

Final report of Task Group on Using the Curriculum to Promote Inclusion, Equality and Diversity

Executive Summary

At its meeting on 23 January 2019, the Committee discussed the task group's interim report, and provided a steer on some specific issues.

This paper contains the task group's final report. The report includes information on its mapping of existing practices within the University, and the outcomes of external benchmarking and engagement with staff and students. It also includes a proposed set of Principles, a set of recommendations and an implementation plan.

How does this align with the University / Committee's strategic plans and priorities?

This activity will support implementation of the current Learning and Teaching Strategy and inform future curriculum development.

Action requested

The Committee is invited to:

- Discuss the outcomes of mapping, benchmarking and engagement with staff and students;
- Approve the Principles, recommendations and associated implementation plan; and
- Discuss how to communicate with stakeholders regarding the outcome of the task group's work and next steps.

How will any action agreed be implemented and communicated?

The task group's final report includes an implementation plan, which incorporates some communications actions. If the Committee approves the implementation plan, Academic Services will liaise with the Convener of the Task Group, and the Convener of the Learning and Teaching committee, to agree plans for launching the plan.

Resource / Risk / Compliance

1. Resource implications (including staffing)

While the task group has not costed the implementation plan, the main direct resource implications are for central support services (eg Academic Services, Institute for Academic Development), and it should be possible to address them within existing resources. Where the plan asks or encourages Schools to take steps, it provides them sufficient flexibility to allow it to address many of them as part of activities it would already be undertaking. The plan does however seek a modest amount of funding for a PhD intern to undertake some further benchmarking work, in order to accelerate progress on some specific issues.

2. Risk assessment

Lack of coherent action in this area exposes the University to risk that its curriculum is not relevant to its increasingly diverse student body. The recommendations in this paper will assist the University to address this risk.

3. Equality and Diversity

The purpose of the task group's recommendations is to promote equality and diversity within the University. The task group does not think that any of the recommendations have the potential to create any adverse issues for any protected characteristic groups. Since the recommendations focus on leadership and practice sharing to enhance existing practices and prepare the ground for a potential institutional curriculum review, rather than on making significant changes to policy, it is not necessary to undertake a formal Equality Impact Assessment on the plan. It would however be necessary to undertake an EqlA depending on how the relevant Committees decide to implement the recommendations (for example, if the Senate Quality Assurance Committee decides to make substantive changes to arrangements for Teaching Programme Reviews or Postgraduate Programme reviews).

4. Freedom of information

Open

Originator of the paper

Tom Ward, Director of Academic Services
22 February 2019

Update on task group on using the curriculum to promote inclusion, equality and diversity

1 Background

At its 14 March 2018 meeting, the Committee (LTC) agreed to set up a task group to explore how institutional action can assist in promoting inclusion, equality and diversity in the curriculum. The group membership is attached as Annex A. The remit is set out at:

www.ed.ac.uk/academic-services/projects/promoting-inclusion-equality-diversity-curriculum/remit-of-task-group

In line with the remit, the group has focused predominantly on undergraduate study, although it is possible that many of its recommendations will also be relevant for PGT study.

The task group has met three times (July and September 2018, and February 2019).

The group's remit relates specifically to the curriculum. The Senate Quality Assurance Committee (SQAC) is overseeing a related project, a 'thematic' review of Black and Minority Ethnic (BME) students' experiences of University support services.

2 Mapping current practices

The group has mapped current practices in the University, in order to assist it to stimulate discussion about different ways to approach these issues. It has identified about forty examples from across the three Colleges, the Students' Association, the Institute for Academic Development (IAD), and the Library and Collections. These include:

- Student-led activities;
- Professional development and practice-sharing activities (including activities run by IAD, and School-level activities);
- Pilot projects supported by the Principal's Teaching Awards Scheme;
- Curriculum audits;
- The development of new courses focussing on aspects of equality and diversity (for example on gender and race equality);
- Embedding perspectives on inclusion, equality and diversity within other courses (for example, considering the equality dimensions of applying Information Technologies, and highlighting the health needs of people with particular backgrounds or characteristics); and
- Projects exploring how the University's collections represent or do not include people with particular backgrounds or characteristics.

Some specific examples are set out in Annex B.

