

Faculti Summary

<https://staging.faculti.net/student-staff-partnerships-at-work/>

This video is a transcript of a presentation discussing a study aimed at addressing issues surrounding widening participation and access to higher education, particularly focusing on students who enter academia through vocational routes such as BTECs in the UK. The presenters, including a mentor from Nottingham Trent University, highlight the misconceptions regarding the academic capabilities of BTEC students, who are often stereotypically viewed as less capable than their A-level peers.

The concept of epistemic injustice, introduced by philosopher Miranda Fricker, is central to the discussion. This video injustice occurs when individuals are perceived as lacking credibility due to stereotypes, leading to testimonial and hermeneutic injustices, which inhibit their ability to access knowledge. The study emphasizes the importance of recognizing and challenging these perceptions to support underrepresented groups, particularly BTEC students, in higher education.

The project involved participants designing a research initiative to explore belonging among students within their institution, utilizing creative, participatory methods. The approach facilitated deeper engagement and helped participants develop confidence in their academic abilities, ultimately fostering a sense of belonging and challenging institutional narratives.

Future research directions proposed include further exploring the use of creative methods to promote understanding among diverse social groups and combat stereotypes that position underrepresented groups against each other. The emphasis remains on building reciprocal relationships, trust, and enabling participants to express their experiences and identities in educational contexts.