

Equality and Diversity in HE: the Higher Education Academy

HEDG; 15.11.17

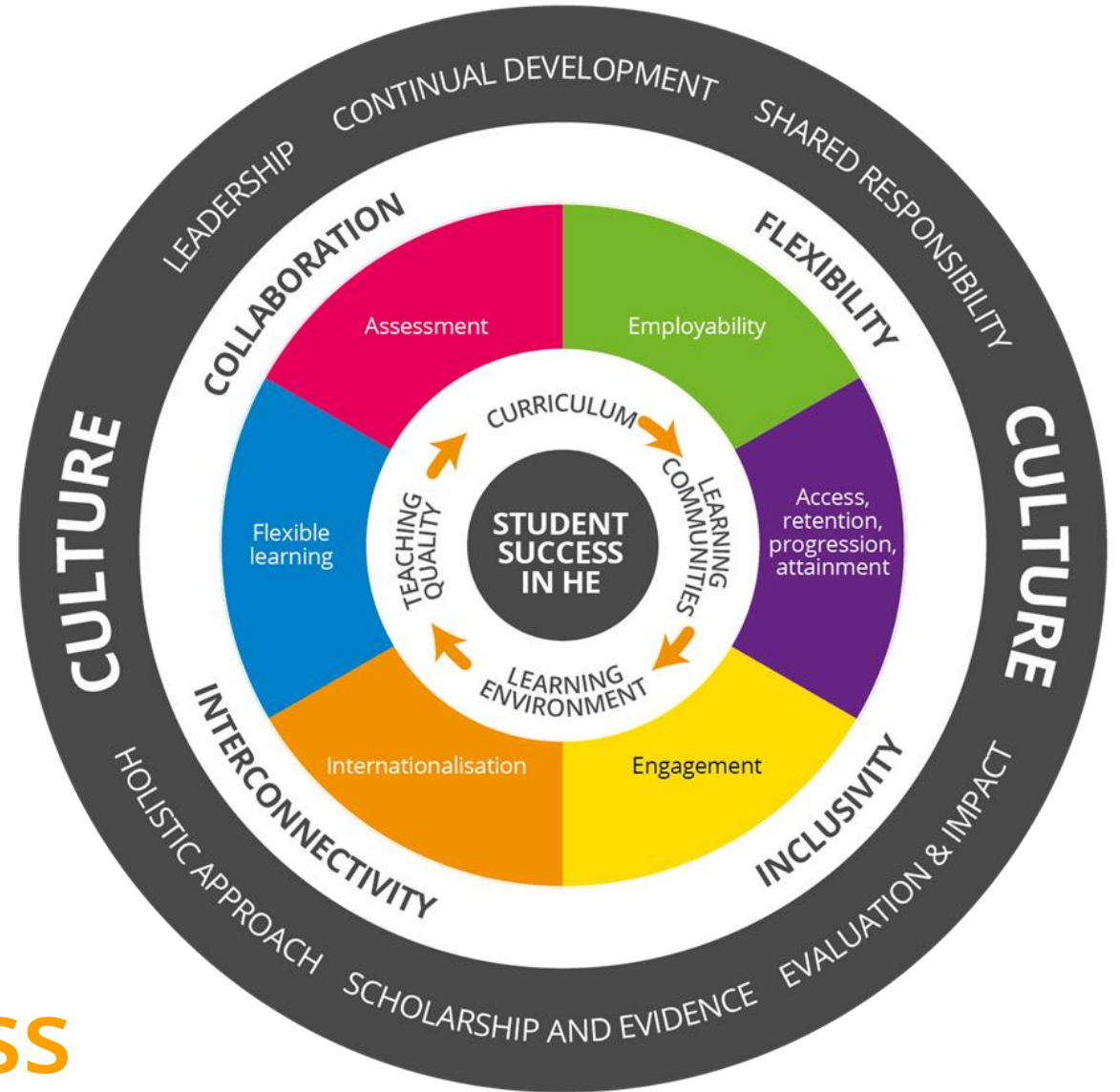
Dr Pauline Hanesworth (Academic Lead,
Equality and Diversity / TEF):

pauline.hanesworth@heacademy.ac.uk

Broader HEA work on inclusivity

Transforming individual courses, departments, faculties and whole institutions in the following areas:

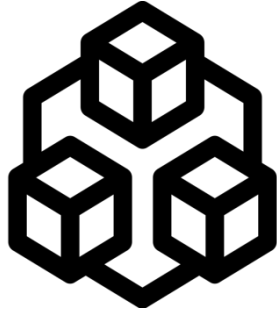
- Assessment
- Embedding employability
- Student access, retention and attainment
- Student engagement through partnership
- Internationalisation
- Flexible learning



