

Inclusion for student groups



**Committee Training
2022/23 Handbook**

leicesterunion.com



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Introduction

Inclusivity must be core to the activities of every Student Group as it fosters a sense of belonging where students are more likely to feel respected, valued and supported.

As Committee Members, you should be active in identifying and breaking down any barriers students may face with getting involved with your activities.

This module is designed to be an introduction to inclusivity. The suggestions we give for how to make your group more inclusive are not exhaustive and there will be a resource list provided at the end of the module to give you a path to continue learning. We will always encourage our committee members to further their learning so if you would like any further resources, please do get in touch with us.

After completing this module, if you have any questions the Activities & Volunteering Department is here to assist you 10am-4pm Monday to Friday. You can get in touch with the whole team at unionactivities@le.ac.uk.

Who is responsible?

It is the responsibility of **the whole committee** to ensure that your Student Group is creating a culture of inclusivity. However, your **Wellbeing and Inclusion Ambassador** may choose to take the lead on projects.

Remember: The Students' Union is committed to equal opportunities and opposes all forms of discrimination. Any breach of the Students' Union Conduct Matrix or UK laws relating to equal opportunity and discrimination will be dealt with in line with the Students' Union and University disciplinary procedures.

Resources

In this module the following resources will be mentioned:

- [Student Group Inclusion Plan Template](#)

General tips for Inclusivity

Inclusivity and allyship are a constant journey do look at changing our own actions to change the world around us and make it better for everyone. Below are some steps and tips you can take to work towards being as inclusive as possible.

Education

One of the best ways to show effective inclusivity is to be up to date on issues which may affect particular groups. This means that you are aware of what students who are part of those groups may currently be focussing on and you're able to act accordingly.

For example, researching the impact of COVID-19 on students with disabilities and their university experience may inspire you to have an event around the topic. This will show those students that you value them and others that your group is aware of current events and issues.

Although we have provided some initial steps for inclusivity of different groups throughout this module, we will always encourage further learning and research. To facilitate this, there is a resource section provided at the end of this module. If there are any questions or queries your group has throughout the year regarding inclusivity, please do get in touch with us!

Language

The language we use and allow can set the tone for the behaviour we'll display or allow around us:

People often only display inappropriate behaviour if they feel they are in an environment where they will get away with it or even be rewarded with laughter or agreement.

If your Student Group is clear that there are standards of behaviour that you expect from your members and participants, it will not only lessen the chance of someone using inappropriate language or behaviour but it will also let those who fear they may be targets know that they will be in a safe place.

Social position influences the perception of certain words:

Certain social groups may not see particular words as offensive for many reasons; it could be that they're not aware of the history of the word, they may not be aware of the impact the word has or it may be the case that because the word can't be directed at them and therefore doesn't cause them offense, that must be the case for everyone. A golden rule for certain words and slurs is "if you're not from the group that could be hurt by this word then you shouldn't be saying it".

Intent does not matter when the word is harmful – jokes and banter aren't always jokes and banter:

People's individual position may influence how they see certain words. This can often take form by telling "jokes" based around someone's or a groups identity where the punchline is a negative towards or about that group. To someone from that group hearing this, it comes across as someone laughing at their experience and identity. Even if the intent is humorous, that isn't does not change the fact that someone has been hurt by it. Jokes aren't always jokes and you as the speaker do not get to decide what is harmful as you may not be impacted by what has been said.

Key Terms

Ally	Often used specifically for a person who is not a member of a marginalised or mistreated group but who expresses or gives support to that group.
Allyship	The state or condition of being an ally - supportive association with another person or group.
Diversity	Recognising the differences in people but moves beyond tolerance into valuing and celebrating differences.
Equality	The concept of creating a fair and inclusive society.
Equity	Understanding what resources people need to live a full life and providing this.
Inclusion	The action or state of including and/or being included within a group or structure.
Microaggression	Statements or actions that can minimise, invalidate or trivialise someone else's identity-based experiences (see more below).
Liberation	Seeking equal status and freedom from oppression.
Representation	How something or someone is presented to an audience.

