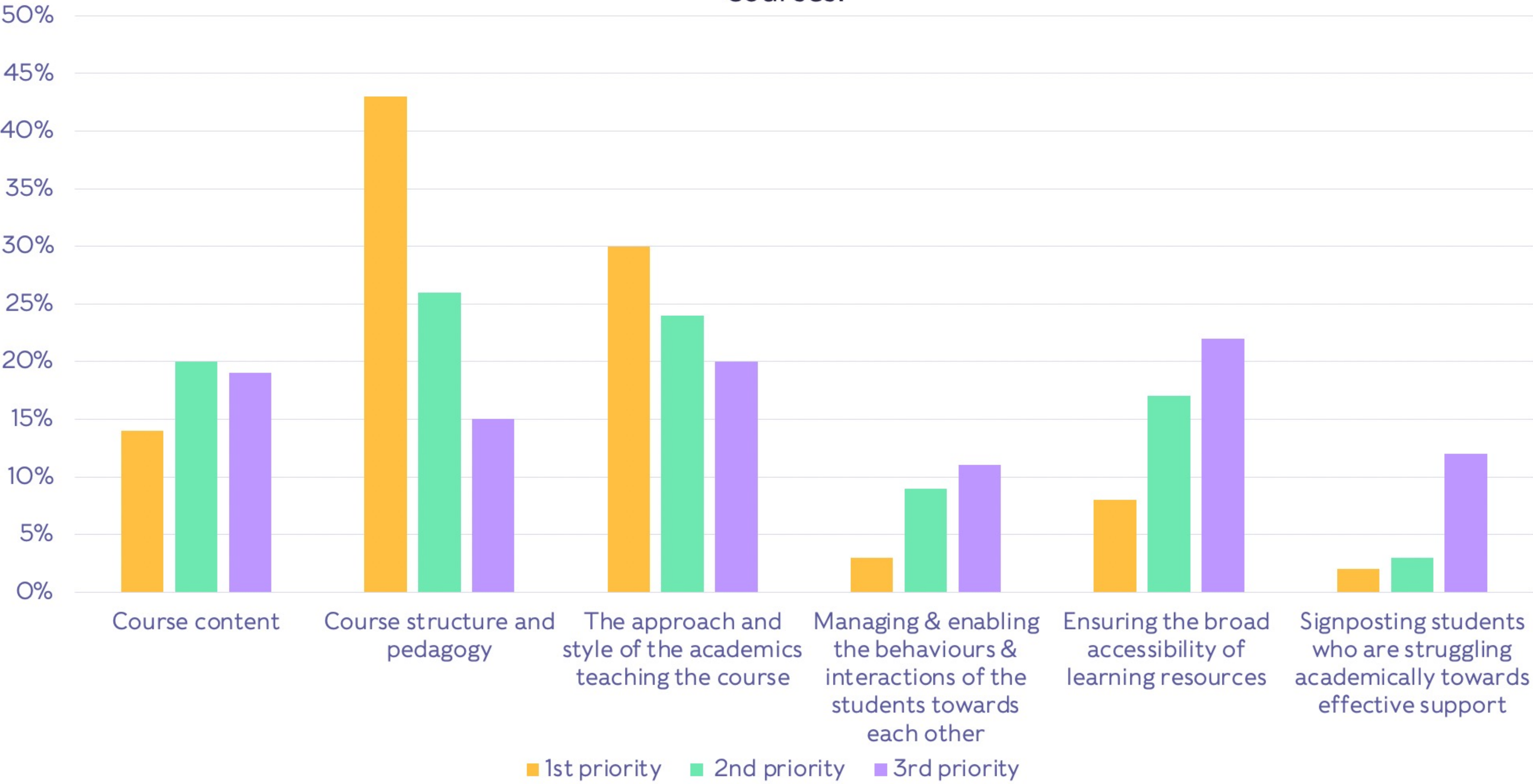
Inclusion

"There is a real lack of understanding of who needs to be included - i.e. everyone! In a recent meeting of professional services staff on inclusion, there emerged a real misconception that inclusion was about disabilities and ethnic minorities only"
– Survey respondent