HEA Student Success Framework Series



Audit & Review



Communities of Practice



Change Management



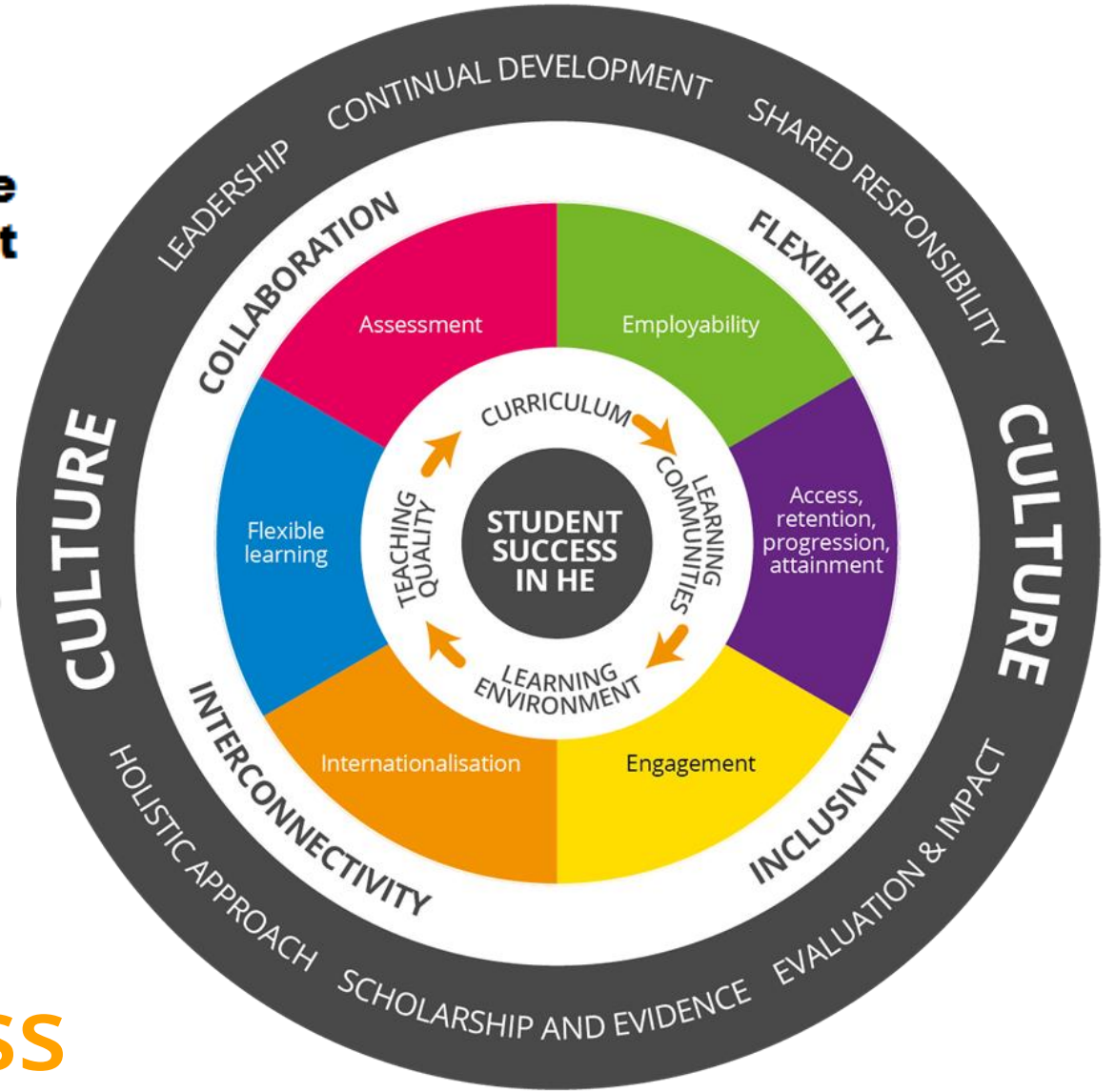
Impact & Evaluation



Development



Research & Innovation



HEA Student Success Framework Series

Equality and diversity in learning and teaching: HEA approach

Embedding Equality and Diversity in the Curriculum

Working with the sector towards:

1. All students feeling included in their learning journeys;
2. All students having an equal and fair chance to succeed in their learning journeys;
3. All students being socially aware and able relate well with those outwith their in-groups.

Embedding equality and diversity in the curriculum: HEA programme

Gunn, V., Morrison, J. and Hanesworth, P. (2015) *Equality and diversity in learning and teaching at Scotland's universities*. Higher Education Academy: page 40.

