

Equality, Diversity and Inclusion in the Curriculum

Guidance for faculties and approval bodies



Photograph by Angela Schröer

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This guidance was originally developed in collaboration and consultation with colleagues in a number of faculties, in Academic Services and in Learning, Teaching and Innovation. It was revised in consultation with various representatives of faculties with a responsibility for equality, diversity, inclusion and accessibility. It is published on the Equality and Diversity intranet. Comments or suggestions for improving this guidance are welcomed and should be sent for the attention of the Manager, Equality, Diversity and Inclusion.

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1. Introduction

1.1 Why we need to consider issues of diversity in our curriculum

We are committed to providing high quality university education to all who wish to realise their ambitions and fulfil their potential; to widen participation; and to meet the needs of diverse groups of students. Creating an inclusive, relevant and accessible curriculum will contribute to attracting and retaining our target groups, equipping students to respond to increasingly diverse environments and will assist us in achieving our strategic objectives.

1.2 Responsibilities

	Boards of study	Qualification teams	Module teams
Environmental Scanning	Create a curriculum that attracts a diverse student body		
Design and specification		Consider issues of equality, diversity and inclusion at an early stage of qualification and module development and document decisions clearly	
Approval	Use EDI qualification and module specification guidance to assess specifications before final approval.		
Production			Ensure the language, content and imagery used reflects the diversity of culture, identities, and experiences in the UK and internationally
Post launch	Monitor student registration, completion and attainment of different groups on qualifications and modules and respond to results of monitoring		

1.3 Dimensions of diversity

Diversity encompasses a wide range of identity characteristics, including but not limited to; age, caring or dependency responsibilities, disability, gender (sex), marriage and civil partnership status, political opinion, pregnancy and maternity (including adoption, fostering, IVF treatment, and paternity), race, religion or belief, sexual orientation, socio-economic background, trade union membership status, transgender (gender identity)

Dimensions of diversity also encompass:

- the additional OU's Widening Access and Success (WAS) priority groups:
 - Students in secure environments (SiSE) and those released on licence
 - Student with low previous educational qualifications (PEQs)

And in addition

- Those with limited online access
- International students
- Requirements of practice e.g. students not in employment
- Students in specific circumstances that the University prioritises at particular times, e.g. refugees

Note:

- There is some overlap between these groups.
- The OU definition of disability includes students with a disability, long-term health condition, specific learning difficulty (such as dyslexia) or mental health difficulty.

1.4 Integrating equality, diversity and inclusion into faculty processes

Equality, diversity and inclusion issues can sometimes be seen as something additional to core work. Integrating equality considerations throughout existing processes at qualification and module levels will ensure the work is an integral part of these processes and will add real value by improving the quality of decision making. The guidance that follows directly addresses these key curriculum management processes.

2. Unit plan, investment stage and approval

2.1 Assessing the market

Assessing the market involves gathering data including market research, evaluating the data and identifying new opportunities and forecasting student numbers.

In forecasting student numbers, a prediction of the likely participation by age band, disability, ethnicity and gender should be made, based on participation in previous presentations, or participation on similar qualifications.

2.2 Planning the curriculum

The faculty should use market data to form an understanding of the impact of its plans on the diversity of the student body.

Planning should also include an assessment of the level of accessibility for disabled students and should demonstrate continuous improvement in this area. This is partly because we have an anticipatory legal duty to make reasonable adjustments but most importantly because we want to enable our existing and prospective disabled students to access the widest possible choice of modules.

2.3 Establishing new areas of curriculum

The decision to establish a new area of curriculum must be based on an assessment of the market, and this assessment should include the impact on the University's ability to meet its diversity, widening participation and accessibility objectives.

2.4 Market planning

A marketing plan can be devised for an area of curriculum as a whole, rather than for individual modules. Marketing plans should take into account the current demographic profile of students studying in the faculty. Under-representation can be addressed by ensuring that campaigns proactively address the issue of diversity by targeting both the content and location of communications.

2.5 Approval

Approval bodies are set out in the governance structure.

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3. Qualification level guidance

3.1 Qualification specification – the Qualification Team

Consideration will need to be given to equality and diversity in any new or re-versioned components of qualifications that require approval.

As part of this consideration the qualification team should identify challenges that might be encountered for disabled students in meeting the essential learning outcomes and outline adjustments that might be put in place.

In addition qualification teams should perform a specific analysis to ensure there are or will be sufficient pathways for disabled students to complete a qualification.

Guidance on completing the equality, diversity and inclusion sections of the qualification specification can be found in the Curriculum Management Guide.