What in your view, is the most significant barrier to improving inclusion in academic courses?
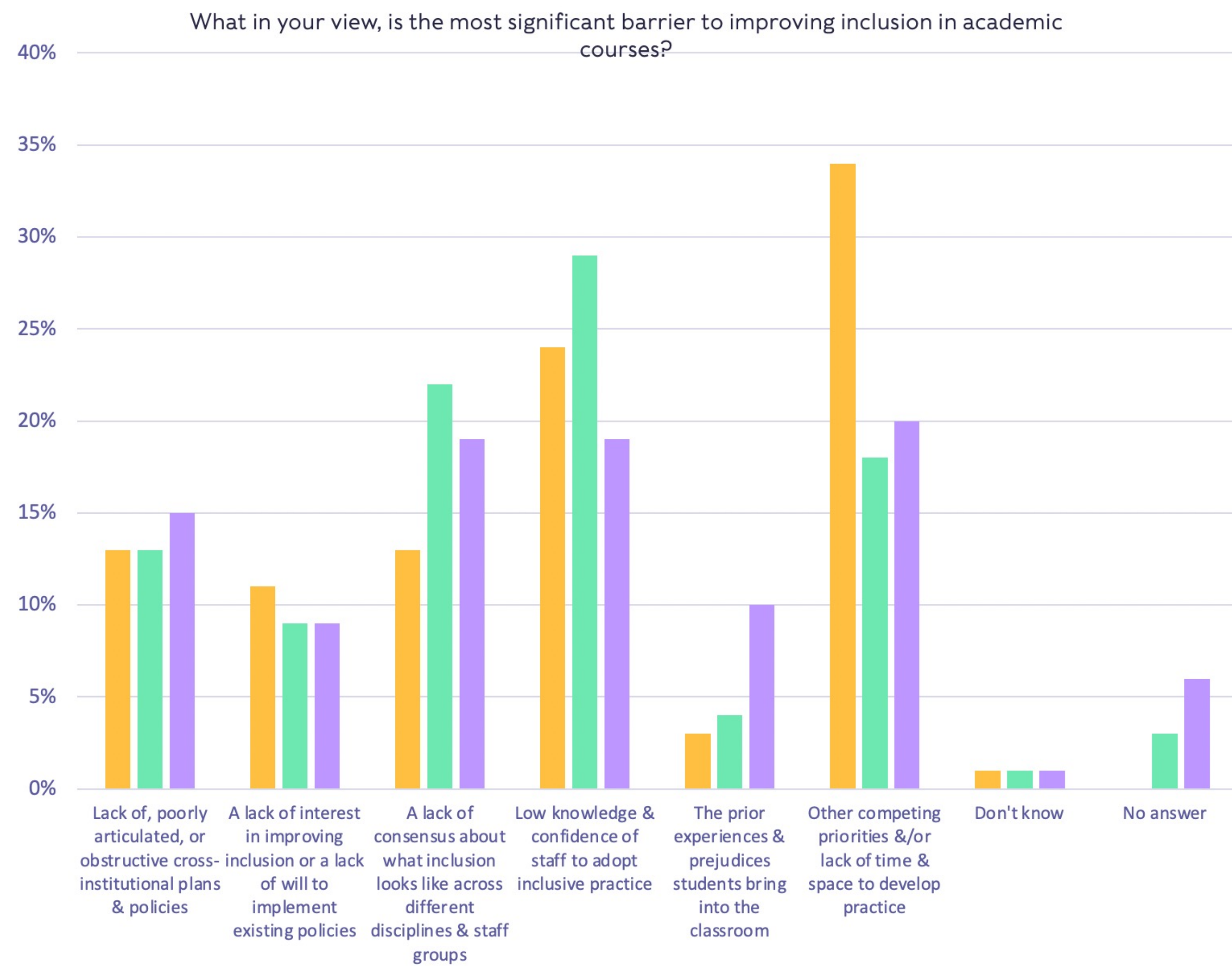
Academic confidence
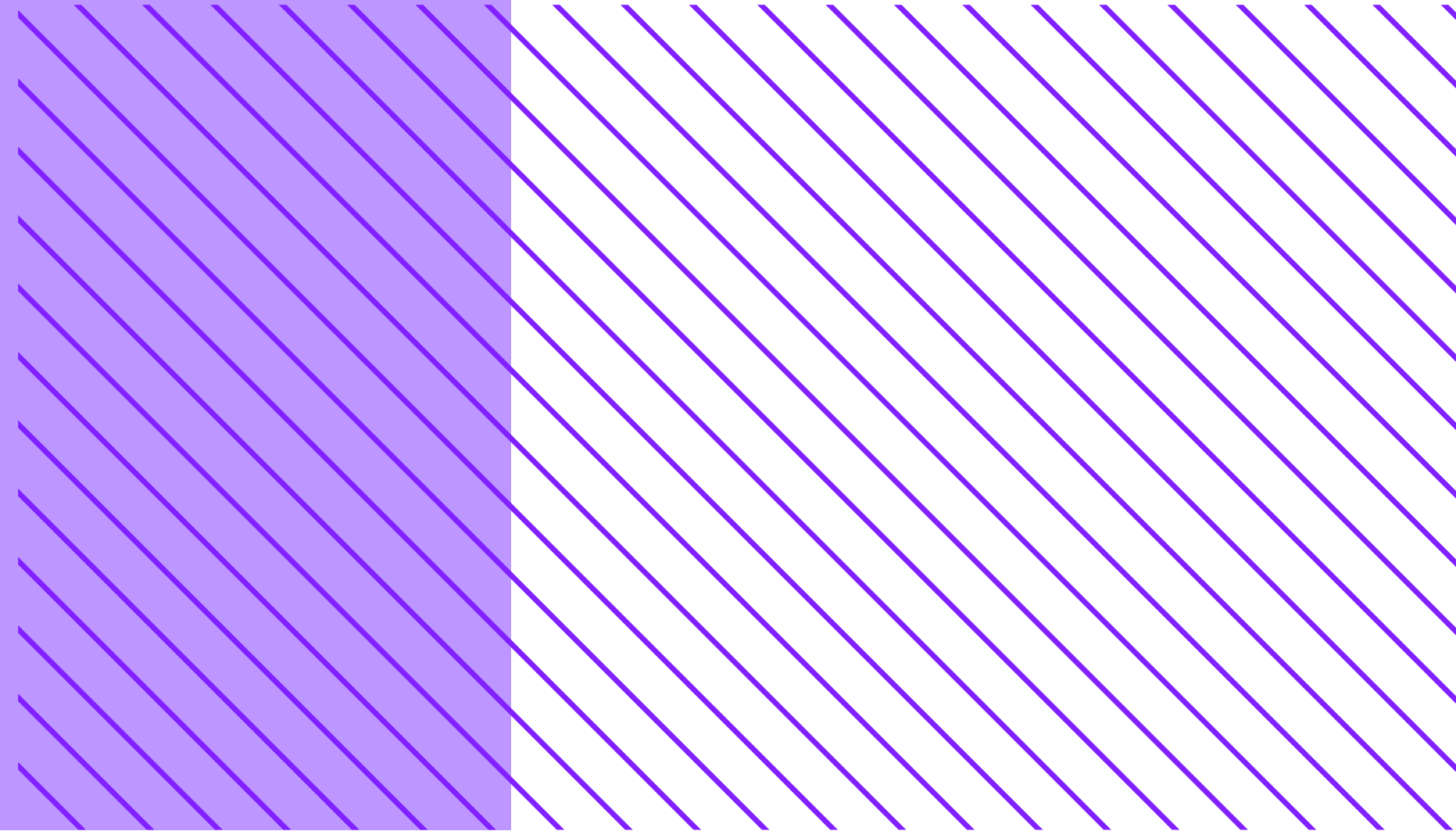
Academic confidence