Key Concepts

Protected Characteristics

The [Equality Act 2010](#) legally protects people from discrimination in the workplace and in wider society. It aims to highlight unlawful acts and to provide protection for individuals and groups. The following are identified as protected characteristics:

- Age
- Sex/gender
- Disability
- Sexual Orientation
- Ethnicity
- Faith/Religion/Belief
- Culture
- Pregnancy/Maternity
- Marital or civil partnership status

Advantage vs Privilege

“Privilege” is often used when speaking about identity and allyship. While the original intentions of using the term were to highlight the privileges that come with certain social markers – such as being male in a patriarchal society – in some cases it has been misunderstood to mean material wealth.

This focus on material wealth or upbringing means that social minorities often have their experiences with racism, sexism, ableism etc. downplayed if they are materially privileged. In the reverse it has also been discussed that those who are not wealthy, but are part of socially dominant groups, feel that they may not be privileged as they do not have material wealth.

To highlight that material wealth and privilege is not the same as social privilege, this module will use the term “advantage”.

We all have advantages over others but some are more prominent than others. For example, men have the advantage of being male in a patriarchal world, even if they are in a social minority due to their sexuality, race or disability status.

What still remains is the aspect of recognising what your advantage or advantages are and working out how to use them to improve the world around us for everyone.

Intersectionality

“Intersectionality” is the interconnected nature of social categorisations such as race, class and gender as they apply to a given individual or group, regarded as creating overlapping and interdependent systems of discrimination or disadvantage. See below for an example.



Image from: <https://lefteast.org/intersectionality-post-marxism/>, Intersectionality chart. Source: [Misty McPhetridge, BSSW](#)

Unconscious Bias

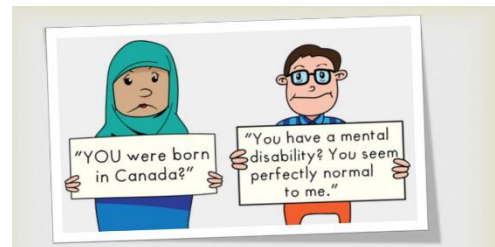
Unconscious biases are social stereotypes about certain groups of people that individuals form outside their own conscious awareness.

Everyone holds unconscious beliefs about various social and identity groups, and these biases stem from one's tendency to organize social worlds by categorizing.

As with our advantages, the most important aspect of unconscious biases is recognising them and using that knowledge to improve the world around us.

Microaggressions

Microaggressions are statements, actions, minimisations and invalidations that serve to trivialize a person's gendered, racialized or other identity-based experiences by those who do not share these same experiences. This then denies the significance of these experiences.



Microaggressions are predominately targeted towards members of an oppressed group.

They communicate bias, conscious or unconscious and be delivered implicitly or explicitly.

Implicit: White woman clutching her purse tightly when a black man enters an elevator.

Explicit: Asking if you can use a shortened or Anglicised version of someone's name for "ease" eg. Thandiwe Newton, Mohamed Salah, Mohamed Farah.

Resources:

- [‘How Microaggressions are like Mosquito Bites’](#) Fusion Comedy, [Youtube]
- [‘If Microaggressions Happened to White People’](#) MTV Decoded, [Youtube]
- [‘Understanding Unconscious Bias’](#), The Royal Society, [Youtube]
- [‘Stop Saying “That’s so Gay!”: 6 Types of Microaggressions that harm LGBTQ People’](#), Psychology Benefits Society

Creating an Accessible and Inclusive Environment

In any Student Group activity, it is the responsibility of committee members to take steps to reduce barriers to participation to create an accessible and inclusive environment.

Allyship

We can all be an ally and we will all be called on to be an ally at some point in our lives. Allyship can be linked to social advantage in that the more social advantage you have, the higher the chance of you being in the position of ally but we can all at some point be that person if needed.