3.2 Qualification specification – Approval Bodies

Boards of Study and the Qualification Assessment Committee should use the guidance above to assess qualification specifications before final approval.

OU examples on addressing equality, diversity and inclusion considerations at the specification stage are available at Appendix A

4. Module level guidance, design and production

4.1 Locations of guidance

- Guidance on EDI issues to be considered at the Learning Design stage is available at Appendix B.
- Guidance on completing the EDI sections of the module specification can be found using the online Curriculum Management system.
- Examples of practice of embedding equality, diversity and inclusion at the production stage is available at Appendix C

4.2 External assessment

Once a module has been approved for production by the University, the External Assessor is appointed. If the profile of the module team is not particularly diverse, the appointment of the External Assessor may provide an opportunity to redress this. Additionally, the assessor should receive as part of their brief guidance on what feedback they are expected to provide to the module team on issues of equality, diversity and inclusion.

Guidance for the external assessment of modules and packs can be found in the Curriculum Management Guide.

4.3 Creating module materials

The University has produced a practical resource which all module team members should be familiar with, particularly staff writing module content, including external contributors. This can be found at Appendix D.

4.4 Critical readers

Efforts should be made to ensure that the critical readers selected to review and provide feedback to the module team are drawn from as diverse a pool as possible and are able to comment in relation to the inclusiveness and accessibility of both form and content. The University has a significant number of groups and networks where critical readers might be recruited from:

1. [Black and minority ethnic staff network, and LGBT network](#) and [OU Students' Association LGBT+ group](#)
2. [Enabling Staff @OU network](#)
3. International and other research students based in Milton Keynes – contact research-degrees-team@open.ac.uk
4. [OU Student Association](#)
5. Associate Lecturers from diverse backgrounds – submit an article to the [AL newsletter](#) or to target tutors with a particular interest in diversity issues, contact [AL Services](#)

The briefing provided to critical readers should explicitly request that the reader provides feedback and suggestions in relation to issues of language, bias, omission, and representation of diversity in the module materials.

Advice might also be sought from an expert in English as an Additional Language to identify potential difficulties and to identify ways to improve clarity, especially for level 1 modules.

A pro forma for guidance for Critical Readers can be found in the Curriculum Management Guide

5. Recruiting Students

The information that you provide to describe a qualification or module can have an impact on the choices made by students. Marketing has the responsibility for ensuring marketing and communication to students is inclusive.

It is important that Accessibility Statements are completed. These should be written in a positive way. A template is provided by Marketing to support this. Transparency and clarity will enable prospective and current students with disabilities to make informed study choices.

Your faculty Marketing plan should address specific issues of equality and diversity in your faculty and therefore should support you in attracting students from diverse backgrounds. Where particular qualifications or modules may not attract some groups, for example where the area of curriculum is not attracting particular ethnic groups or attracts more individuals from one gender than another, it may be useful to draw out elements of a qualification or module that challenge students' assumptions about who the qualification or module is for.

6. Review

The timetable and processes for reviews is set out in the Curriculum Management Guide.

6.1 Boards of Study

Boards of Study have responsibility for assuring quality and standards in the development and delivery of the area of curriculum. They should therefore consider at least annually the success or otherwise of modules in integrating equality, diversity and inclusion. A range of data on participation and progression of students is available from the [Equality and Diversity Annual Report](#)

There will be work further work undertaken to produce additional guidance to identify areas of concern with regard to equality, diversity and inclusion for interventions at module level

Equality, Diversity and Inclusion in the Curriculum

Appendix A: EDI guidance for curriculum design - examples for the Qualification Specification

Curriculum Fit and Rationale For Section D3 of the Qualification Specification	Question prompts	Example
<p>Is the qualification inclusive?</p>	<p>How will you make it clear to students that inclusive values are an integral part of the qualification?</p>	<p>Internal examples of the sort of wording that could be adapted for use in marketing material to promote to students that the qualification embodies inclusive values</p> <p>‘The development of any new module within the qualification will anticipate and respond to the needs of students with diverse needs, particularly those with disabilities and other groups with protected characteristics under the Equality Act. This will manifest as adjustments to module materials. Activities will be planned that will be inclusive to all students, where possible. Where not possible, alternatives will be produced that enable students to meet the required learning outcomes’</p> <p>OU MSc in Mental Health Science</p> <p>‘The qualification is fully accessible to all students that meet the entry requirements and there is an alternative entry route for those that are not graduates. The qualification team will ensure there is no bias in the production of module materials associated with the qualification.’</p> <p>OU Master of Business Administration (Leadership Practice) Apprenticeship</p> <p>‘There are multiple ways that diversity will be embedded so that different student groups can identify more easily with the material and thereby engage to a greater extent.’</p> <p>OU Postgraduate Diploma in Social Work</p>