What in your view, makes the most significant difference to whether a student feels confident about their academic skills on arrival at university?

Academic confidence

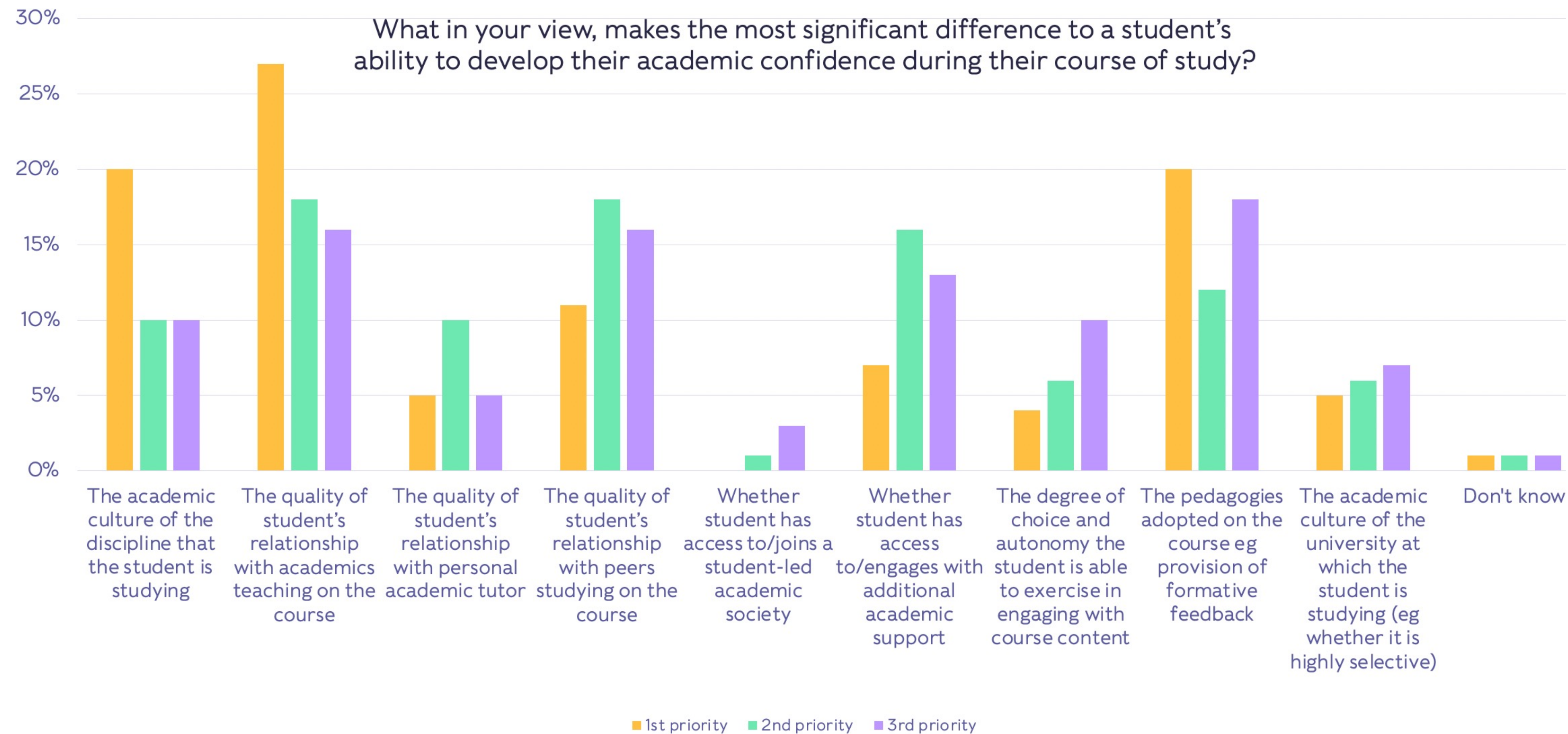What in your view, makes the most significant difference to a student's ability to develop their academic confidence during their course of study?

- 1st priority
- 2nd priority
- 3rd priority

Academic confidence

"Students come from a system of school education where the goal is grades. My experience over the last 20 years is that for many at risk students, the acquisition of grades seems to be at the expense of academic confidence"
- Survey respondent

What makes the most significant difference to a student's ability to develop their academic confidence during their course of study? 1st priority

Legend:
- Total
- Academic engaged in teaching and learning
- Staff supporting students' academic learning
- Staff supporting students' wider experience and development
- Students' Union staff or student representative
- Other - please specify

