# Embedding Equality and Diversity in the Curriculum – involving students in curriculum design

## HEA EEDC Framework: Levels of Achievement

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| --- | --- | --- |
| **Overall judgement** | **Rating** | **Further details** |
| Fully achieved | 8 | Yes this is externally recognised or validated |
|  | 7 | Yes this is fully achieved and evaluation of impact is routinely sought and acted upon |
|  | 6 | Yes but evaluation of impact has yet to be fully implemented |
| Partially achieved | 5 | Yes but work is in progress to extend responsibility to a wider group of staff, students, programmes or sites |
|  | 4 | Yes but work is in progress engaging a limited number of staff, students, programmes or sites |
| Working towards | 3 | No but comprehensive plans are in place |
|  | 2 | No but draft plans are in place |
|  | 1 | No but there is awareness of the need for change |
| Not started | 0 | Not considered |
|  | N/A | Not relevant |

## Embedding Equality and Diversity in the Curriculum Categories

### Belonging and Engagement

The creation of environments (physical and virtual) 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.

### Potential

The creation of environments (physical and virtual) 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.

### Interactivity

The creation of environments (physical and virtual) 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.

### Understanding and Exposure

The creation of environments (physical and virtual) 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.

### Self-Reflection

The creation of environments (physical and virtual) 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.

## Select Strategies for Embedding Equality and Diversity in the Curriculum

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| --- | --- |
| **Category** | **Select Methods (not exhaustive)** |
| Belonging and Engagement | * Create a safe and collaborative environment of mutual respect and honesty; * Recognise and handle tension, strong emotions and/or controversy, acting sensitively to students’ feelings and beliefs (especially when teaching sensitive topics); * Recognise and manage potential and actual power differentials (e.g. between genders, races, classes etc.); * Avoid sexist, racist, homophobic (etc.) language/humour; * Use inclusive language to avoid stereotyping; * Identify barriers that prevent students from diverse backgrounds from learning; * Provide opportunities for students to relate content and learning methods to their own experiences; * Empower students to take responsibility for their own, and each other’s, learning; * Provide opportunities for students to input on their learning journeys. |
| Potential | * Ensure teaching methods and assessments do not place students at a disadvantage; * Ensure teaching environments do not place students at a disadvantage; * Vary teaching methods, learning activities and assessments to support diverse learning styles/preferences; * Provide accessible resources in sufficient time and – where possible – in various formats; * Be clear (express don’t impress), encourage requests for clarifications and embed ‘comprehension’ checks. |
| Interactivity | * Provide opportunities for students to work with out-groups and mixed groups. |
| Exposure and Understanding | * Use counter-stereotypical language; * Provide texts/articles/readings (etc.) from diverse perspectives; * Integrate themes of diversity, openness and cultural relativity into material and activities; * Provide opportunities for the sharing of diverse experiences, voices, work and the learning of students; * Encourage the expression of diverse perspectives and interpretations. |
| Self-Reflection | * Be mindful of own identity beliefs and bias on student learning; * Consider the ‘hidden curriculum’; * Be mindful of own teaching style; * Encourage self-reflection of students on approaches to equality and diversity. |

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Embedding Equality and Diversity in the Curriculum

Discipline-Specific Practitioner Guides

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