Curriculum Fit and Rationale For Section D3 of the Qualification Specification	Question prompts	Example
<p>Is the qualification inclusive continued</p>	<p>How will you challenge any unconscious bias in the subject area and ensure the qualification content respects and celebrates diversity?</p>	<p>The MBA qualification and module teams ensure there is no bias in the production of new module materials associated with the production of new module materials associated with the qualification by involving those with relevant expertise in the design process. They work with the Business Development Unit and Marketing to ensure the promotion of the qualification is gender neutral.</p> <p>OU Master of Business Administration (Leadership Practice Apprenticeship)</p> <p>Challenging the assumptions about the need for faces to be visible to ensure good communication in Physiotherapy practice and that students must make themselves available for others to practise on Supporting Female Muslim Students in Physiotherapy Kingston University</p>
	<p>Are the pathways through the qualification accessible?</p>	<p>The accessibility checklist and accessibility guide is used to develop new modules and all modules are approved by accessibility specialists before approval. The qualification team is committed to making reasonable adjustment on a case by case basis for students for whom the anticipatory adjustments are not sufficient to meet their needs.</p> <p>OU BA Honours in Art History</p>

Curriculum Fit and Rationale For Section D3 of the Qualification Specification	Question prompts	Example
Do all students see themselves reflected?	How will you challenge disciplinary norms and make the qualification relevant to a diverse student body? For example how will you support those responsible for finding or writing content to draw from sources that reflect a wide range of diversity rather than relying on previous content which may represent a more narrow range?	<p>All module team members and especially authors and critical readers will be briefed on and receive guidance on diversity which will include the OU's priority groups. In addition, they will be required to work to documentation such as the OU Widening Access and Success Strategy.</p> <p>OU Postgraduate Diploma in Social Work</p> <p>One of the key challenges that the school faces is that of extending the reach of engineering qualifications to women. The offer of a distance learning opportunity should ensure a gender neutral route and promote diversity. We will try and build a large and active community of female engineering students through a conference and associated forum for International Women in Engineering Day'</p> <p>OU Bachelor of Engineering (Honours)</p>
	How will you involve a diverse range of students in discussions about the concept and content of the qualification?	The OU Business School has a diverse student body and draws from representatives of different groups of students both at the qualification approval Board of Study stage and at Teaching committee stage.
	How will you allow students to bring their own perspectives to learning activities and assessment to ensure equality of engagement?	<p>'Discussion of different cultural experiences, situations and multiple perspectives is an intrinsic part of the qualification'</p> <p>OU Postgraduate Diploma in Systems Thinking in Practice</p>
Are students equipped to participate in a global and diverse world?	How will content within the qualification aim to develop graduate attributes around global awareness and diversity? How will you ensure that the qualification includes opportunities for an understanding of diversity and allow students to recognise their own potential to make a difference in a rapidly changing international context?	<p>'Through use of examples that show the diversity of people involved in environmental management and technologies. Discussion of global issues is an intrinsic part of the qualification as is the need to study and consider different cultural experiences, situations and multiple perspectives.'</p> <p>OU Postgraduate Diploma in Systems Thinking in Practice</p> <p>'Materials have an international focus where appropriate and draw on found materials from diverse sources.'</p> <p>OU Postgraduate Certificate in Technology Management</p>

The following table refers to section K7 of the Qualification Specification

Tuition and the Delivery of Learning and Teaching	Question prompts	Example
<p>Is the qualification inclusive?</p>	<ul style="list-style-type: none"> • How will you check all the content uses inclusive language, avoids colloquial language and provides a glossary of new and complex terms? • How will you check all the content is accessible to different groups of students and materials adhere to best practice for disabled students and students with a learning difference? • How will you ensure the delivery engages different study habits or preferences? • How will you ensure the delivery method is accessible and there are alternative options provided for students who cannot access specific delivery mechanisms – for example will there be a comparable offline experience designed into each module 	<p>Module material writers, editors and critical readers can use the ‘Whose W.O.R.D counts’ resource to check content.</p> <p>‘The accessibility checklist and accessibility guide is used to develop new modules and all modules are approved by accessibility specialists before approval. The qualification team is committed to making reasonable adjustment on a case by case basis for students for whom the anticipatory adjustments are not sufficient to meet their needs.</p> <p>OU BA Honours in Art History</p> <p>‘Module teams within the qualification endeavour to find alternative strategies for disabled students and STEM has developed in-house advice and guidance that module teams can call on’</p> <p>OU Postgraduate Diploma in Environmental Management</p> <p>In delivering a fully online/onscreen qualification we will need to take into account designing alternatives for some students to study offline/off-screen for periods of time. As the Stage 1 and Stage 2 modules will draw on peer interaction including group activities and peer review) there will be a strategy for accommodating students that are unable to participate’</p> <p>OU MSc in Mental Health Science</p>