Student Recruitment and Admissions plans to provide some case studies relating to the relationship between the curriculum and students from widening participation backgrounds.

3 Benchmarking of other institutions

The group has benchmarked the approaches of c. 20 institutions within the UK and United States of America, including the University of Cambridge, University of Leeds, University College London, Birmingham City University, Harvard University, and Princeton University.

In the UK, recent initiatives to promote inclusion, equality and diversity in curricula have been influenced by the global Rhodes Must Fall campaign (focusing on debates about decolonisation) and the Nation Union of Studies' 'Why is My Curriculum White' campaign. Some institutions have also connected their activities to broader action to address attainment gaps for Black and Minority Ethnic students. The response of institutions across the HE sector has been varied (and seemingly dependent on the strength of local student campaigning), but with quite a lot of common features, for example:

- Consultation processes - with staff and students (including conferences, workshops, and student focus groups and surveys) followed by an institutional plan;
- Guidance – clear and authoritative institutional guidance for staff building inclusion, equality, and diversity into their curricula;
- Sharing Good Practice – academic development departments producing resources (eg case studies etc.) and hosting events for staff to share good practices;
- Reading Lists – subject areas committing to review reading lists and increase the diversity of texts;
- Websites – creating central online resources to support academic staff building inclusion, equality, and diversity into their curricula;
- Speakers and Seminars – hosting high profile events to promote academic discussion and engagement with issues of inclusion, equality, and diversity in the curriculum;
- Inclusivity, Equality, and Diversity Officers – appointing roles to provide guidance and support in specific academic areas or across whole institutions;
- Courses - a commitment to developing optional courses.

Institutions in the United States are engaging with similar issues but typically from a more diverse starting point in terms of their student populations and the wider population of the USA. In this more diverse demographic context, some of the leading research intensive Universities have taken a more proactive approach to promoting inclusion, equality and diversity in their curricula, for example:

- In contrast to the UK, leading research intensive Universities in the USA sometimes have a central department or office, led by a senior academic, with specific remit to promote and drive inclusion, equality and diversity across all aspects of the institution.
- Requiring all undergraduates take a compulsory general course that addresses the intersections of culture, identity, and power.

3 Consultation and engagement activities

The group developed a set of draft Principles and an initial set of recommendations, and during Semester One 2018-20 engaged with staff and students about these documents and the agenda more generally:

- Asking Heads of Schools / Directors of Teaching for their thoughts on how the University should approach this issue, and to identify any recent or current projects and any other institutions that the University could learn from;
- Discussion with the Institute for Academic Development's Experienced Teachers Network;
- Students' Association-facilitated discussions with a group of School student representatives, members of the Students' Associations' liberation groups, and a group of students from the 'Students Panel'; and
- College-led discussions with relevant Committees (eg Learning and Teaching Committees).

The main messages from these consultation and engagement activities are:

Staff

- General points about staff views on the agenda:
 - There appears to be broad support in the College of Arts, Humanities and Social Sciences (CAHSS) for addressing issues of inclusion, equality and diversity in curriculum and assessment design, and a reasonable degree of academic staff understanding of how to address the issues in different disciplinary contexts.
 - In contrast, while staff in the College of Science and Engineering (CSE) and Medicine and Veterinary Medicine (MVM) are also generally supportive in principle, feedback suggested that staff are less likely to be clear how to engage with this agenda in their disciplinary contexts.
 - In practice, it is unclear what proportion of academic staff will be able to treat this as a high priority issue, given common concerns about workloads and competing priorities.
- Comments on approaching communications regarding the issue