Short-term allyship	Long-term allyship
Not laughing at a “joke” or comment	Educate yourself and others
Calling IN – ask the person making the “joke” <i>“why is that funny to you?”</i>	Listen to people who are affected
Distract or interrupt the person speaking	Embrace being uncomfortable – you may read or learn things that will make you uncomfortable. Confronting WHY this makes you uncomfortable ultimately leads to better allyship.
Speak out in the moment	Show continuous learning – the department will be offering training sessions throughout the year which will include ‘ <u>Be The Influence</u> ’ sessions for societies and sports teams
	Challenge your surroundings
	Community engagement – are there other student groups within the SU that you can get in touch with to find out more about what kind of allyship they need?

Creating Accessible Events Online and In-Person

When planning events, it's crucial to ensure that as many people as possible are able to take part through creating socially and physically accessible events.

- **Physical Accessibility:** Looks at our physical surroundings and how accessible they are. E.g. Buildings without ramps aren't accessible to wheelchair users.
- **Social Accessibility:** Social accessibility looks at the social factors which determine whether someone can take part or not. E.g. If you have an event that costs money, are there provisions in place for people who may not be able to afford it

In the table below, there are some examples of how to make your events more accessible.

Social Accessibility	Physical Accessibility
Vary the events – non-drinking events	Accessible buildings
Get attendee input	Gender-neutral toilets
Be clear on what the event is about	Hearing loops
Promote with your potential attendees in mind	Recorded sessions
Use inclusive language	Subtitles availability
Collaborate with other societies	Comfort breaks
Vary marketing – online, posters, emails	Accessible promotion – colour and font options

Event Appropriateness

Your society may want to hold an event on a specialist topic or something that may only apply to a particular group of people – to make sure your event is as successful as possible with minimal negative impacts, you may consider the following points;

- Is there a group that has lived experience with this topic that your Student Group could try and work with on this event?
- Are those attending and contributing to the event knowledgeable on the topic?
- Are we as a group able to provide any education before the event?
- Are there any harms that could take place because of this topic being discussed?
- Have we updated our risk assessment to show considerations for these harms?
- Do we have information available for students who are impacted by the event?
- Is there any support we may need the Activities and Volunteering department to provide?

Content Warnings

Some events or discussions may bring up topics that are difficult to talk about or may expose someone to past trauma that could bring about a physical or mental reaction. The purpose of content and trigger warnings are to make your audience aware that these things most likely will be discussed – this gives them the opportunity to make an informed decision on whether they want to attend and be part of that discussion. For example, a discussion around gender inequality could have content or trigger warnings for mentions of abuse or gender-based violence.

Non-Alcoholic events

The number of students who do not drink alcohol (for various reasons) has been rising steadily for a few years now – as much as alcohol is a large part of being social in university culture, holding some non-drinking events means those who don't want to drink can attend without feeling awkward or uncomfortable. It will also give your group the chance to be more creative with what events you hold! You can book a room for your events [here](#).

Collaboration

We encourage you to collaborate with other Student Groups to host workshops, panel discussions or inclusive sports sessions. This would encourage the widening of participation and improve student visibility.

Communication

Communicating with your members is crucial in understanding their needs and any barriers they may be facing in participating with your activities.

One way to do this is to introduce the Wellbeing and Inclusion Ambassador at your Student Group's first session in September/October. In this, outline your role and manage expectations on when/where you can be reached. For example, it is absolutely fine to state that you are only reachable during the hours of 9am-3pm and in the meantime signpost to the Students' Union. For more on signposting and prioritising your own wellbeing on committee, please see our handbook, ['Wellbeing for Student Groups'](#).

Challenging Inappropriate Behaviour

During your time on committee, you may come across your members/fellow committee making inappropriate remarks, phrases, words and behaving in ways that will offend others. This includes using ableist language, racism, sexism (which includes talking over women), homophobia, and transphobia (which includes using the wrong pronouns intentionally).