Tuition and the Delivery of Learning and Teaching	Question prompts	Example
<p>Do all students see themselves reflected?</p>	<ul style="list-style-type: none"> • How will you ensure that the case-studies and reading lists in the qualification content reflect the diversity in the learning community? • How will you ensure the learning and teaching environment is welcoming and inclusive and encourages participation from under-represented groups? • Will the staff who will be involved in individual module design, production and teaching delivery have unconscious bias and equalities training? If not how will you ensure that you can tap into relevant expertise? 	<p>‘There are multiple ways that diversity will be embedded so that different student groups can identify more easily with the material and thereby engage to a greater extent.</p> <ul style="list-style-type: none"> • Diversity factors such as age, ethnicity, gender, sexual orientation and disability are considered regularly, both in theory and in practice. • Diversity will be embedded in the case studies used throughout’ <p>OU Postgraduate Diploma in Social Work</p> <p>‘Throughout the qualification the module materials use a range of examples that show the diversity of people involved in environmental management’ Postgraduate Diploma in Environmental Management</p> <p>‘The qualification aims to attract equal numbers of male and female students and to suit students from other countries and cultures. To support this modules provide positive role models and voices from a range of national and international case studies e.g. the perspectives of female environmental management professionals and those of indigenous peoples.’</p> <p>OU BSc (Honours) Environmental Management and Technology</p>
<p>Are students equipped to participate in a global and diverse world?</p>	<ul style="list-style-type: none"> • How will you ensure there are structured opportunities for cross-cultural interaction to help students recognise the value of working with people from diverse backgrounds? • How will you ensure students are exposed to a range of culturally challenging views, opinions and contexts? 	<p>‘Through use of examples that show the diversity of people involved in environmental management and technologies. Discussion of global issues is an intrinsic part of the qualification as is the need to study and consider different cultural experiences, situations and multiple perspectives.’ OU Postgraduate Diploma in Systems Thinking in Practice</p> <p>‘To ensure diverse perspectives inform the module content and teaching approaches, critical readers will be drawn from the Programme Partnership groups and the Practice Reference Group, and will include students, service users and carers, employers, AL representatives and programme tutors as well as central academics.’</p> <p>OU Postgraduate Diploma in Social Work</p>

Assessment and Feedback	Question prompts	Example
<p>Is the qualification inclusive? Are students from all groups and backgrounds able to utilise assessment and feedback to successfully demonstrate their learning?</p>	<ul style="list-style-type: none"> • How will you ensure learning outcomes are written so that they are achievable by all students from a diverse range of backgrounds and impairments? • What are your aims relating to providing a diverse range of equally rigorous assessments to: reduce the need for reasonable adjustments; ensure that the assessment medium reflects students' own strengths and educational backgrounds and offers the possibility for student choice? • How will you offer students exercises which develop their assessment literacies and effective ways to use their feedback? • How will you monitor which cohorts of students are accessing their feedback and use this to develop strategies for students who may be reluctant to access certain types of feedback? For example students who may be reluctant for cultural reasons to approach tutors directly for feedback or to ask for clarification of feedback provided. 	<p>'By:</p> <ul style="list-style-type: none"> • "Making explicit the implicit 'rules' of HE: • sharing assumptions and norms about learning, teaching and assessment and • providing clear guidance on assessment criteria and expectations <p>This means the student can spend more time on the academic learning (and less time on second guessing how the learning should be presented).'</p> <p>Inclusive Education Guide: Overview, University of Bath</p> <p>Example from ECU (now part of Advance HE) re: adjustments to the assessment of competence standards for Geography, Earth and Environmental Sciences:</p> <p>'When aspects of fieldwork which prove too demanding even with adjustments there might have to be instances where students are able to obtain the same learning output and achieve the same competence standard in a less challenging environment: Example: In mapping, depending on assessment of ability, less mobile students are steered toward areas with less challenging topography or to smaller areas to be mapped in greater detail. In very rare instances where the student is unable even with adjustments to undertake certain aspects of fieldwork a virtual environment can be created, for example, with samples and photographs of the area being provided so that the student can achieve requisite learning outputs.</p> <p>Other examples of adapting assessments to meet competence standards https://www.ecu.ac.uk/guidance-resources/student-recruitment-retention-attainment/student-retention/inclusive-learning-teaching/competence-standards-reasonable-adjustments/</p>