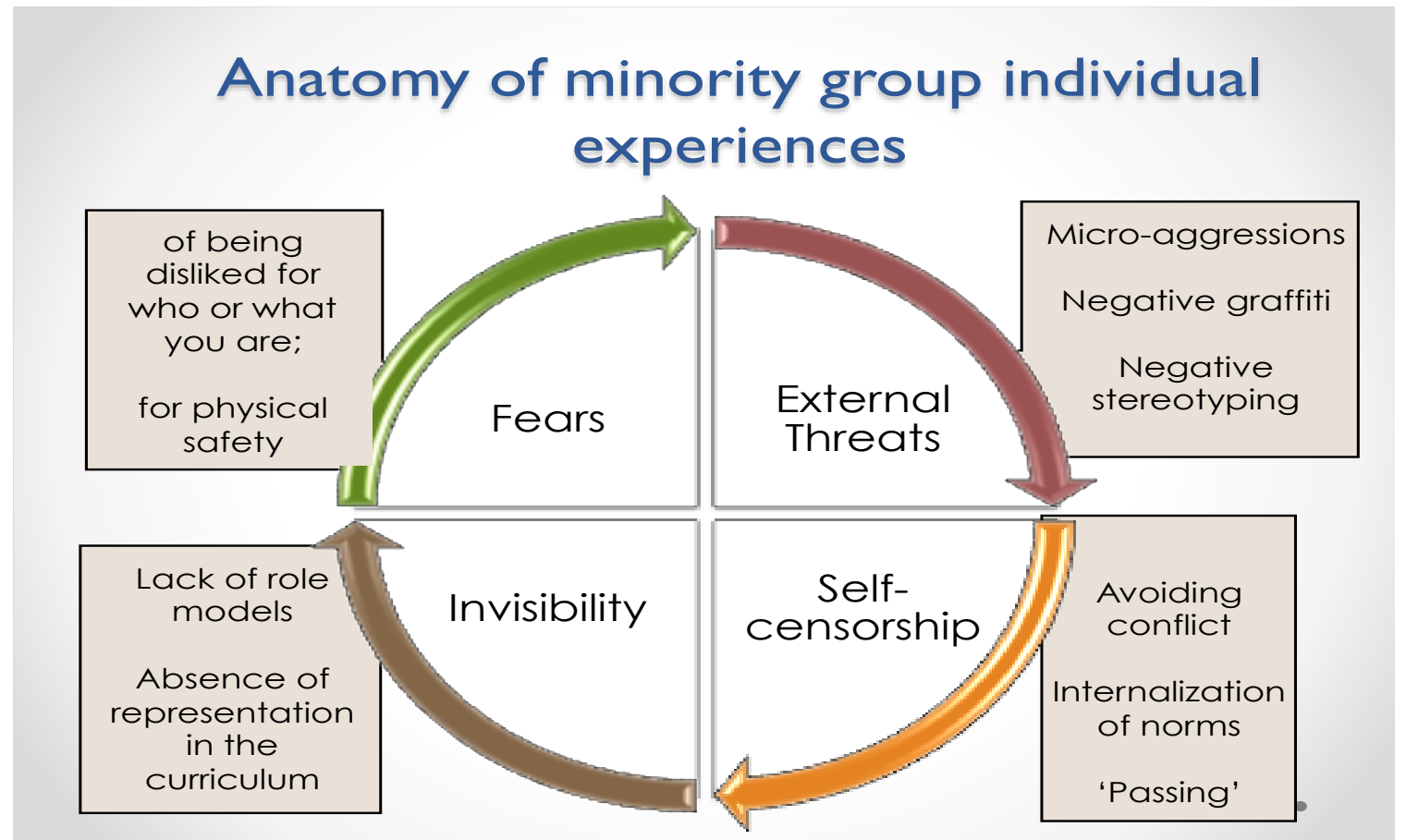
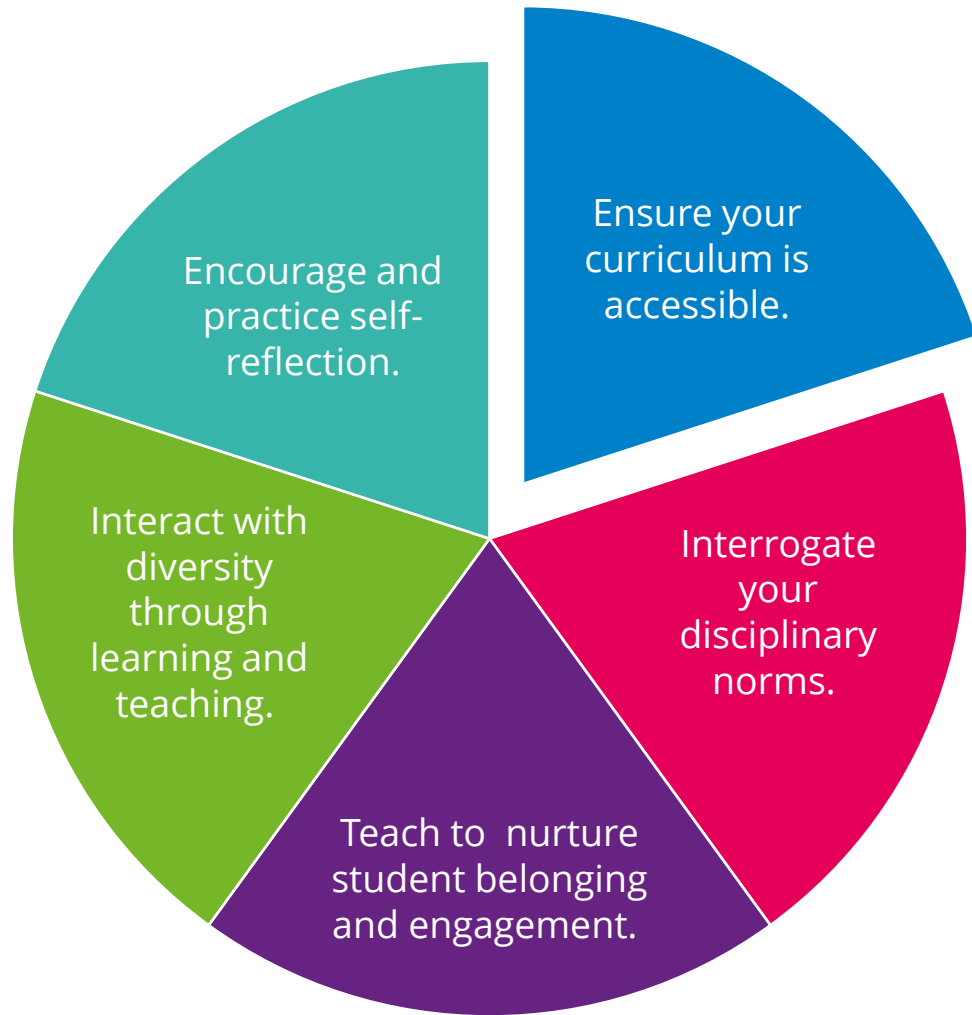