- There can sometimes be a tendency among staff to think that ‘decolonising’ efforts can somehow degrade the academy or politicise something that should be pursued objectively. We should challenge this position and argue that, as in the best tradition of the Enlightenment, the University should not base research and teaching on ideas that we collectively believe and act on for non-evidential reasons.
- We need to be very clear in communications that we are taking a broad view of ‘curriculum’ in this context - more than reading lists or content, but also about the learning environment, approaches to assessment, and other aspects of the student learning experience.
- In order to engage with staff beyond those who already have an active interest in the issue, staff suggested approaches such as having slots at broader sessions (eg College Committees, the L&T Conference), and using a range of media (eg podcasts, videos).
- In some respects it can be more challenging to engage with this issue in professionally-accredited programmes, since (for example) the content of (at least some parts of the programme) can be highly prescribed, and oriented towards local requirements (eg UK / European professional practices). However, some professional bodies are actively encouraging and enabling institutions to engage with the issue.
- There is some support in some areas for requiring all Schools and staff to address these issues, for example by embedding these issues in procedures for curriculum approval and quality assurance.
- In some disciplinary contexts it can be challenging to diversify reading lists, for example because, in some science courses, the lecturer’s notes are the main source of reference for students.
- The University should consider how to approach assessment – for example the balance of continuous assessment and examinations may have implications for students from some backgrounds.
- In general staff appear supportive of taking co-creation approaches – with suggestions for supporting co-creation including staff facilitation of these activities in order to ensure that all students’ perspectives are taken into account, and supporting students to understand where there is and is not scope to develop the curriculum.
- The University should link work around of inclusion, equality and diversity in the curriculum to broader student-related projects (for example the implementation of the WP Strategy, and any institutional curriculum review), and to HR issues.

Students

- Students at the focus groups had expected the University to be more diverse than it is (eg had expected a higher proportion of working class Scottish students, students of colour, and female academic staff).

- The curriculum should reflect the University's diverse international intake of students in order to stimulate them while they are here and prepare them for the rapidly changing and demographically diverse world into which they will move as graduates. For example, students would like more global perspectives when employability is addressed in the curriculum.
- The historically rooted 'canon' can dominate disciplines and can lead to a narrow and restrictive approach to the curriculum.
- Some students indicated that, while it can be positive for students to work with staff to identify new ways to diversify the curriculum, in some cases academic staff can be reluctant to address the issue – and that students can feel exposed if they raise the issue.
- It is important that the academic and professional staff have a diverse range of backgrounds and characteristics. Students also felt that having staff with the backgrounds and experiences similar to them could assist them to challenge micro-aggressions, provide role models and leaders to challenge feelings of isolation, marginalisation, alienation and exclusion sometimes experienced by students from under-represented groups.
- Students made some specific suggestions for School-level or institutional action, including:
 - Developing first year core courses reflecting on the social origins and context of the discipline;
 - Raising academic staff awareness of and engagement with the large and diverse University archive and how it can be used to diversify the content of courses and programmes;
 - Involving students at the earliest stage of course and programme design;
 - Including more diverse secondary readings lists (assuming that primary reading lists are dominated by 'canon' authors) allowing students to explore issues of diversity within the prescribed curriculum;
 - Student-Led, Individually-Created Courses (SLICCs) could offer students a safe framework to pursue their specific academic interests; and
 - Inviting a more diverse range of guest speakers and lecturers.

4 Feedback from Senate Learning and Teaching Committee meeting 23 January 2019

Feedback from the benchmarking and consultation with staff and students suggested that one of the key issues for the task group is the appropriate balance between the following approaches:

- Consistency – Should the University take steps to ensure that these issues are addressed (in discipline-appropriate ways) across all the University's provision, rather than only in areas in which staff have a particular interest in the issues? For example, should it require all proposers of new courses and programmes to demonstrate that they have considered the issues?
- Facilitation – Should the University instead focus on building on the enthusiasm that already exists among many staff and students by focusing on encouragement and facilitation (for example, sharing practices events, non-mandatory training and development)?

At its meeting on 23 January 2019, the Committee discussed the task group's interim report and advised that the task group should develop recommendations that would:

- Lead to clear and visible leadership across all Schools, without being overly prescriptive, would be required;
- Assist staff to understand the purpose of the work;
- Provide examples of what change might look like, particularly for Schools within the College of Science and Engineering;
- Manage expectations among current and prospective students.

5 Principles

The draft Principles appear to cover the main issues and priorities highlighted by staff and students, and consultation respondents made very few specific suggestions for changes to the Principles. Staff feedback suggested that the Principles should be more explicit that 'curriculum' is broader than reading lists or the syllabus – the task group has added an entry to the Principles to address this.

Some staff also emphasised the importance of accompanying the Principles with a clear rationale for making this issue a high priority –VP Prof Jane Norman (task group convener) and Diva Mukherji (Students' Association VP Education) have produced videos (which are available at: www.ed.ac.uk/academic-services/projects/promoting-inclusion-equality-diversity-curriculum) to address this.