Please Note: If you ever feel uncomfortable in a Student Group situation, contact the Activities & Volunteering Department at unionactivities@le.ac.uk for support and guidance.

To challenge this behaviour, we recommend taking the following steps:

- **Act Straight Away:** If you can address the situation straight away without putting yourself at risk, then act.
- **Be Polite:** Do not aggravate the situation. If possible, try to remain calm and state why something has offended you/others.
- **Evidence:** When speaking to the person who has made the remarks, utilise evidence. This is also important when reporting the incident afterwards.
- **Avoid Confrontation:** If the situation is too dangerous to challenge there and then, walk away.
- **Know who to speak to:** Whether it is the Students' Union or another member of your committee, there is always someone to help. Please see our [Wellbeing for Student Groups](#) training module for more details on signposting and reporting incidents.

Championing Students' Union and University Campaigns

The Students' Union hosts a range of campaigns throughout the academic year that aim to represent and champion students from liberation groups. Opportunities to get involved with these campaigns are frequently advertised through the email newsletters alongside social media.

Part Time Officers

The Students' Union has a number of elected Part Time Officers that represent liberation and marginalised groups on campus. You can contact them directly [here](#).

Signposting

As Committee Members, you are required to be able to confidently signpost students in line with the guidance given in the [Wellbeing for Student Groups](#) module. Make sure to access the resources given in this module so you stay up to date on the options you can suggest to students.

Leadership within Student Groups

Consider having a specific committee role within your group to represent students (for example, a BAME officer or LGBT+ officer). In times where there is enough interest in your Student Group, you could set up a sub-committee where a group of students that identify as the same liberation group feed into the decision making of your Student Group.

Creating an Inclusive Environment for BAME

Students

BAME stands for Black And Minority Ethnic and represents all students of colour, whether they be of African, Middle-Eastern, Asian, Caribbean, Indigenous American or South Pacific Islander descent.

While this name does encompass multiple groups, it's important to remember that the lived experience of people within these groups will be different from others. Speaking to people from the group you wish to learn about or work with is the best way to see what these differences are and how we can all accommodate them.

Working to Dismantle and Eradicate Racial or Cultural Stereotypes

Be cautious of any events that may appropriate a community's culture. This can be prominent near Halloween and on events that involve dressing up in costumes that can be associated with a certain race or ethnicity.

Please Note: If you are going to host a cultural event, please ensure that a member from the said community is leading it and **not** anyone else.

Creating an Inclusive Environment for Disabled Students

The term 'Accessibility' focuses on enabling access for disabled people, or enabling access through the use of assistive technology that is usable by people with the widest possible range of abilities.

It is important to remember that disability is not 'one size fits all', and the access needs of one student may be vastly different to those of another. As a result, you should act to ensure that your Student Group activity is accessible to as many people as possible.

Meeting the Access Needs of Disabled Students

All Student Group activity should be as accessible as possible. Do some research on your venues to find out access information including:

- Is the space wheelchair accessible?
- Is there a hearing loop?
- Have you used large fonts and clear communications in your advertising? Have you used image descriptions?
- Does the venue have power-assisted doors?
- Would people like a rest break? (If the event/meeting lasts for 2 hours or more, we encourage you to hold a 10-15 minute access break).

For further advice, reach out to our [Accessibility Officer](#) to discuss your plans.

Advertise and Accept Requests for Reasonable Adjustments

When students join your group, make it clear that your committee are open to receiving requests for adjustments based on individual needs. Let your members know how they can request changes or suggest improvements.

Being aware of and avoiding Ableist Language

Ableist language refers to language that is derogatory, abusive or negative about disability. Being aware of ableist language can help us understand how pervasive ableism is in everyday life -although it often goes by with hardly any notice or acknowledgement.

Words that we use on a day-to-day basis can promote ableist beliefs and act as microaggressions, even if that wasn't the intention of the speaker. Here are some examples of these words and phrases;

- Crazy
- Dumb
- Lamé
- Tone deaf
- "I'm so OCD" when you mean you like things to be neat and tidy
- Calling mood swings "bipolar"

Although this language is a common part of day-to-day life, it's vital we confront the use of ableist language so the experiences of those who could have this language used against them in a harmful way aren't downplayed.