FIGURE 1: ANATOMY OF MINORITY GROUP INDIVIDUAL EXPERIENCES

Embedding equality and diversity in the curriculum: HEA approach



Embedding equality and diversity in the curriculum: HEA approach

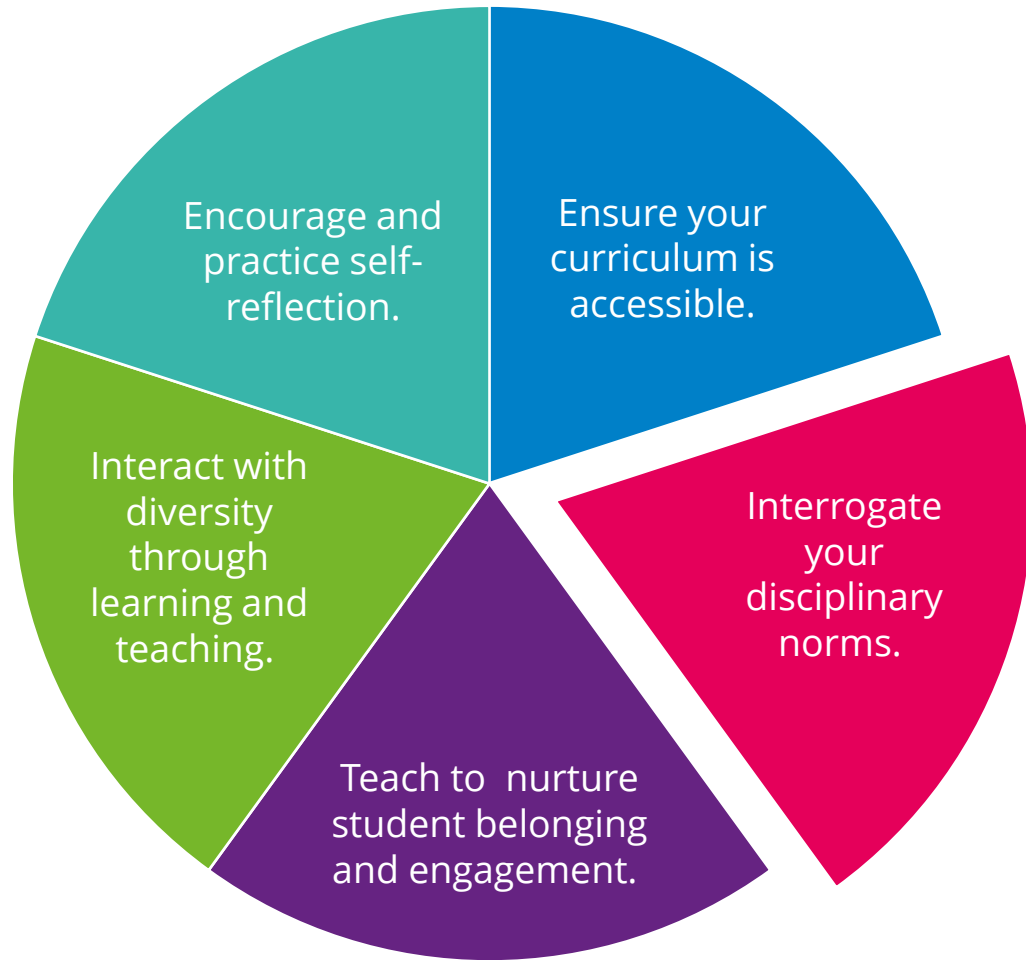


> Can all students **access** the teaching?
Consider:

- Materials
- Content
- Assessment
- Delivery
- Environment

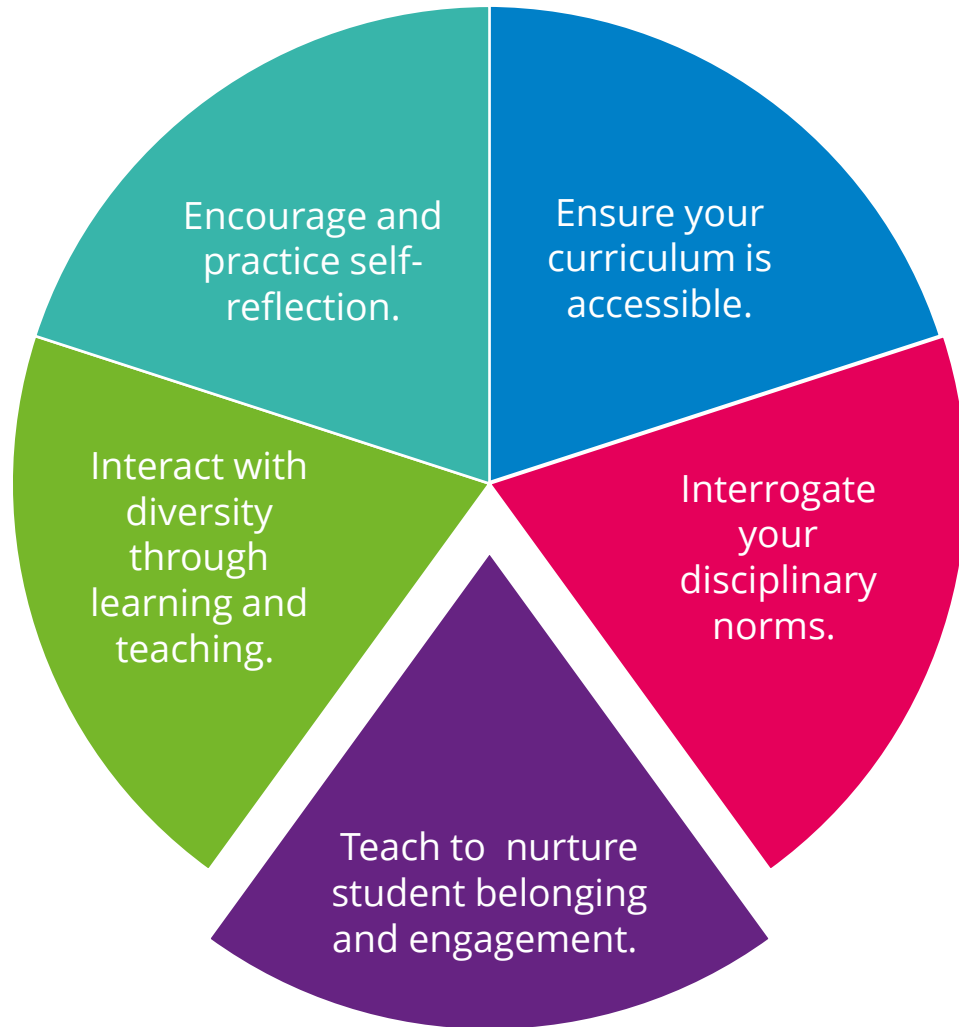
> Are we **anticipatory** or reactive?

Embedding equality and diversity in the curriculum: HEA approach



- > What are our pedagogic disciplinary norms?
- > How can we vary our teaching and assessment practices to encourage the **active participation** of all our students?
- > Do we start from where our students are and **challenge the assumptions** around:
 - Disciplinary language
 - Prior personal, academic and cultural experiences
 - Level of disciplinary knowledge

