

INCLUSIVITY IN LANGUAGE

As you study on your programme in the Faculty of Biology, Medicine, and Health (FBMH), there are some systemic cultural aspects that come into play that we want to address at the onset.

The language used in some areas of science has not evolved at the same pace as that used in areas relating to sex and gender identity. Language within textbooks, and even research papers, often conflates gender and sex. Further, textbooks depicting structures tend to focus on the cis-male form. Females are often minimised, eliminated, or presented as a variant of the cis-male form.

We are striving to use language and terminology that is inclusive where possible. We may not always get this right, and we acknowledge that some of the terminology used in our lectures, practicals, and workshops will not be inclusive of the bodily diversity intrinsic in human development.

We would like to note the use and depictions of “male”, “female” and other gendered terms (e.g., maternal-foetal circulation) denote scientific conventions rather than gender identity. We respectfully acknowledge this is not reflective of the lived experience of trans, gender diverse and differences-in-sex-development (DSD) communities. Our lectures/practicals/workshops often use the cis-gender terminology which is represented in your text, but we acknowledge that this is not the only terminology relevant. As educators we are tasked with balancing education with current language limitations.

This lack of inclusivity does not reflect the Faculty’s perspective, but rather is the product of an ever-evolving set of knowledge and language. We are working to address some of these deficits as we strive to create more inclusive learning environments.

The reality is that your future colleagues or patients, as well as peers within your class, will have a variety of gender identities. Our goal is to provide you exposure to an anatomical and biological foundation to help you better serve the patient community or work within science disciplines. Importantly, inclusive language is not a one-size-fits all scenario; Inclusive gender identity terminology expands our language to accommodate the spectrum of human experience. By nature of being inclusive it aims to add to existing terms so that everyone can find language they identify with.

We encourage you to read-up and explore further information on this topic by engaging with a variety of resources. You may wish to review charity or learned society webpages, journal articles, and core texts.

If you encounter materials, teaching, or assessments that are not as inclusive as they could be – or would like to let us know about when this has been covered well in teaching, then please be reminded that you can notify us using our dedicated inclusivity [reporting form](#). This can also be found on Blackboard. When issues are reported, they will be discussed with the relevant teams to consider what actions might be appropriate and can be taken to make improvements. Good examples could be shared to enhance teaching across the Faculty. You can also contact fbmhinclusivity@manchester.ac.uk