Resource: The Office for Disability Issues have created guidelines on inclusive language with regards to disability. You can read the full report [here](#).

Invisible Disabilities

Invisible illnesses and disabilities are conditions that may not present any visible physical symptoms for the person who has them. Some examples include:

- ADHD
- Autism
- Allergies
- Brain injuries
- Cancer
- Chrono's Disease
- Chronic Fatigue Syndrome
- Chronic pain.
- Cystic Fibrosis
- Depression, Bipolar Disorder, Schizophrenia, and other mental health conditions
- Diabetes
- Digestive Disorders such as IBS
- Epilepsy
- Fibromyalgia
- Headache and Migraines
- Heart Conditions
- HIV/AIDS
- Insomnia
- Learning difficulties, including dyslexia, dyspraxia, dysgraphia, and language processing disorder
- Lupus
- Lyme Disease
- Multiple Sclerosis
- Rheumatoid Arthritis
- Visual and auditory disabilities. These may be invisible if someone wears contact lenses and a hearing aid, for example.

This list by no means exhaustive and accessibility needs will vary depending on the person.

Supporting students with Invisible Disabilities and/or Illnesses

Within student groups, there are a number of ways we can support those with invisible disabilities and illnesses. Some of these include;

Asking about accessibility needs

Not everyone will have an accessibility need but for those that do, asking for them on an event sign up form can potentially make attending an event a lot less stressful for them

Be open to requests and conversations

Some needs may require further discussion for clarification or understanding. Showing that you are open as a group/committee to having these discussions can make someone who needs the adjustment feel safe, seen and understood.

Celebrate Awareness Days

Show that within your group, you recognise these illnesses and disabilities and you're willing to learn and understand how best you can support people who need it

Encourage learning within the group

Make posts on social media about accessibility needs and how to support those who have them so your members can be made aware of certain needs as well

Ask for guidance

If you're unsure of how to support those with additional accessibility needs, ask the Activities Team or the Accessibility Officer

Creating an Inclusive Environment for LGBT+ Students

LGBT+ stands for Lesbian, Gay, Bisexual or Transgender. The 'plus' is inclusive of other groups such as Asexual, Queer, Intersex, Pansexual.

Cisgender	Someone whose gender identity is the same as the sex they were assigned at birth. Non-trans is also used by some people.
Deadnaming	Calling someone by their birth name after they have changed their name.
Gender Expression	How a person chooses to outwardly express their gender, within the context of societal expectations of gender.
Gender Identity	A person's sense of their own gender which may or may not correspond to the sex assigned at birth.
Intersex	Intersex is an umbrella term that describes bodies that fall outside the strict male/female binary. There are lots of ways someone can be intersex.
Non-binary	A term for people whose gender identity doesn't sit within or on the male-female spectrum
Pronouns	Words we use to refer to people in conversation. Everyone has pronouns – they can be he/him, she/her within the gender binary or they/them as gender neutral option. There are also neo-pronouns.
Transgender	Relating to a person whose sense of personal identity and gender does not correspond with their birth sex.

Inclusive language

Pay attention for microaggressions with the society/committee. Have a look at the resource section and our ['Creating an Accessible and Inclusive Environment'](#). Do not tolerate any inappropriate jokes or language (e.g. referring to something bad as 'gay').

Pronouns

Everyone has pronouns – they can be he/him, she/her within the gender binary or they/them as gender neutral option. People may also use neo-pronouns which have the same referential use.

Not using a person's correct pronouns is referred to as 'misgendering' them. If you are unsure about someone's pronouns then you are best to introduce yourself with your own pronouns to create an environment of inclusivity and comfort. If the individual is comfortable enough, they may reciprocate. If they don't, please don't assume their pronouns, and instead refer to them using gender-neutral pronouns such as 'they' until they feel comfortable.