Embedding equality and diversity in the curriculum: HEA approach



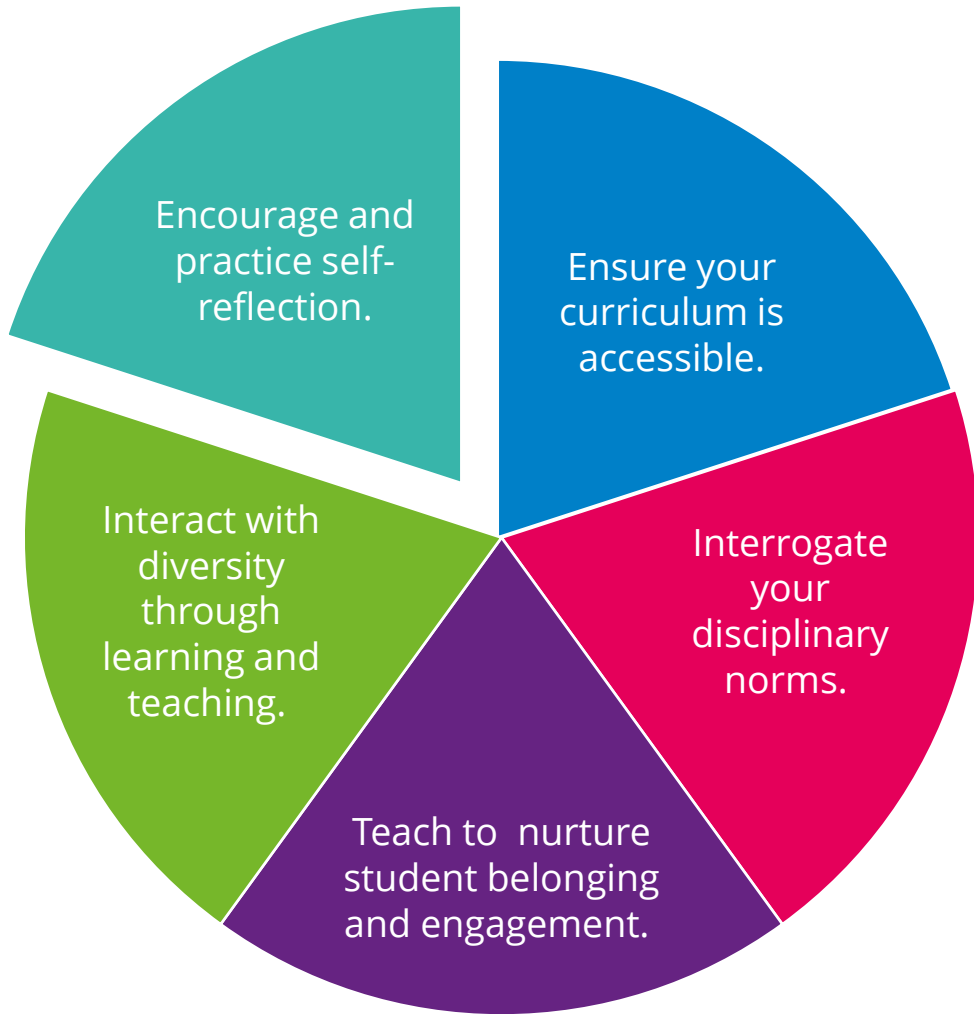
- > To what extent do we create **safe and collaborative** learning spaces conducive to student learning?
- > Do we work with students as **co-creators and co-producers** of the learning experience, empowering them to take responsibility for their own, and each other's, learning?

Embedding equality and diversity in the curriculum: HEA approach



- > How do we integrate themes of equality, diversity and cultural relativity into our teaching? Consider:
 - Materials (images and examples)
 - Content (source material)
- > Do we facilitate group interaction through our teaching?
- > Do we provide opportunities for students to share their diverse experiences, voices and learning, and relating these to the curriculum content?

Embedding equality and diversity in the curriculum: HEA approach



- > We all come with our own backgrounds, experiences, unconscious – and conscious – biases and assumptions.
- > How do we reflect on and challenge these?
- > How do we encourage our **students to reflect** on their own identities and backgrounds to understand how these relate to their approach to the disciplines (and wider worlds).

Embedding equality and diversity in the curriculum: HEA approach

Inclusive learning and teaching in higher education: a synthesis of research

Professor Christine Hockings, April 2010

Core definition

Inclusive learning and teaching in higher education refers to the ways in which pedagogy, curricula and assessment are designed and delivered to engage students in learning that is meaningful, relevant and accessible to all. It embraces a view of the individual and individual difference as the source of diversity that can enrich the lives and learning of others.



Building inclusivity: engagement, community and belonging in the classroom



Embedding mental wellbeing in the curriculum: maximising success in higher education

