

Equality, diversity and inclusion (EDI) framework for new programmes in SALC: guidance document

1. SALC EDI in new programmes

Our aims are to ensure:

- equality, diversity, and inclusion are embedded in our systems, culture and processes
- our research and teaching workforce becomes more diverse
- our student body becomes more diverse
- everyone in the Department and SALC community visibly contributes to these aims

2. Your Department

A Departmental-level EDI perspective requires careful consideration of:

- The Department's remit, influence and structures relating to both curriculum, staffing and staff development, resourcing and student engagement. To understand or effect change the Department will likely need to work with stakeholders from across the wider University and beyond.
- The specific needs, and devolved responsibilities, of different programmes within the Department. If a Department covers multiple subject disciplines, and/or a diverse range of modes and levels of study, a balance between consistency and contextual discretion may need to be reached: you may wish to focus on shared understandings and 'minimum' levels of expected practice.
- The student learning journey across and beyond the Department, with particular consideration of joint degree or interdisciplinary, and study abroad/placement/industry experience.
- Disciplinary trends, accreditations, and resources. If programmes are subject to professional, statutory or regulatory body accreditation or influence, close working with those bodies and their EDI strategies is advised.

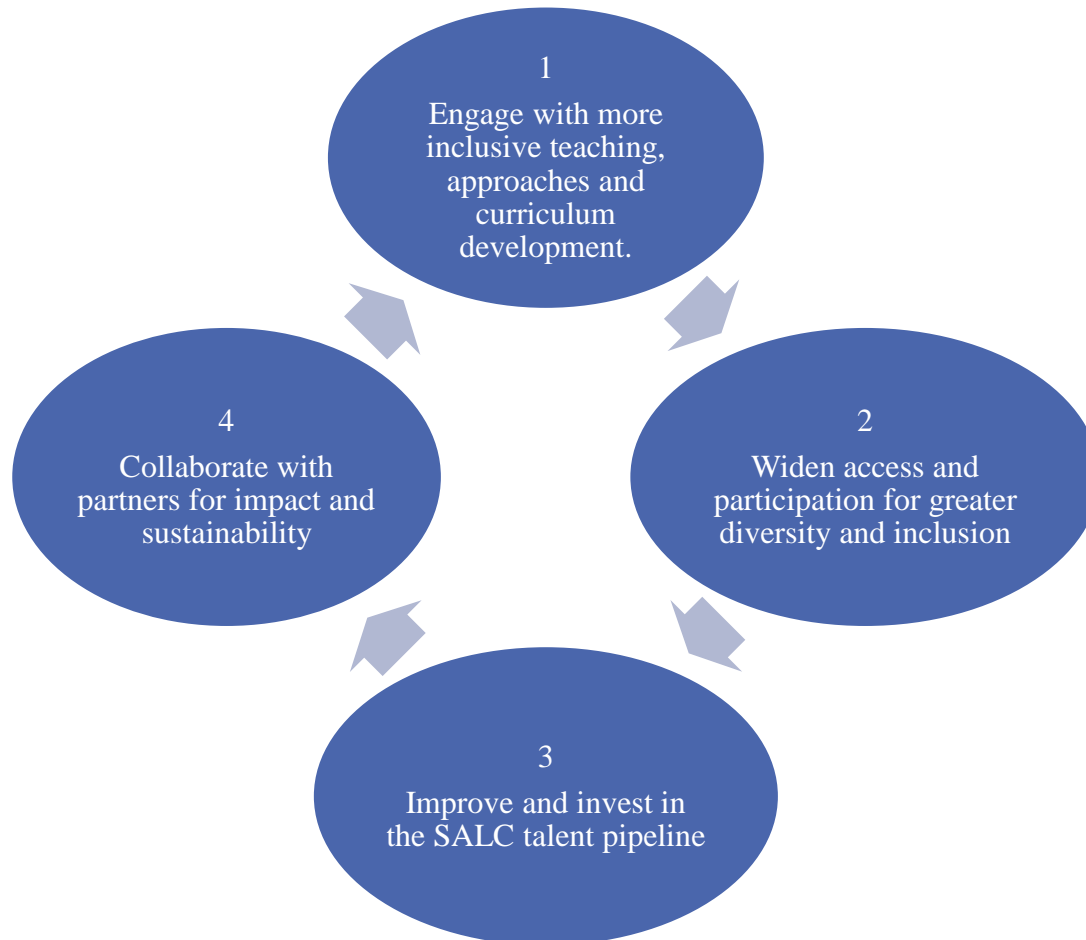


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(Adapted from Advance HE)

3. A framework

To achieve these aims, our objectives are shown in the framework below:



The Making the Creative Majority report (conducted by Prof Dave O’Brien and others) makes some useful points to take note of:

[Creative Majority | King’s Culture | King’s College London \(kcl.ac.uk\)](https://www.kcl.ac.uk/creative-majority)

4. Self-evaluation

When designing new programmes (or when evaluating existing programmes) the four tenets of our framework can be used as guiding questions. You may want to evaluate and re-evaluate our programme at particular points during the year.

1. In what ways does my programme engage with inclusive teaching methods, approaches and inclusive curriculum development?