Peer connections and networks
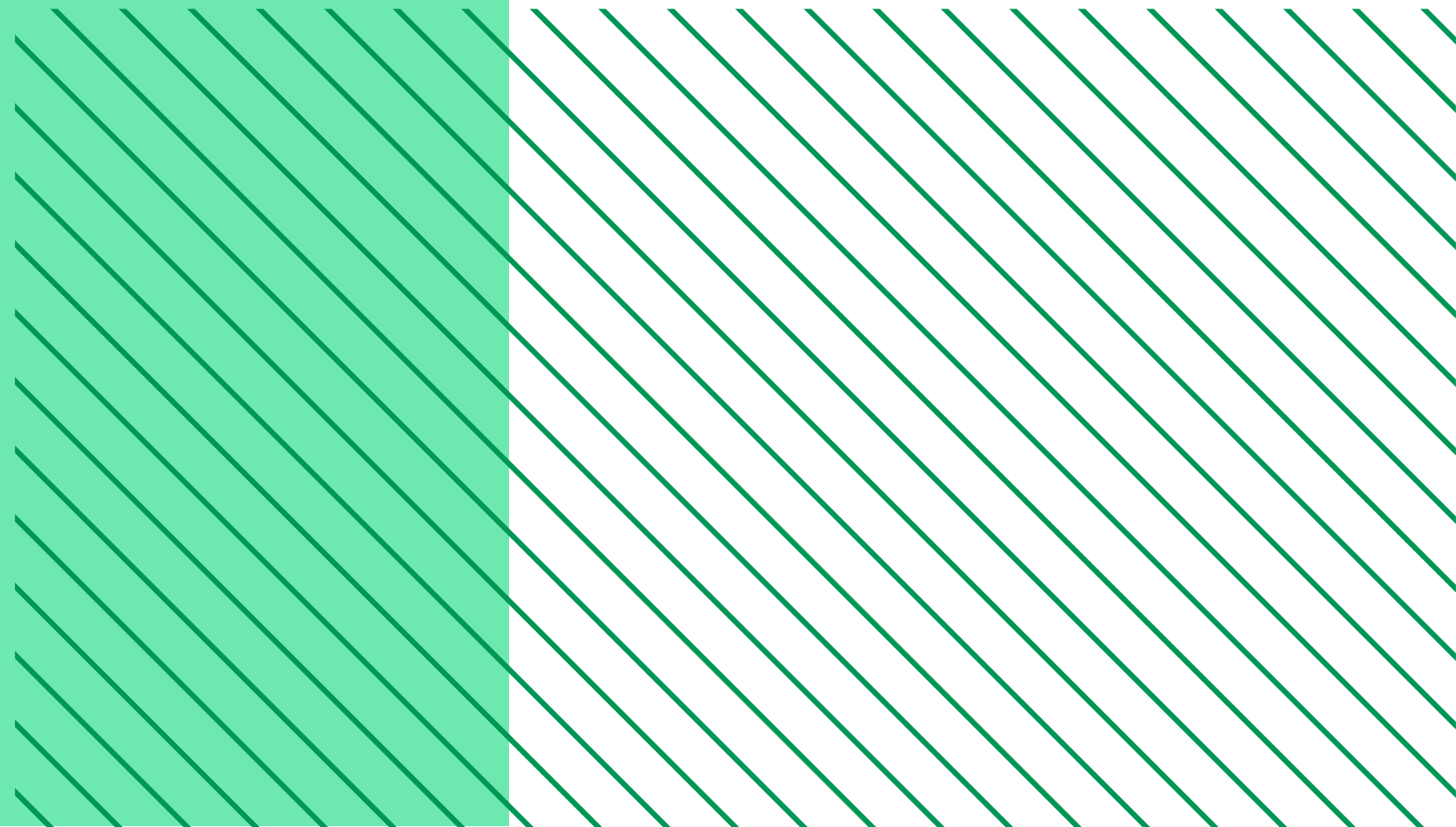
Peer connections and networks

If you think about the degree of importance that is afforded to students developing peer connections as part of their university learning experience, how would you characterise your general view of the issue?

Lots of students gain added value from the opportunity to make friendships & peer connections while at university, but it's not something that every student needs or values
21%

Forging new connections & building peer relationships is an essential part of the university learning experience for all students
76%

If students make new friends and connections while studying that's an added bonus but it's not material to the learning experience.
1%

Other - please specify
1%

Peer connections and networks

"The course is the one central place we know all students will interact and the one place we can definitely influence in a way which is a core part of the learning experience as instead of a bolt-on" **- Survey respondent**

What degree of responsibility do you believe your institution has for enabling students to build peer connections?