Assessment and Feedback	Question prompts	Example
<p>Is the qualification inclusive? Are students from all groups and backgrounds able to utilise assessment and feedback to successfully demonstrate their learning? continued</p>		<p>Example of when it is possible to make an adjustment to the assessment of a competence standard and how to inform students of external accrediting bodies prescribed assessment of a competence standard so students can make informed choices</p> <p>‘The requirement for face to face workshops and work-based learning may restrict access for some students (such as those with caring responsibilities). The OU can make reasonable adjustments to provide alternatives to the workshops, however the work based learning is mandatory and therefore this qualification is not suitable for those unable to attend a work placement for the specified number of days. This is set out in the qualification and module descriptions and also discussed at their selection interview.</p> <p>OU Postgraduate Diploma in Social Work</p> <p>Activities will be planned that will be inclusive to all students, where possible. Where not possible, alternatives will be produced that enable students to meet the required learning outcomes’</p> <p>OU MSc in Mental Health Science</p> <ul style="list-style-type: none"> • Build in flexibility by considering more than one approach with students who ostensibly have the same circumstances For example recognising British Sign Language as a means to communicate an ‘oral’ presentation for a Deaf student but allowing another Deaf student to present a PowerPoint presentation with pre-recorded voiceover based on a previously submitted transcript; • Involve accessibility co-ordinators and disability specialists, and other advisers with specialist knowledge relevant to other groups, (e.g. an adviser with experience of dealing with International students) as well as a diverse range of critical readers, to look at assessment criteria; • Consider religious observances when setting deadlines • Consider school holidays and the impact on students with childcare responsibilities when setting deadlines •

Assessment and Feedback	Question prompts	Example
Do all students see themselves reflected?	<ul style="list-style-type: none"> • How will the assessment strategy ensure assessment content (such as case study examples) reflect the diversity in the student body? • How will you ensure there are assessments where students can draw upon their own background? 	<p>‘Diversity will be embedded in the case studies used throughout’</p> <p>OU Postgraduate Diploma in Social Work</p> <ul style="list-style-type: none"> • ‘open’ assessment allows students to apply a particular principle to familiar contexts.
Are students equipped to participate in a global and diverse world?	<ul style="list-style-type: none"> • How will the assessment strategy ensure that students are involved in real-world tasks that demonstrate meaningful application of essential knowledge and skills? • How will assessment develop the practical skills (including soft or work-ready skills) in students? • How are students encouraged to actively adopt a reflective approach to their learning and facilitate the development of their feedforward strategies? • How are peer-review practices encouraged to ensure that students learn to engage in constructive feedback strategies with each other? 	<p>‘The principles of effective group activities, reflection, peer interaction and responsible communication, including respect for peers will be practiced at Stage 1 and Stage 2 of the qualification. Those aspects of the qualification that involve discussion or practice of working with others (during Stage 1 and Stage 2) will also stress the importance of the principles of respect for individuals and the importance of diversity of opinions and equality of opportunity.’</p> <p>OU MSc in Mental Health Science</p>

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Appendix B

Integrating Equality, Diversity and Inclusion into the Learning Design stage

At the learning design stage considering the questions in the sections below will enable equality, diversity and inclusion to be embedded in the design of a new module.

The responses to these questions will enable module teams to:

- complete the Module Specification EDI template section 'Module Team and content diversity' for question d) 'Outline how diversity will be integrated into the module content';
- identify the challenges to be included in the section 'Module delivery EDI challenges' and
- ensure the key aspects of the design challenges and the actions to be taken are included in the Learning Design plan

There are two main questions to be considered in terms of module content:

Can all students access the curriculum?

- How will you ensure that all content uses inclusive language, avoids colloquial language and provides a glossary of new and complex terms?
- How will you seek to provide a diversity of assessment: to reduce the need for reasonable adjustments; to ensure that the assessment medium reflects students' own strengths and educational backgrounds; and to offer the possibility for student choice whilst still meeting module learning outcomes?

Do students see themselves reflected?

- How will you support those responsible for finding or writing content (including case studies) to draw from sources that reflect a wide range of diversity?
- How will you allow students to use their own diverse experiences and backgrounds to contribute to the learning and assessment activities?