While feedback from staff in particular emphasises the importance of providing greater clarity on what this agenda means in practice in particular disciplinary contexts, it is unlikely that a single institutional set of Principles can provide more clarity.

This paper therefore invites the Committee to approve the Principles attached as Annex C.

6 Recommendations for institutional action

Since the issues regarding inclusion, equality and diversity in the curriculum will vary between disciplines, it is likely that discipline-level activity will be more important than institutional activity. However, LTC asked the task group to identify some relatively modest potential steps at institutional level which would support and add value to local discipline-specific projects.

Taking account of the internal and external benchmarking activities, and student and staff engagement, the group has prepared the suite of recommendations (with accompanying implementation plan) set out in Annex D.

The following are key points about the recommendations:

- The proposed approach is broadly in line with the approach of similar UK higher education institutions.

- Given the steer from LTC, and the feedback from staff, the recommendations emphasise the importance of practice sharing, to assist staff to understand ways to engage with this agenda in particular disciplinary contexts.
- Given that it is necessary to address these issues in a range of different discipline-specific ways, and that (particularly in areas of CSE and MVM) staff have varied levels of understanding about appropriate ways to engage, it would not be appropriate at this stage to embed inclusion, equality and diversity into curriculum approval in a prescriptive way. To do so would not only risk a mechanistic ‘tick-box’ approach, but would also be problematic since the University could not explain exactly what it requires Schools to do. Instead, at this stage, it is more appropriate to focus on training and development for key staff involved in curriculum development and approach (eg Directors of Teaching, Conveners of Boards of Studies), and exploring ways to address these issues through collaborative curriculum design approaches.
- For the same reasons, it is not appropriate at this stage to embed the issue into annual quality assurance. However, the task group is proposing that the standard remit for Teaching Programme Reviews and Postgraduate Programme Reviews should provide a more explicit opportunity to explore how review areas are approaching the issue. It also suggests that at a future point, once the University is able to provide greater clarity about how to address these issues across different disciplinary, the University should incorporate the issue into annual quality assurance.
- While the recommendations in Annex D will make a valuable contribution to this agenda (in conjunction with local disciplinary activities), institutional success in developing a curriculum that delivers the Principles is dependent on broader institutional issues. For example, the recommendations would have greater impact when implemented within a broader institutional curriculum review process. It is also important that academic work allocation models allow staff sufficient time to review and develop the curriculum, and that the University’s staff profiles are diverse.
- While the recommendations assign responsibilities to particular departments and to particular School staff office-holders, all academic staff, along with staff in relevant professional services roles, have a responsibility to engage with this agenda.
- Since the issues regarding inclusion, equality and diversity in the curriculum will vary between disciplines, it is more appropriate to evaluate the impact of this activity at School than institutional level.

7 For discussion

The Committee is invited to:

- Discuss the outcomes of mapping, benchmarking and engagement with staff and students;
- Approve the Principles (Annex C); and

- Approve the recommendations and implementation plan (Annex D)

Tom Ward
Director of Academic Services

Annex A - membership of task group

- Vice-Principal People and Culture - Prof Jane Norman (Convener)
- Professor Rowena Arshad (Head of Moray House School of Education)
- Katrina Castle -Acting Head of Widening Participation
- Dr Jeni Harden (Senior Lecturer, Usher Institute of Population Health Sciences)
- Rachel Hosker- Archives Manager and Deputy Head of Special Collections Centre for Research Collections
- Dr Velda McCune - Deputy Director, Institute for Academic Development
- Professor Nasar Meer (School of Social and Political Sciences)
- James Mooney (Access and Outreach Development Director in Centre for Open Learning)
- Diva Mukherji - Students' Association Vice-President Education
- Dr Niamh Shortt (Dean of Diversity and Inclusion, College of Science and Engineering)
- Tom Ward - Director of Academic Services

Annex B – examples of current practices in the University College of Humanities and Social Sciences