Number of respondents (total: 430)

Score out of 10, with 1 being "Student peer relationships should be allowed to happen totally organically" and 10 being "Student peer relationships are something that the institution should actively try to make happen"
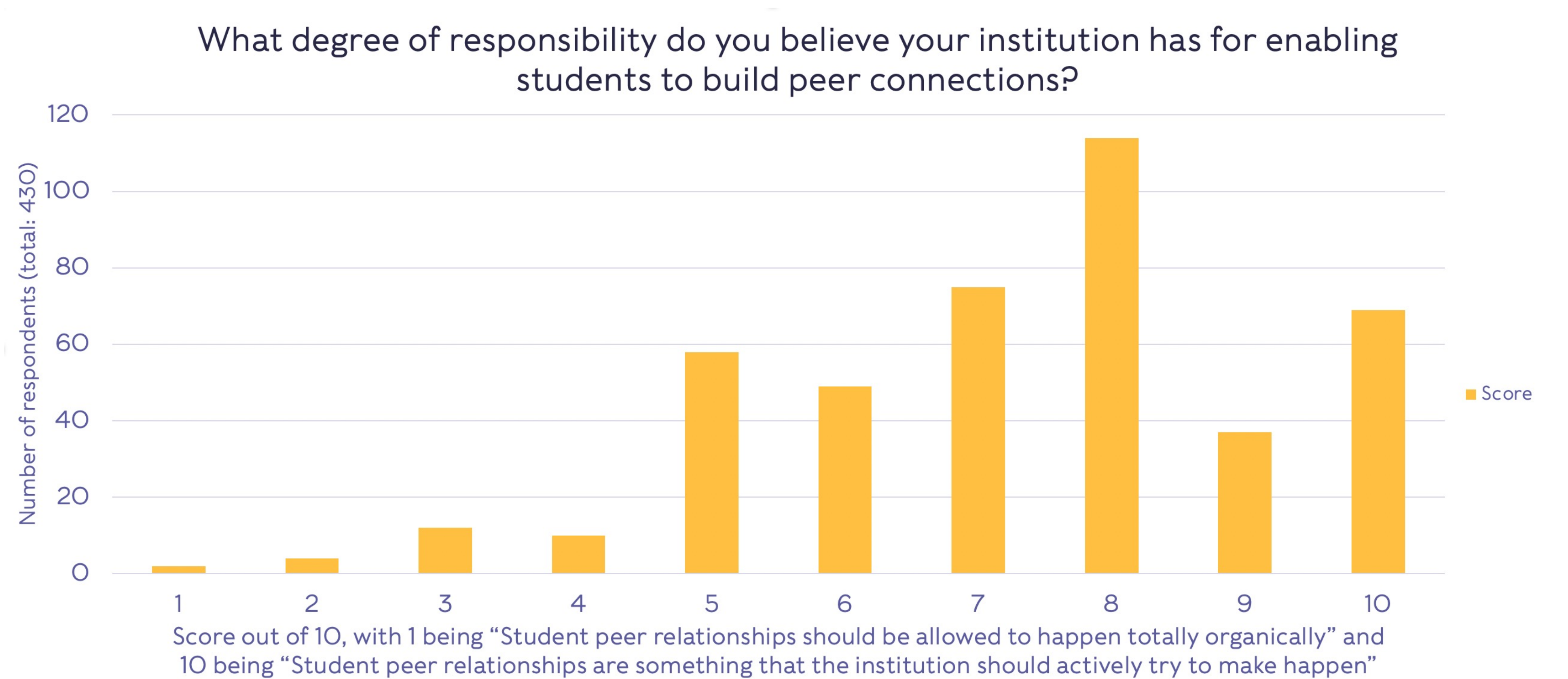
Peer connections and networks

"…for students with caring responsibilities, living at a distance, etc, extra curricular activities can be completely inaccessible" **– Survey respondent**

"…we need to create the environments in which relationships can be built, but we can't make the friendships and connections happen" **– Survey respondent**

"It would muddy the waters (let alone break teaching staff) to also have the responsibility to facilitate the building of social connections" **– Survey respondent**

Assuming that for the generality of students making friends is a positive thing, whether or not it's seen as essential to the learning experience, who should have lead responsibility for facilitating peer connections and friendships among students?