	Not achieved	Partly achieved	Achieved
Have I embedded equality, diversity and inclusion in my content, theoretical frameworks, reading lists, and assessments? [Further points to consider when developing curricula are given in the next section]. Some thoughts on these can be found in SALC’s DTC Symposium (19 April 2023): Video portal of The University of Manchester <i>Dr Ed Wouk (AHCP) shares his thoughts on how we can be more inventive and courageous in our design of assessments (and perhaps learn from adjustments that were made during the pandemic).</i>			
Have I ensured a diverse array of voices – multiple perspectives, theories and contributions by people from multiple cultures and backgrounds – have been involved in the development and structure of the programme?			

<p>Some thoughts on these can be found in SALC’s DTC Symposium (19 April 2023): Video portal of The University of Manchester</p> <p><i>Dr Rubina Jasani (HCRI) gives a fascinating discussion on how Decolonising the Curriculum is sometimes seen simply as ‘diversification’. Yet what are the limitations of this diversification?</i></p>			
<p>Have I considered critically the history and formation of the discipline – biases, structures of power, research methods, received expertise – and responded to these in the design of the programme? <i>Rubina talks about how she forefronts her ‘positionality at the start of a course, as well as the ‘politics of knowledge production...which knowledge becomes knowledge, the centrality of the English language in the business of knowledge production. [As well] the politics of publishing’</i></p>			
<p>Have the teaching staff on my programme participated in SALC’s Teaching Innovation Collective sessions on inclusive teaching, or have they consulted the resources available? Inclusive teaching and learning School of Arts, Languages and Cultures StaffNet The University of Manchester</p> <p><i>Dr Henry Ajumezee (Drama) has talked about creating ‘safe spaces’ for learning – and how theatre/role play can contribute to these safe spaces, where hierarchies can be removed (or even reversed). Henry also argues that Decolonising the Curriculum is not ‘provincialism’: it is not about exclusion, but inclusion.</i> Video portal of The University of Manchester</p>			
<p>Have I considered the needs of a diverse body of teaching staff when developing my programme, to ensure that certain groups are not disadvantaged? [For example, if the marking of assessments takes place online, staff with visual impairment should be offered an alternative].</p>			

2. How can I ensure that my programme appeals to a diverse body of students?

	Not achieved	Partly achieved	Achieved
<p>Have I monitored the descriptions of my programme on the web and in documents for exclusive language and images? Dr Byron Bitanirwe (HCRI) has published on his research into students' responses to trauma-informed pedagogy: Frontiers Gauging trauma-informed pedagogy in higher education: a UK case study (frontiersin.org)</p>			
<p>Have I considered the impact of own identity beliefs, cultural assumptions and unconscious biases in the design of my programme?</p>			
<p>Have teaching staff on my programme engaged with the Decolonising The Curriculum (DTC) initiatives in SALC and participated in the workshops held at School and Department level? See SALC's DTC Symposium (19 April 2023) Video portal of The University of Manchester</p>			
<p>SALC attracts a high percentage of students with disabilities – are my materials accessible and have I engaged with available guidance? Accessible Teaching Content Institute of Teaching and Learning StaffNet The University of Manchester</p>			
<p>If the current teaching staff body is not very diverse, have I employed the use of guest speakers or lecturers to complement the curriculum delivery? Some colleagues also use the following supplementary methods:</p>			

<ul style="list-style-type: none"> Showing documentaries on the subject in other languages, using English subtitles 			
Have I considered the embedding of EDI approaches in classroom observation and peer review activities?			

3. In what ways will my programme contribute to SALC's talent pipeline, and to a more diverse talent pipeline?

	Not achieved	Partly achieved	Achieved
<p>Am I aware of gaps in the staff and student profile in my Department? [For example: some departments have very few Ethnic Minority students at UG, PGT and PGR level; some departments have diminishing numbers of male students; some Departments have low numbers of Ethnic Minority staff - specifically, SALC lacks Black female PGRs who could enter the Faculty] <i>Such information can be accessed through SALC's EDI Lead.</i></p>			
<p>Are there opportunities in my programme for talented students to be encouraged to pursue research which will contribute to fresh perspectives in the field? [For example: is there an award for innovation or originality at dissertation or project stage?]</p>			
<p>Are there opportunities in my programme for talented students to be encouraged to pursue further study or research? [For example: do teaching staff specifically target talented students from under-represented groups and advise them on possible funding or bursaries?] <i>Such information can also be supplied by SALC's EDI Lead.</i></p>			

Are there opportunities for guest speakers/lecturers/PGRs to contribute to the teaching, thereby allowing them to gain valuable experience which they may cite to further their careers in SALC?			

4. Have I consulted widely in the School, and in other Schools, to learn from other programmes and courses?

	Not achieved	Partly achieved	Achieved
Can my programme contribute or feed into centres of research, or other bodies through external engagement?			
Have I ensured that sustainable practices are embedded in my programme design and delivery?			
<p>Have I ensured that if my programme attracts large numbers of international students, the domestic student body is not disadvantaged? [For example: teaching staff may undergo training on how to teach inclusively with large cohorts of international students].</p> <p>See work by SEED colleague Dr Jenna Mittelmeier on teaching international students: Pedagogies of Internationalisation: mapping pedagogic practices for and with international students Advance HE (advance-he.ac.uk)</p>			



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<p>Jenna also spoke at our DTC symposium Video portal of The University of Manchester</p>			
<p>Have I ensured that if my programme attracts large numbers, teaching staff have proportionate capacity for advising, marking and assessment? [For example: teaching staff may agree on a programme-level approach to the amount of feedback given for assessments to ensure equality of workloads].</p>			