- In 2018-19 the School of Design in **ECA** has launched an interdisciplinary course on Introduction to Queer Studies
- In 2016 Dr Catriona Ellis (**History, Classics and Archaeology**) undertook a Principal's Teaching Awards Scheme (PTAS) project to produce material in a variety of learning formats to enhance teaching in History. In a Teaching Matters blog she reflected on how this project had assisted her to reflect on how to make the classroom more inclusive: <http://www.teaching-matters-blog.ed.ac.uk/?p=1188>
- **History, Classics and Archaeology** undertook a 2018 Principal's Teaching Awards Scheme (PTAS) project on Archaeology at the Centre for Open learning (COL): developing an accessible and inclusive pedagogical approach to fieldwork: <https://www.ed.ac.uk/institute-academic-development/learning-teaching/funding/funding/previous-projects/year/march-2018/archaeology-col>
- **Institute for Advanced Study in the Humanities (IASH)** is hosting the GenderEd project, which aims to create a virtual space to showcase excellence in teaching, research and KEI in gender and sexuality studies at University of Edinburgh, and to promote connectivity and interdisciplinarity. See <https://www.iash.ed.ac.uk/gendered>
- The **School of Law's** suite of Honours options courses includes a range of courses engaging with aspects of equality and diversity, for example: Gender and Justice; Asylum and Refugee Law and Policy; and Slavery in Eighteenth-Century Scotland.
- In 2018 **Moray House School of Education** is undertaking a Principal's Teaching Awards Scheme (PTAS) project on Lecture recording for inclusive education. This project aims to devise ways of utilising lecture recording to facilitate inclusivity in teaching and learning, in response to increasing student diversity at the University of Edinburgh: <https://www.ed.ac.uk/institute-academic-development/learning-teaching/funding/funding/previous-projects/year/oct-2017/lecture-recording-inclusive-education>
- **Philosophy, Psychology and Language Sciences** undertook a Principal's Teaching Award Scheme (PTAS) project on 'Diversity Reading List project in Philosophy'. (www.ed.ac.uk/institute-academic-development/learning-teaching/funding/funding/previous-projects/year/october-2015/diversity-reading)
- During 2014-15 and 2015-16, EUSA worked with staff and students in the **School of Social and Political Sciences (SPS)** to develop a new pre-Honours undergraduate course on 'Understanding Gender in the Contemporary World: Key Concepts, Controversies and Challenges'. This course enrolled c. 140 students in its first year (2016-17) and c. 190 enrolments in 2017-18.
- **SPS** is currently developing a University-wide course on race, taking account of feedback from students (including a series of College-wide symposia planned for

autumn 2018 with EUSA and LiberatED). The plan is to launch the new course in 2020-21.

College of Medicine and Veterinary Medicine

- An informal review of the **MBChB (undergraduate medicine)** curriculum indicated that very limited attention was given to the health needs of LGBT+ patients. To address this gap the College recruited a group of 6 medical students to work with on a project which involved developing learning resources (eg interviews with LGBT+ volunteers), a pilot event involving a Q&A session with LGBT+ individuals, and embedding teaching sessions on the topic into the year one curriculum. The College plans further work in this area, including reinforcing the year 1 learning outcomes relating to the health needs of LGBT+ patients in the clinical years of the curriculum, and embeddin LGBT+ patients as clinical case examples beyond contexts when their LGBT+ status is the focus.
- The third-year **Biomedical Sciences** course “Health, Illness and Society 3” for students of the BSc Medical Sciences programme teaches social aspects of health and medicine, drawing on the disciplines of medical sociology, medical anthropology, epidemiology and bioethics. It includes content on health inequalities related to socio-economic status, ethnicity, and gender and sexual orientation.
- **The Medical School's** MSc in Clinical Education includes a course called 'The Curriculum', which, in addition to covering the theory and mechanics of curriculum design, asks participants to consider the 'hidden curriculum', and the wider socio-political context in which the curriculum sits (who are the stakeholders and who has influence over what goes into the curriculum). This includes a specific session on Equality & Diversity in the Curriculum.