One main question to be considered in terms of module delivery

Are the modes of delivery accessible?

- How will you ensure materials, activities and delivery methods are accessible for disabled and offline students and there are alternative options provided for students who cannot access specific delivery mechanisms. For example will there be a comparable offline experience designed into each module?

And one main question covering both module content and module delivery

Are students equipped to participate in a global and diverse world?

- How will you ensure students are exposed to a range of culturally challenging views, opinions and contexts?
- How will you ensure there are structured opportunities for:
 - discussing aspects of identity, stereotyping and prejudice; and
 - an understanding of and respect for diversity and the contribution diversity makes in an international context

Appendix C provides practical examples of how other Universities have dealt with integrating EDI into the curriculum.

Appendix D contains the 'Whose W.O.R.D counts' tool which can be used by content authors; module teams, critical readers and external assessors when creating and reviewing content.

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Appendix C

Embedding Equality Diversity and Inclusion at Production and Presentation Stage:

How do we make sure:

	Example of Practice
The module content and mode of delivery is accessible	<p>Institution: Swansea University, Department of History and Classics.</p> <p>Type of activity: <u>How to make assessment more accessible</u> ‘Our department has been working for the last five years on diversifying assessment to cater for students with varying abilities and to provide opportunities for the development of a range of skills. I have personally also been working on developing projects that allow students to take an active role in their learning process, particularly through authentic assessment but also extracurricular projects that rely on staff-student partnerships. The aim of all of these projects is to improve the student experience by providing them with a sense of ownership and active engagement in their learning process.”</p> <p>Through:</p> <ul style="list-style-type: none"> • authentic assessment • self-reflective report • Latin and Greek community classes: student entrepreneurial project (students are responsible for their own teaching and finance - this is for postgraduates only); • City States module: students vote on their assessment title; <p>Leading to</p> <ul style="list-style-type: none"> • increased sense of ownership of the learning process; • community spirit with other students engaged in these projects; • increased employability” <p>For more information contact: Evelien Bracke, e.bracke@swansea.ac.uk, 01792 602974.</p>

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	Example of Practice
The module content and mode of delivery is accessible	<p>Institution: University of Derby</p> <p>Type of activity: <u>How to make assessment more accessible. Improving BME student experience.</u> The Roadmap to Success is a double-sided A4 document that acts as a checklist for students to ensure they have met the learning outcomes and the academic standards required to attract a high grade for their essays. The checklist includes a series of questions designed to prompt students to consider if they have included everything required and advises students to seek help from their module leader if necessary, and/or a study adviser. Following the adoption of the Roadmap, the average point score for BME students was 60% and for non-BME students 60.21%, a difference that is not significant. For more information contact: Ang Davey, a.davey@derby.ac.uk, Kath Headley, k.headley@derby.ac.uk, Helen Wilson, h.wilson@derby.ac.uk.</p> <p>Institution: The University of Sheffield</p> <p>Type of activity: <u>Using learning delivery and assessment modes that take advantage of the diversity of student experiences and backgrounds</u> As part of modules in various BA degrees the School of English project ‘Storying Sheffield’ provides a focus for students to interact with their local community (Stone, 2010). In this project, undergraduate students and people from the city with no family background in higher education work and study together to produce, record, and collect stories, fragments of stories, and many other diverse representations of the lives of Sheffield people, and the ‘life’ of Sheffield (Stone, 2010) For more information: www.storyingsheffield.com</p>

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	Example of practice
The module content and mode of delivery is accessible	<p>Institution: California State University Dominguez Hills.</p> <p>Type of activity: <u>Using learning delivery and assessment modes that take advantage of the diversity of student experiences and backgrounds</u> California State University Dominguez Hills, educates an ethnically diverse student body and is located in a diverse, complex urban setting in one of the poorest communities in Los Angeles County. The programme especially emphasises providing culturally and contextually appropriate services in communities with demographic characteristics similar to those in working class neighbourhoods surrounding Dominguez Hills. Students engage in a variety of self-reflexive activities that serve to examine their own biases in order to embark on social work practice that is critical of discrimination and oppression of underserved populations. Assignments include co-facilitation of a class, a personal narrative, and a social action project.</p> <p>For more information contact: Dr Mekada Graham, mgraham@csudh.edu.</p>
Students see themselves reflected	<p>Institution: Norwich University of the Arts</p> <p>Type of activity: <u>Using resources, case studies etc. that reflect diversity</u> “I teach on one course, which is made up of about 80% women and another made up of 50% women from a BME background and who are aiming at a sector that has previously been dominated by white males. I made sure I included a range of practitioners in my references and visiting lecturers that are more reflective of the students’ ethnicity and gender. It requires research that actively and explicitly aims at addressing this need for diversity. I try to make the principles of Universal Designmy default position, as many inclusive approaches, such as designing written materials accessible to dyslexic students, are beneficial to all students.”</p> <p>For more information contact: James Cant, James.Cant@nua.ac.uk</p>