Ann-Marie Houghton and Jill Anderson

Embedding equality and diversity in the curriculum: Further theory

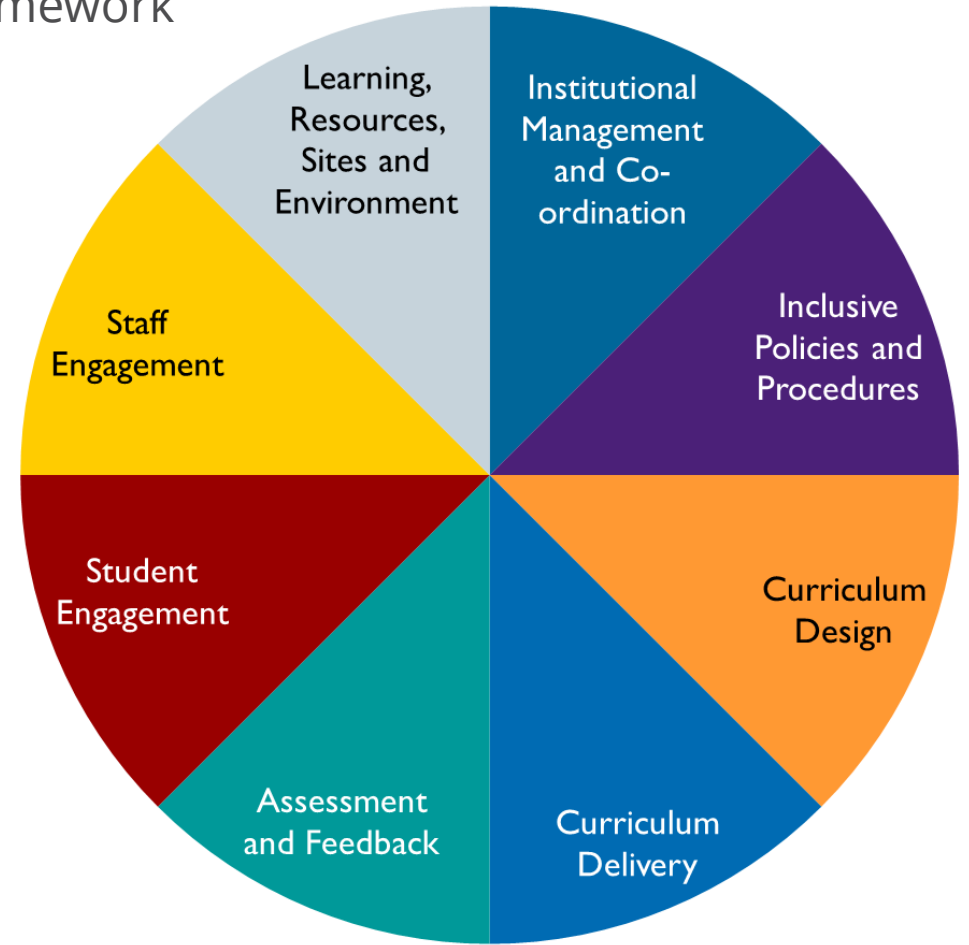
Equality and diversity in learning and teaching: HEA support

Embedding Equality Diversity and Inclusiveness in the Curriculum



<https://professionallearning.collegedevelopmentnetwork.ac.uk/course/index.php?categoryid=39>

EEDC Self-Evaluation Framework

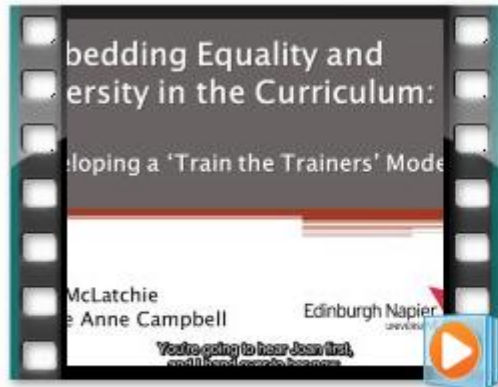


HEA E&D: Supporting institutions



Scottish strategic enhancement programme on embedding equality and diversity in the curriculum

- > Abertay University
- > Edinburgh Napier University
- > Robert Gordon University
- > Royal Conservatoire of Scotland
- > University of the Highlands and Islands
- > University of Stirling