College of Science and Engineering

- The **School of GeoSciences** offers a range of courses addressing aspects of equality and diversity (eg taking decolonial perspectives), for example: Development and Decolonization in Latin America; Divided Cities, Researching with Media: Ordinary, Popular and Indigenous People's Knowledges; and Geographies of Health (which explores gender and income inequalities in health).
- The School of Informatics' third year course on professional issues addresses issues regarding discrimination in IT (for example, how digitisation can discriminate against particular groups).
- The **School of Physics** undertook a project on understanding the influence of gender on academic achievement in physics: www.ed.ac.uk/institute-academic-development/learning-teaching/funding/funding/previous-projects/year/january-2011/gender-in-physics

Edinburgh University Students' Association

- In recent years, Student Association sabbaticals have expressed a commitment to promoting diversity in the University's curriculum, learning and assessment, expressing this in terms of 'liberating' the curriculum. The Student Association

has established an initiative called LiberatEd, to assist it to take forward these issues: <https://www.eusa.ed.ac.uk/liberated>

Institute for Academic Development

- In the Postgraduate Certificate in Academic Practice (aimed at new academic staff) all participants are required to watch a video which contains guidance about inclusive course design among other topics. They are then asked to write in a discussion board about the most important thing they learned from the video. The majority of the participants pick out the material on inclusive design as the most important topic for them. They are given this reading on inclusive design in the course reading list and many refer to it in their assessments:
https://www.heacademy.ac.uk/system/files/resources/introduction_and_overview.pdf

Library and collections

- The ***Edinburgh Centre for Research Collections*** is undertaking a project funded by the Scottish Graduate School for Arts and Humanities (SGSAH). The project is looking at the University of Edinburgh's archive catalogues to explore the description, language and surfacing of women, cultures, communities and diverse groups in these catalogues.
http://www.sgsah.ac.uk/e&t/i&ar/internships/headline_600445_en.html
- In 2017-18 **Libraries and University Collections (L&UC)** teams worked with Diva Mukherji (then EUSA BME representative and now EUSA Vice President Education) to put on two collection displays in the Main Library Building. A display in October 2017 celebrated Black History Month and in February 2018 a display celebrated LGBT+ History Month. The Library also created Resource Lists to accompany the displays (Black History Month
<https://eu01.alma.exlibrisgroup.com/leganto/readinglist/lists/15348587770002466?auth=SAML> and
https://eu01.alma.exlibrisgroup.com/leganto/public/44UOE_INST/lists/17228914570002466?auth=SAML
- The ***Edinburgh Centre for Research Collections*** have had an intern for 8 weeks cataloguing the collection of a misrepresented female composer from the 19th century to raise her profile and make the collection available for dissertations and study. The Centre hopes to do more of this type of project - the archive projects team have prioritised how women are described in collections and are reviewing best practice for future cataloguing
- The ***Edinburgh Centre for Research Collections***' Modern Apprentice produced an event for LGBTQ week on its collections and is producing information for webpages on its collections.

Annex C Draft principles regarding promoting inclusion, equality and diversity in the curriculum

The curriculum

- The curriculum is broader than reading lists and resource lists, and encompasses the aims and objectives of the course or programme, the learning environment, teaching methods, teaching and learning materials, and all other aspects of the student learning experience.

Sources of ideas

- Within higher education, new and existing knowledge and ideas come from a range of sources and are not limited to white, male, Western thinkers and researchers from privileged socio-economic backgrounds;
- Not all sources of knowledge and new ideas have been equally propagated and valued within higher education – where relevant to course learning outcomes, the curriculum should encourage students to reflect on the reasons for this, and should expose our students to a range of perspectives from thinkers with a range of different cultures, backgrounds and identities;

Relevant and engaging

- Including perspectives from thinkers with a range of different cultures, backgrounds and identities will make our curriculum relevant and engaging to the University's increasingly diverse student community (including all those groups under-represented in the University), and to prepare all students for work and civic life;

Challenging, unconstrained and respectful

- Our curriculum should challenge students to engage with issues wider than their own experiences and assist them to develop a heightened concept of self and others - this will sometimes be challenging and unsettling;
- We should encourage and enable our students to discuss and engage critically with different perspectives on controversial issues in an intellectually stimulating and respectful manner;

Diverse learning, teaching and assessment

- The University should adopt approaches to learning, teaching and assessment that are inclusive of all our diverse range of students, and support all to fulfil their academic potential;
- The University will engage in teaching and learning that recognises the importance of the diversity of cultures within the classroom;

Academic freedom and excellence

- Encouraging and enabling our academic staff promote inclusion, equality and diversity in the curriculum will assist them in their pursuit of excellence in learning and teaching;
- This agenda is about opening a more diverse range of ideas and fields of knowledge, not closing down avenues for exploration;

Approaches to engaging with students and staff

- The way to engage with this agenda will vary across academic disciplines, but it is relevant to all areas and all staff and should be facilitated by all areas' curriculum development and quality assurance and enhancement processes;
- Student engagement with and co-creation of the curriculum can be a valuable way of opening up debate about how to deliver inclusion, equality and diversity in the curriculum.