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	Example of practice
Students see themselves reflected	<p>Institution: University of Leicester</p> <p>Type of activity: <u>Raising participation and attainment and increasing employability for BME students</u> “Our aim is to attract more UK BME (Black and minority ethnic) students on the postgraduate taught programmes in the School of Museum Studies at the University of Leicester and support them to develop their careers and thrive in the cultural sector.” Amongst other initiatives”We carried out a fundamental review of our various curricula to increase and enhance the representation of under-represented groups and perspectives. This work also drew on the findings of our broader work on the inclusive and accessible curriculum and on engagement with debates in the HE and museum sectors surrounding decolonising curricula. As a result, we increased the number of teachers from non-white backgrounds, we created new teaching resources and videos profiling decolonising initiatives and debates in the museum sector, we included subtitled and BSL signed resources, and we designed new assignments to ensure students engage with scholarship from people with a range of lived experiences.” For more information: https://www.ecu.ac.uk/casestudies/idp-leicester/</p> <p>Institution: The Arts and Humanities Research Council</p> <p>Type of activity: <u>Using resources that reflect diverse student backgrounds and experiences</u> The project ‘Moving Manchester: mediating marginalities’ provides a resource that undergraduate students can use as stimulus for exploring literature relating to migration (Peacre, 2010). This project investigated how the experience of migration has influenced creative writing in Manchester since 1960. It investigated the city’s unique writing cultures and traditions and considered how Manchester’s writing is inflected by place, both local and global (Peacre, 2010)</p> <p>For more information www.lancs.ac.uk/fass/projects/movingmanchester/index.htm</p>

Equality, Diversity and Inclusion in the Curriculum

	Example of practice
<p>Students are equipped to participate in a global and diverse world</p>	<p>Institution: University of Toronto at Mississauga, Canada.</p> <p>Type of activity: <u>Embedding discussions about diversity (disability) into module content</u> I developed and delivered a course on ‘The body, physical difference and disability in ancient Greece’. This course introduced students to the ancient Greek material on physical disability, combining disability studies perspectives alongside traditional historical analysis.to reflect upon modern assumptions about, and attitudes towards, people with physical disabilities. As a class, we examined a wide variety of primary sources on disability – archaeological, medical, historiographical, literary, and visual – and evaluated the reliability of these sources and the contexts in which they were intended to be read and/or viewed. A former student of this course (now graduated) is involved in the curriculum design and delivery of ‘The Body, physical difference and disability in ancient Rome)</p> <p>For more information contact: Dr Lisa Trentin, Lecturer in Classics, Department of Historical Studies, University of Toronto at Mississauga, Mississauga, L5L 1C6, CANADA, lisa.trentin@utoronto.ca.</p> <p>Similar approaches can be taken by using the topic of slavery in Ancient Greece and Rome and contrasting it with the historical Western approach to slavery and slavery in modern times to embed discussions about race and gender.</p> <p>Type of activity: <u>Embedding discussions about diversity (race) into module content</u> A tutor who attended the ‘Inclusive learning and teaching in Higher Education’ unit (part of the MA Academic Practice Provision and the Postgraduate Certificate delivered by UAL) used this learning to: “plan and deliver a workshop on the concept of whiteness within image making. It made both the staff member and her students reflect more deeply on issues of race and ethnicity within their subject area. This workshop was then shared with the course team and staff reflected on how they embedded this work within their own practice”</p> <p>For more information: http://shadesofnoir.org.uk/shades-of-noir-interviews-anna-nwankwo/</p>

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	Example of practice
Students are equipped to participate in a global and diverse world	<p>Type of activity: <u>Introducing a global perspective</u> Students on a health promotion programme explore health behaviours and inequalities and epidemiology from the perspective of both their own country and globally, before designing a programme considering cultural and societal needs of a specific population.</p> <p>For more information: https://www.heacademy.ac.uk/system/files/downloads/internationalising_he_tools_0.pdf</p> <p>Institution: University of Edinburgh</p> <p>Type of activity: <u>Embedding discussions about equality and diversity within an overall programme</u> A case study from the University of Edinburgh 'Turning the Classroom into a Debate: Arguing about Racism in Heart of Darkness' (Bolaki, 2008) describes the introduction of a debate into a weekly tutorial programme to cover the topic of racism. Rather than avoiding controversial issues it is possible to use equality and diversity topics to ensure an inclusive approach within an overall programme.</p>

