

Role Summary

Postgraduate Research Partners (PGR Student Partners) will work in partnership with members of the Researcher Development and Employability team to review and develop one to two Researcher Development workshops and resources as part of the Decolonising Training Project with the aim to improve the cultural inclusivity and accessibility of the researcher development training.

Student partners will engage with Researcher Development and Employability team members from the Doctoral College and EDI team to foster and embed student partnership approaches into inclusive training activities. Through a student-staff partnership approach partners will share experience, expertise and resources to inform the review of training workshops to ensure inclusive education/training methods and materials to help foster inclusive learning environments and to enhance the accessibility of training for all researchers.

Key activities include:

- Collaborate with RDE staff to review one current RDP workshop. Reviewing the design, content and delivery approaches and supporting materials to ensure the student researcher voice is central to inclusive training provision.
- Provide personal perspectives to safely challenge staff assumptions with a primary focus on addressing issues of race inequity
- Critically review and provide constructive feedback on our Doctoral training, identifying areas for improvement in relation to workshop design, content and delivery.
- Through partnership discussions, suggest how the workshop training can be redesigned to improve sense of belonging for Black, Asian and Minority Ethnic researchers.
- In collaboration with staff partners develop decolonisation blueprints for future design, as well as concrete changes to the existing materials.
- Participate in an evaluation session to feed back on the partnership project design itself, as well as its outcomes

Core Principles

The Decolonising project aligns with [The Advance HE Framework](#) for student partnerships, identifying nine values (Healey et al 2019a) which underpin successful student engagement through partnership: authenticity, honesty, inclusivity, reciprocity, empowerment, trust, courage, plurality, and responsibility. We hope that in the initial student partnership meetings we will discuss together what these values might look like in practice.

We are committed to working to embed the following values into our work

1. Trust
2. Respect
3. Reciprocity
4. Responsibility and
5. Openness

Person Specification

We are looking for PGRs with a keen interest in inclusive training and partnership working rather than necessarily having previous experience in this area. The main requirement for the role is enthusiasm and a willingness to share experience and challenge current practices to improve inclusivity.

Requirement:	Essential/ Desirable
Current Black, Asian Minority Ethnic Postgraduate Researcher at any stage of their doctoral journey	Essential
Passion and an interest in inclusive training and partnership working	Essential
Evidence of some basic knowledge and understanding of inclusive education, including decolonising curricula, and race equality within HE	Desirable
Evidence of race equality work or participation in EDI initiatives	Desirable
Core Competencies.	
<ul style="list-style-type: none"> • Communication – good verbal communication skills able to adapt communication style to work with variety of people in different situations. • Able to articulate feedback clearly, engage in courageous conversations and influence positive outcomes. 	
<ul style="list-style-type: none"> • Planning and Organising - Effective time-management skills and the ability to prioritise workload, keeping to agreed deadlines. 	
<ul style="list-style-type: none"> • Problem Solving and Decision-Making Skills – Able to analyse situations, diagnose problems and identify key issues and establish alternatives in the spirit of continuous improvement 	
<ul style="list-style-type: none"> • Teamwork - Ability to work independently and as part of a team to achieve a shared objective 	