Annex D

Recommendations for institutional action

Theme	Proposed activities	Areas responsible for implementation	Timescales	Notes on implementation
Encourage Schools / Colleges to identify staff 'champions'	Highlight this issue in 'launch' communications	Heads of Schools and Colleges	Launch email March / April 2019	Unless Schools prefer to identify an alternate person (eg their Director of Teaching, or a member academic staff with a particular interest and experience in the issue) as their 'champion', it may be appropriate for them to ask their Equality and Diversity Coordinator to fulfil this role.
Support academic staff development and practice sharing on the issue	Develop the IAD Inclusive Curriculum webpages (https://www.ed.ac.uk/institute-academic-development/learning-teaching/staff/inclusive) as a key resource for staff and students, adding new case studies, and promote these resources widely	Institute for Academic Development, and Academic Services	Aim to incorporate case studies on the webpage by end 2018-19, and to undertake further redevelopment work on the site during 2019-20.	Academic Services are engaging with the staff associated with these practices, to encourage some of them to post some of these case studies on the IAD Inclusive Curriculum webpages. Subject to availability of resources, the group suggests that IAD expands the webpages to provide a more extensive resource.
	Undertake further benchmarking work into how other institutions engage with these issues in science,	Academic Services	2019-20	Subject to securing funding for a PhD intern to undertake the work.

	engineering and medical disciplines.			
	Use the Teaching Matters website and blog to stimulate thinking and share practice	Institute for Academic Development, and Academic Services	May / June 2019	IAD have agreed to run a Teaching Matters blog mini-series on the topic in May / June 2019. Academic Services are seeking staff and students interested in participating.
	Make this a key theme for a future University Learning and Teaching Conference, and for strategic discussion at a Senate meeting 2019-20	Institute for Academic Development, and Academic Services	June 2019 (conference) 2019-20 (Senate)	One of the sub-themes for the 2019 University Learning and Teaching Conference is 'inclusive curriculum'. IAD have accepted a proposal for a one-hour conference session to promote the outcomes of this project.
	Use the University's new Edinburgh Network: Growing Approaches to Genuine Engagement (ENGAGE) staff and student network to promote the issue	Institute for Academic Development	2018-19 and 2019-20	IAD held two ENGAGE network sessions on the topic in 2018-19, and there is potential for further sessions on the topic over the next session.
	Utilise the Directors of Teaching network to promote the issue and to train and develop staff	Institute for Academic Development Academic Services	2018-19 and 2019-20	Explore whether there is space to include it in the agenda either in S2 2018-19 or S1 2019-20
	Encourage Schools to undertake local practice-sharing activities, for example	School Director of Teaching	Ongoing	

	utilising School and subject level learning and teaching committees, lunch-time staff workshops, or events with external speakers.			
	Explore ways in which the Edinburgh Teaching Award can increase its emphasis on inclusive curriculum	Institute for Academic Development	By end of S1 2019-20	
	Consider making the theme a priority for Principal's Teaching Awards Scheme funding	Institute for Academic Development	2019-20	
	Promote the sector resources / toolkits on the issue, and consider developing additional resources where required for staff	Academic Services Institute for Academic Development	Launch email March / April 2019	Highlight these resources in the launch email. Depending on feedback consider the case for developing additional resources.
Embed in curriculum design and approval processes	Develop training / guidance for Conveners of Boards of Studies regarding how to address these issues when reviewing curriculum proposals	Academic Services Institute for Academic Development	S1, 2019-20	Planning network session for Boards of Studies Conveners and Administrators for S1 2019-20, ideally with input from Schools that already have structured approaches to considering these issues at their Boards of Studies.
	Explore how collaborative curriculum design approaches such as Edinburgh Learning and Design roadmap (ELDeR) can assist with this agenda	Institute for Academic Development Information Services Group	By end 2018-19	IAD are currently discussion with IAD how to enhance this aspect of the ELDeR methodology, and anticipate that they will have