Another way of referring to the individual if you did not know their pronouns is referring to them by their name.

Resource: Find out more about neo-pronouns on the [Students' Union Website](#).

State your Pronouns

For all your events, introduce the committee with your pronouns (He/Him, She/Her, They/Them etc.) to set the tone of openness. At the Students' Union we have produced our own pronoun badges that anyone is welcome to take from the Students' Union Office.

You could also use nametags and allow people to write their pronouns as well as their name. This also helps those who are anxious talking in a group. However, people should not be forced to share this information. Do not ask people intrusive follow up questions about their pronouns (e.g. why do you use the pronouns they/them?).

Names

You should always use the individual's chosen name, even if they have not changed their name legally. If you do make a mistake in misgendering or using the incorrect name to refer to someone, then you should apologise once, correct yourself and not make the mistake again. A lot of people end up apologising and promising not to do it again, to the point where the person being misgendered has to say "it's fine, don't worry", to get them to stop.

Creating an Inclusive Environment for Women

In previous versions of Committee Training, we have used the spelling “womxn”. There is a varied history of the digression of the term women from the ‘men’ suffix. From ‘womyn’ to ‘womxn’, the term ‘womxn’ is not an address to fix all or other people that have historically been excluded from white feminism or faced invalid gender critique. Whether that is women of colour or non-binary people who are assigned female at birth and can suffer under the effects of sexism and misogyny.

However, there is also valid critique of the use of the word and it is important to understand that while “womxn” may be helpful for some communities, it can be alienating and weaponised against others, particularly trans and non-binary people. This is due to the fact that trans women are women and therefore don’t need another term to be referred to by and non-binary people, even those assigned female at birth (AFAB), aren’t women or on the gender binary so to be grouped in with women can be seen as erasing their valid identities.

As a Union we will continue to listen to marginalised voices and find ways to ensure we can effectively represent everyone in our language use.

We encourage you to take this time to think about the part we're playing in creating a safe environment for women, and if that environment is truly inclusive of all different intersecting identities and experiences women have.

Run a women focused campaign or event

For instance, taking part in International Women’s Week or creating a women’s showcase (a celebratory event of dancing, singing and performance to celebrate and empower women).

Events/socials

Fancy dress socials are quite common themes for a night out. Themes are often gender divided and can make women feel degraded, which uncomfortable and misogynistic. Use universal themes as opposed to ones that explicitly gender divide.

Creating an Inclusive Environment for Students of Religious Faith

Hosting Events around Religious Events/Requirements

When hosting events, ensure that you are being mindful of religious events and requirements. For example, holding your events after sunset on a Friday might exclude Jewish students who take the religious observation of Sabbath.

Consult your members on what days and times work best for them, and be aware that at some points in the year people's availability may change (e.g. Ramadan). Speak to your members to see what the most suitable dates are, and note the key religious holidays/festivals when planning an event/activity. To help, have a look at our [Global Events Calendar](#).

Intersecting Identities

Remember that religious groups are not 'one size fits all' and students that observe religious faith may also be part of other liberation groups. There are different identities within religious groups as well. For instance, students from faith groups may also be part of the LGBTQ+ community, so you should consider the suggestions above **and** the suggestions given under the 'LGBT' section.

Creating an Inclusive Environment for Mature Students

The University of Leicester classes a mature student as someone who is starting an undergraduate degree at 21 years or older.

Combating Possible Feelings of Isolation

University can be isolating for mature students, especially in courses where there may only be one mature student. If a student discloses that they are a mature student, you should greet them as you would any other student and encourage other Committee Members to do the same.

Mature Student Space

You can meet the Mature Students Network in their dedicated space back on campus. We also have the [Mature Students' Society](#), which aims to represent the mature student body and provide events and facilities tailored for mature students.

Creating an Inclusive Environment for Commuter Students and Students with Caring Responsibilities

Commuter students and students with caring responsibilities can face restrictions on what times/days they are able to attend events and activities. Below are some tips you can take to try adapt to this.