Captioned EEDC SEP - Edinburgh Napier University

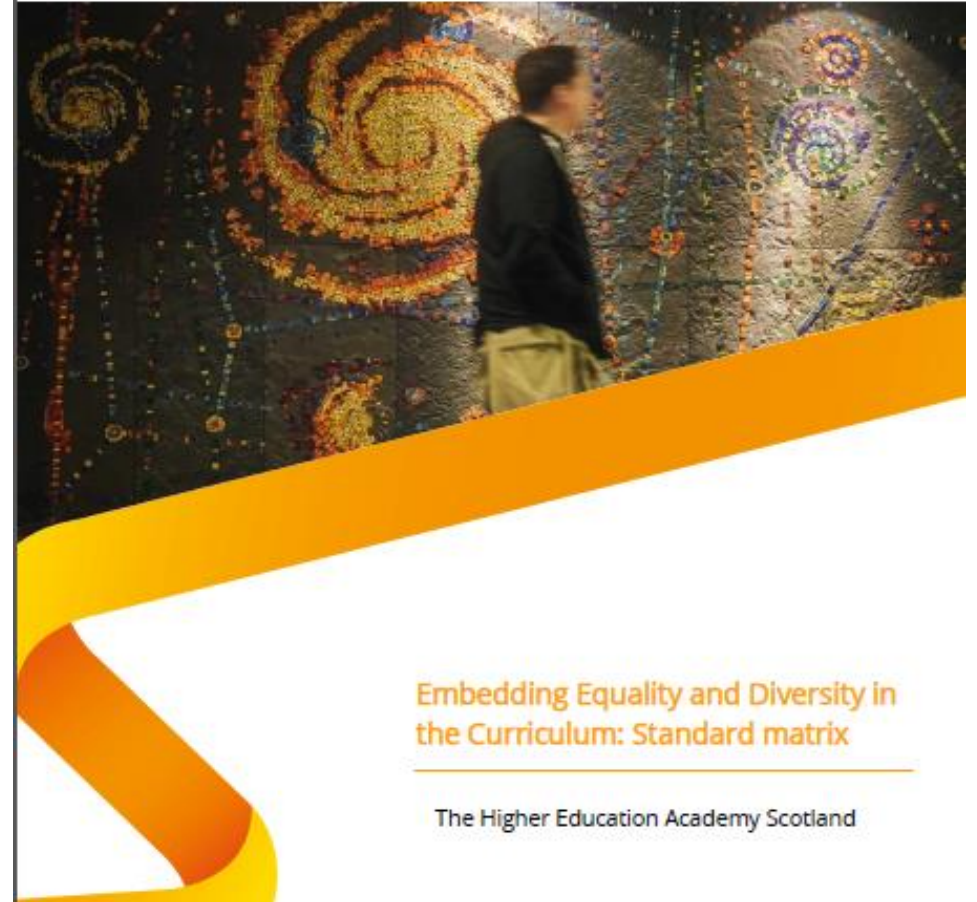
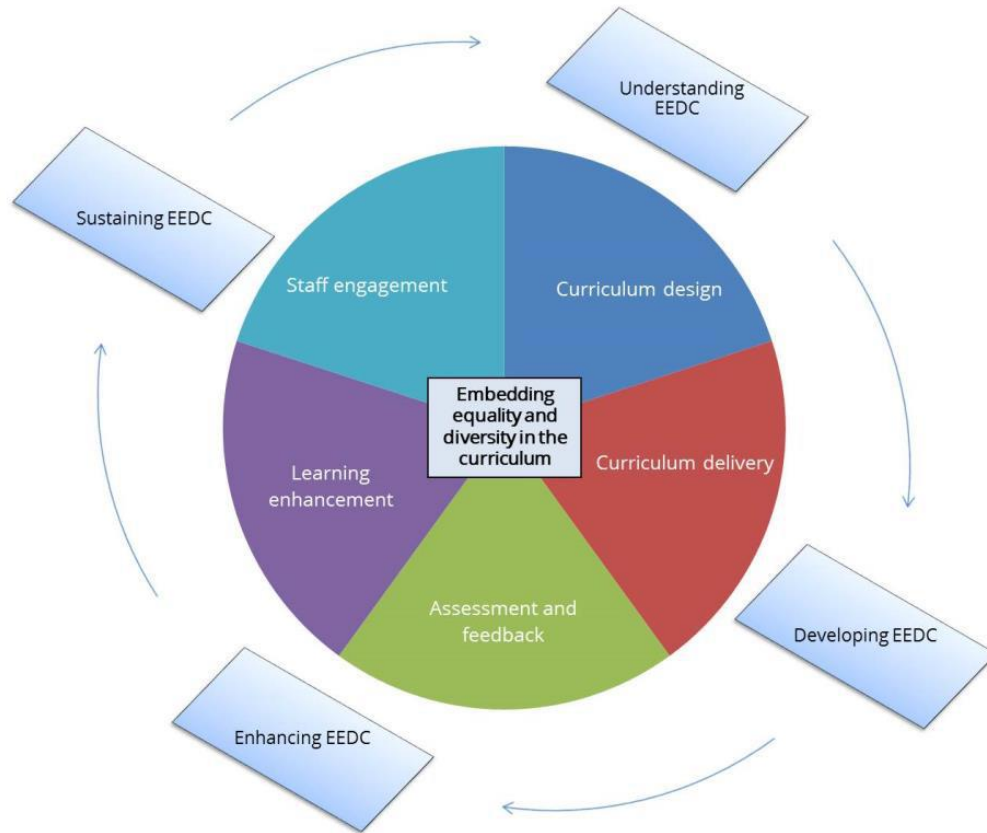


Captioned EEDC SEP - University of Stirling

HEA E&D: Supporting institutions: EEDC SEP



HEA E&D: Supporting individuals



HEA E&D: Supporting programmes

Videos	Guides	Case studies	Further research
EEDC lunchbyte series	Discipline-specific guides	Closing the attainment gap	Equality and diversity in learning and teaching in HE - compendium of papers (HEA-ECU)
Building inclusivity videos	Development guides	SEP case studies	Whose Job is it Anyway?
HEA-ECU Competence Standards in the Disciplines recordings	Programme-level practice guide (forthcoming)	Project learning (e.g. E&D change programme reports)	Equality and diversity in learning and teaching in Scottish universities - trends, perspectives and opportunities
Other recorded webinars			

HEA E&D: Examples of further resources



Department
for Education



Scottish Funding Council
Promoting further and higher education



Universities UK



national union of **students**



College
Development
Network

Leading
Creating
Sharing



Equality Challenge Unit



University
of Worcester



Manchester
Metropolitan
University

HEA E&D: Collaborating

Future work



Thank you for listening.
Any questions?