				made changes by the end of the session
	Encourage Schools to make this a particular focus when undertaking substantive reviews of their curriculum, utilising co-creation approaches with students where appropriate	School Directors of Teaching	Dependent on the timing of Schools' reviews of their curriculum	
	Ensure academic staff have space in their workload to allow them to reflect on the issue and revise their curricula, for example by encouraging Schools to support sabbaticals for staff to address the issue	TBC	TBC	The University plans to explore academic workload allocation modelling as one strand of the Student Experience Action plan.
	Ensure this issue is prominent within any future University curriculum reform project, for example considering the case for developing a suite of University-wide courses on relevant topics, and exploring whether increasing the ability for undergraduate students to study on a part-time basis would make the University's curriculum more accessible to specific groups.	Vice-Principal (Students) – once appointed and in post	2019-20 onwards	

Encourage co-creation approaches involving students and the local community	Prioritise access to small project funding for the University's Student Partnership Agreement	Assistant Principal (Academic Standards and Quality Assurance) Edinburgh University Students' Association Academic Services	2018-19 onwards	This is one of the priorities for the 2018-19 SPA – with two projects securing funding. Ask Assistant Principal (Academic Standards and Quality Assurance), Students Association, and Academic Services to consider whether to retain this as a priority for 2019-20
	Encourage Schools to support student-led projects, for example by funding students to undertake relevant projects	Heads of Schools	Ongoing	
	Continue to incorporate in student representative training	Edinburgh University Students' Association	TBC	The Student Association's class rep training already covers how student representatives the topic – it may be worth evaluating this aspect of the training
	Where relevant to their curriculum, encourage Schools to engage relevant stakeholders in the local community in developing the curriculum	School Directors of Teaching	Ongoing	
Embed in quality assurance processes	Utilise periodic quality reviews (six-yearly Taught Programme Reviews and Postgraduate	Assistant Principal (Academic Standards and Quality Assurance)	By end 2018-19	As a next step, ask Senate Quality Assurance Committee to consider amending the standard

	Programme Reviews) to explore the strategic approaches that Schools take to promoting inclusion, equality and diversity in the curriculum	Academic Services		remit for TPRs and PPRs to address this issue more explicitly.
	Once the University has greater clarity about how to address these issues across different disciplinary, incorporate the issue into annual quality assurance.	Assistant Principal (Academic Standards and Quality Assurance) Academic Services	2020-21	
Maximise the use of the University's diverse Library resources and collections	Build on the various projects underway within the Library and University Collections by encouraging and supporting staff and students to make more use of the University's diverse library resources and collections within the curriculum.	Library and Collections	2019-20?	For example, hold dissertation roadshows to encourage students to think of using the University's collections as the basis for dissertations / projects on topics relating to issues of equality and diversity
Evaluate the impact of these activities	Encourage Schools to consider how to evaluate the impact for their programmes	School Directors of Teaching	Ongoing	
Internal communications plan to support project	Develop project website with information about the project, including links to examples of practices, the Principles, planned actions and external resources	Academic Services	In time for launch March / April 2019	Have created website at: www.ed.ac.uk/academic-services/projects/promoting-inclusion-equality-diversity-curriculum

				Academic Services will further develop it ahead of the anticipated launch of the task group's plan.
	Provide effective way of communicating rationale for the project to support implementation	Academic Services	Complete	Have published videos of VP Prof Jane Norman (task group convener) and Diva Mukherji (Students' Association VP Education) on the website.
	Undertake communications activities to launch the task group's plan (once approved by the Committee)	Academic Services	March / April 2019	Academic Services will develop a communications plan, highlighting key messages (eg regarding sector resources) set out in the implementation plan. This plan is likely to include communications to Heads of Schools, Directors of Teaching, Equality and Diversity Coordinators, and other School officers, and an article in the Senate Committees Newsletter. It will seek to make the issue relevant to all disciplines (eg by emphasising that it relates to more than reading lists).