Further resources (from which some of these case examples are taken)

<https://www.heacademy.ac.uk/knowledge-hub/embedding-equality-and-diversity-curriculum-discipline-specific-guides> Individual guides to embedding EDI in Art and Design, Classics, Education, Physical Sciences, Social Work

<https://www.universities-scotland.ac.uk/raceequalitytoolkit/>

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Appendix D

Whose W.O.R.D. counts? A tool to support embedding diversity into module design and when module content is available a tool to critically assess the extent to which diversity is embedded.

“An artist said that to draw is to omit. In other words, when you make a mark on a piece of paper to represent the world, you choose what you represent and omit what is not important in that particular vision. And so it is with curriculum. We are in a very powerful position when we create curriculum...we define **whose knowledge is important**, whose experience is relevant and privileged and a failure to engage with the diversity of our population is a failure to include...and we will not in that way attract, engage or sustain our students...this is simply bad teaching.” Professor Alan Tait, previous Pro-Vice Chancellor Curriculum & Awards

About this tool

This tool has been created to support members of module teams and critical readers to assess the extent to which diversity has been embedded in the content of the module. It can be used for new modules in development as well as modules being revised.

Diversity may include a wide range of identity and cultural characteristics, including but not limited to; age, ethnicity, disability, gender, pregnancy and maternity, caring and dependency responsibilities, religion and belief, sexual orientation, socio economic and educational background.

The following represents some ways of embedding diversity into your module content. The template overleaf includes fifteen questions which help to explain and expand these brief descriptions.

W – Writing with the audience in mind

O – Opportunities for exchange by drawing on different student experiences

R – Representation through different lenses

D – Diversity as the subject matter

Filling in the template

Opportunity – use the headings and questions in this section to guide your thinking

Good practice identified – use this section to record details of where diversity will be or has been successfully embedded in the content

Issues for consideration – use this section to record issues of concern and opportunities that still remain to be addressed.

A word about critical readers

There will always be cost and time constraints when selecting critical readers. However drawing on a sufficient quantity and diversity of critical readers can greatly enhance the quality of module materials, helping to make your module relevant to a more diverse audience. If students can relate to and identify with materials, they are likely to engage more fully in the learning process. Guidance on identifying a diverse pool of critical readers is available in the main text.

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Whose W.O.R.D. counts? A tool to critically assess the extent to which diversity is embedded in module content and delivery.

Opportunity	Good practice identified	Issues to be addressed
<p>Writing with the audience in mind (relates to ‘Can all students access the curriculum?’ and ‘Do students see themselves reflected?’)</p> <ul style="list-style-type: none"> • Is there any use of idiom, exclusive cultural reference or colloquialism? • Is there any use of English language inappropriate to the level of study? • Are there any assumptions about a shared lived experience of students? • Are there any case studies, activities or material that reinforces stereotypes? 		
<p>Opportunities for exchange by drawing on different student experiences (relates to ‘Do students see themselves reflected?’ and ‘Are students equipped to participate in a global and diverse world?’)</p> <ul style="list-style-type: none"> • Are there activities that allow students to use their own experiences and to share ideas and experiences to enrich the understanding of other students? • Are there activities and material that create respect and an appreciation of the value of difference? • Are there activities or material that makes students aware of how their experience and viewpoints are shaped by their cultural, historical, geographical, economic and other contexts? 		

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<p>Representation through different lenses (relates to ‘Do students see themselves reflected?’ and ‘Are students equipped to participate in a global and diverse world?’)</p> <ul style="list-style-type: none"> • Do case studies reflect diversity? • Is there material from different UK contexts where appropriate? • Is there material from other countries, including outside of Europe? • Is there a diversity of views expressed in material or if an author expresses a viewpoint from a particular background or experience is that acknowledged and any limitations that creates discussed? • 		
<p>Diversity as the subject matter (relates to ‘Are students equipped to participate in a global and diverse world?’)</p> <ul style="list-style-type: none"> • Are there opportunities created for direct discussion of age, culture, disability, gender, language, race, religion, sexual orientation or other aspects of identity? • Are there opportunities created for direct discussion of racism, sexism, ageism, heterosexism, religious intolerance, etc? 		
<p>Person completing</p>	<p>Module</p>	<p>Date</p>