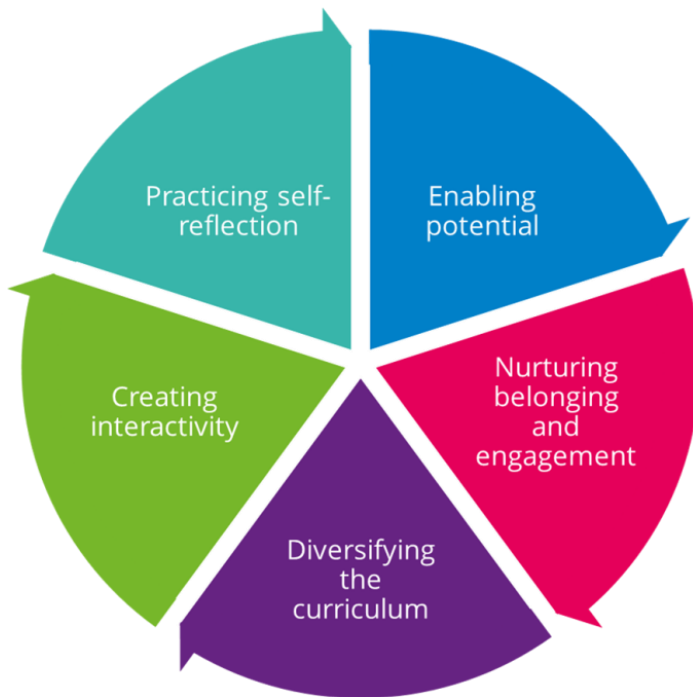


Embedding equality, diversity and inclusion in the curriculum

AdvanceHE's five approaches



Enabling potential

The creation of environments and learning experiences in which all students are given the opportunity to reach their potential and in which no student is automatically disadvantaged by teaching practices and curricula.

This means we must consider – and proactively adapt – materials, content, assessment, delivery and environment. It also means we should interrogate our assumptions, be they linguistic (e.g. what level of competence in disciplinary

language do we assume our students have?), experiential (e.g. upon what experiences – personal, academic, cultural – do we predicate our teaching?) and practical (e.g. of what level of disciplinary / educational knowledges and practices do we assume our students have experience?).

Nurturing belonging and engagement

The creation of environments and learning experiences in which all students can feel like they belong, in which they are not made to feel isolated and excluded, in which they all have the opportunity to be engaged, and which are shaped by those students acting as partners.

This means considering the extent to which we create safe and collaborative spaces, conducive to the discomfort of learning; that we engage with our students as people, starting from where they are; and that we work with students as partners in their learning – and wider university – experience.

Diversifying the curriculum

The creation of environments and learning experiences in which students are exposed to and are given the opportunity to expand their knowledge and understanding of many different cultures and identities in a manner appropriate to the subject being taught.

This means we must consider the extent to which we integrate diversity into our activities (consider materials, content etc.); the extent to which we encourage students to explicitly consider diversity in relation to their ambitions and learning journeys; and the extent to which we support students to share their diverse experiences, voices and learning.

Creating interactivity

The creation of environments and learning experiences in which students of different backgrounds, groups and identities are given the opportunity to interact with each other in a collaborative and collegial space so as to learn from each other and so as to increase their understandings of their own out groups. This means supporting students to interact outwith the groups with which they are familiar (e.g. friendship groups).

Practicing self-reflection

The creation of environments and learning experiences in which students are able to reflect on their own identities, biases and backgrounds and how these impact on their learning and living experiences. And the consideration of our own identities, biases and backgrounds (academic and otherwise) in the creation of curricula and teaching experiences in order to develop our understanding of how these impact on (and how we can work with them) student learning experiences.

This means explicitly supporting students to understand their own equality and diversity competence. This also means considering the mechanisms in place for staff to explore this – e.g. peer review activities, class preparation etc.