Commitment and Flexibility

These students tend to have commitments alongside their studies. Try to be conscious of this by arranging events/activities at a variety of times across different days to give them the best chance of being able to attend. You could host events during the daytime e.g. morning coffee meeting, or consider holding an event in the afternoon as opposed to a night out. In addition, for carers or students with parental responsibilities, organise an event at the weekend rather than during the week and give plenty of notice.

Cost

These students are often heavily impacted with attending events or an activity due to costs. Create events that are suitable for students living on very restricted budgets.

Child friendly events

Speak to your members about how you could make your events child-friendly and what this would look like. For example, you might need to ensure there is access for pushchairs or toilets with baby changing facilities close by.

Resources

Text

- Eddo-Lodge, Reni. "Why I'm No Longer Talking to White People about Race", *Bloomsbury Circus* (2017)
- Lorde, Audre. "Sister Outsider", *Penguin Modern Classics* (2019)

Online

- Dauncey, Sarah and Miller, Nik. "Mature Students: Lost, Forgotten, and Invisible", (<https://bit.ly/2KNHVBC>)
- Kerr, Peter. "Top Tips for Disabled Students Starting University", (<https://www.nus.org.uk/en/advice/freshers-and-settling-in/top-tips-for-disabled-students-startinguniversity/>)
- National Union of Students, "Education Beyond the Straight and Narrow – LGBT students' experiences in Higher Education". (<https://www.nusconnect.org.uk/resources/education-beyond-the-straight-and-narrow-lgbt-students-experiences-in-higher-education>)
- University of Leicester Diversity Statistics - <https://le.ac.uk/about/making-a-difference/equality/equality-data>
- University of Leicester Student's Union Liberation - <https://www.leicesterunion.com/liberation/networks/>
- BAMEed Network Resource List - <https://www.bameednetwork.com/resources/>
- Promoting Inclusion: A British Council guide to disability equality - <https://www.britishcouncil.org/sites/default/files/guide-disability-equality.pdf>
- Stonewall: Information and resources - <https://www.stonewall.org.uk/help-advice/information-and-resources>
- AdvanceHE: Religious and Belief: Supporting Inclusion of staff and students in higher education - <https://www.advance-he.ac.uk/knowledge-hub/religion-and-belief-supporting-inclusion-staff-and-students-higher-education-and>
- Young Scot: How to be an ally to Women - <https://young.scot/get-informed/national/thatsnotok-how-men-can-ally-women>

Additional Resources

- Accessible locations around Leicester (<https://www.euansguide.com/>)
- A short clip created by the Royal Society that highlights what microaggressions are and how they manifest. (<https://www.youtube.com/watch?v=dVp9Z5k0dEE&t=1s>)
- Information on cultural appropriation (<https://www.theweek.co.uk/cultural-appropriation>)

Making your Experience Transferable

Throughout your time on committee, you will gain skills that may be useful when writing applications. Have a look below for some ideas on skills that directly relate to Student Group Inclusion.

- **Teamwork and collaboration**
 - Effective collaboration is crucial when delivering any kind of Student Group event, including campaigns! If you've worked with a Students' Union Executive Officer or another Student Group, talk about how you managed that relationship to deliver an outcome.
- **Planning and organising**
 - If your Student Group identified a barrier to accessing your group, how did you overcome it? Talk about the planning steps you put in place to ensure success!

When applying these skills in your applications, remember to use strong examples that you can back up verbally along with how the group acted as a whole and your individual role. We recommend utilising the STAR method (Situation, Task, Activity, Result).

Of course, this list is not exhaustive and for further support, the Activities and Volunteering team would strongly encourage you to visit the [Careers Development Service](#) website and look through their resources or book an appointment.

Changelog

05/03/2020 – Created for the 2020/2021 academic year

30/03/2021 – Updated for the 2021/2022 academic year

20/04/2022 – Updated for the 2022/2023 academic year