Queen Mary
University of London

| Paper Title | Inclusive Curriculum |
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| **Outcome requested** | Senate is asked to **note** ongoing and forthcoming activity regarding work to embed Equality Diversity and Inclusion (EDI) within the curriculum. |
| **Executive Summary** | The attached report presents ongoing and forthcoming activity to embed Equality Diversity and Inclusion (EDI) within the curriculum. |
| **Regulatory/statutory reference points and links to College strategy** | • Going for Gold (http://connected.qmul.ac.uk/gfg/) - Work stream 2.4 'Developing an Inclusive Curriculum'<br><br>• AdvanceHE Collaborative Project: Towards Embedding Equality, Diversity and Inclusion in the Curriculum https://www.advance-he.ac.uk/consultancy-advice/collaborative-projects/edi-curriculum |
| **Reporting/ consideration route for the paper** | n/a |
| **Timing** | n/a |
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| **Senior Management/Lay Sponsor (if applicable)** | Professor Stephanie Marshall, Vice-Principal (Education) |

**Inclusive Curriculum**

Senate is asked to **note** ongoing and forthcoming activity regarding work to embed Equality Diversity and Inclusion (EDI) within the curriculum. This report focuses on two key activities:

a) Going for Gold workstream 2.4 'Developing an Inclusive Curriculum';
b) Participation in the AdvanceHE Collaborative Project: Towards Embedding Equality, Diversity and Inclusion in the Curriculum.

**a) Going for Gold workstream 2.4 'Developing an Inclusive Curriculum'**

As part of the *Going for Gold* project, Redwan Shahid, Queen Mary Student Union Vice-President (Education) is working on a pilot study with four schools looking at the "Inclusive Curriculum". The aim of the study is to explore what challenges students may face within academic settings that can be a barrier to achievement and student engagement.

Two Queen Mary undergraduate student interns have been recruited who have identified a core set of themes that students have expressed affects their experience through various methods of feedback. They have also formulated a set of questions for students in the four different schools to complete, to identify trends. A short survey has been written for academic members of staff within the school to complete – it's aim being to gauge understanding of what they consider as "inclusive practice".

A workshop is planned for March with students and staff to go through findings and discuss what makes for an inclusive curriculum in the content and the delivery. We also hope to identify and clarify any disparities in what both groups perceive to be "inclusive" and also highlight the similarities along with other good practice.

The long term outcome that we are striving for is to produce a formal report for the university to consider and embed a generic framework within our Quality Assurance processes to help module organisers implement ways to make their curriculum more inclusive and accessible for all students. This project will also seek to collate best practice across faculties and again, generalise them for the benefit of other module organisers.

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**b) Participation in the AdvanceHE Collaborative Project: Towards Embedding Equality, Diversity and Inclusion in the Curriculum.**

The Towards Embedding Equality, Diversity and Inclusion (EDI) in the Curriculum Project is a collaboration between Advance HE and the following ten UK-based higher education providers:

Queen Mary University of London; University of Aberystwyth; University of Bedfordshire; University of Essex; University of Exeter; University of Lincoln; University of Nottingham, University of Portsmouth; University of Surrey; and the University of the Creative Arts.

The **aims** of the project are to:

- support the enhancement of sector-wide understanding of what embedding EDI in the curriculum looks like;
- explore the obstacles to and opportunities available for embedding EDI in the curriculum, developing a picture of institutional/department/subject readiness for change;
- identify and implement institutional, department or subject-specific EDI approaches to improve the learning and teaching experiences for their students.

**Project timeline and stages**

The project will run from March to August 2019, with the following four stages:

- One all-day meeting, bringing project leads from each of the participating institutions together. This will take place on Tuesday 19 March and will be attended by Dr Katherine Bevan (Academic Registry and Council Secretariat, ARCS) and Dr Zara Dinnen (School of English and Drama, SED).
- Two bespoke institution visits. These will take place between April and June.
- A project report, tailored to each institution. This will be provided by August.

**Contacts**

The Professional Services lead for this project is Dr Katherine Bevan (ARCS). The Academic Lead is Dr Catherine Silverstone (SED), supported by Professor Markman Ellis (SED), Dr Zara Dinnen (SED), and Dr Shabnam Beheshti (School of Mathematical Sciences). Professor Kate Malleson (School of Law, and Senior Academic Lead for EDI) will work with this team to provide cross-university co-ordination and engagement.

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