Accounting and Accounting and Finance, Hertfordshire Business School

Context

- Approximately 800 students
- Critical factor as 80% of students are from BME backgrounds
- 25 staff in the teaching team
- Trying to get to know students better over last few years (e.g. questionnaires, surveys, induction activities)
- 50% of students commute
- Tutorial system not really working - one tutor looking after 250 students
- instigated mini mid-module feedback 2 years ago

Actions

- Accounting subject group meeting following the workshop - presented data and portrait of student cohort as well as asked BME staff who are UH alumni to present
- Created a group shared vision and shared commitment - all focused on student's point of view
- Identified BME attainment as one of four group priorities - Identified a BME champion
- All staff implementing top ten tips
- Understanding student experiences more - student reps are all BME students
- Trialling a personal tutor system
- Moving away from attendance and focusing on engagement - all lectures will be podcast and team are using TEL tools to enable engagement beyond the classroom

Challenges

- Staff time and workload issues to fulfil personal tutor role effectively
- Wanting to measure everything immediately yet having to wait for outcome data

Intended benefits

- Students feel part of wider learning community
- Creating sense of belonging - can be 'virtual belonging'
- All staff aware of their unconscious biases
- Staff having better understanding of students' backgrounds and experiences- more empathetic
- Compassionate behaviours from everyone

Curriculum Design Toolkit Principles

- Good practice in inclusive teaching….
- Ensures the understanding of individual learning needs
- Provides environments for effective learning for all
- Ensures materials are accessible and representative
- Is informed by professional development

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University of Hertfordshire UH

Leadership Foundation for Higher Education
Inspiring Leadership

PG Cert in Learning & Teaching in Higher Education, Learning and Teaching Innovation Centre

Context

- Approximately 50 students
- No data available for the programme as a PG course however, all University data is relevant as 'students' are University lecturers
- The programme attracts new lecturers from all University Schools and endeavours to model good practice in inclusivity
- Programme tutors recognise the importance of having open and honest conversations about the attainment gap in a way which is inclusive as the programme helps to shape the next generation of lecturers

Actions

- Finding educational theorists from a wide range of backgrounds with examples of good practice and using these to inform the programme design
- Reviewing reading lists and resources to ensure that these are representative
- Inviting expert staff from diverse backgrounds to speak to students on the programme
- Increasing the diversity of the teaching team
- Capturing diverse student voices by asking recent 'graduates' to discuss their experiences on video for dissemination to current cohorts
- Instigating open discussions on race and ethnicity with the programme team

Challenges

- Being prepared to have difficult conversations
- Helping each member of the team grasp the importance of this within their personal practice and within their modules.
- Ensuring that the deficit model is challenged
- Having a sufficiently contextualised understanding to connect with all the disciplinary perspectives represented on the programme

Intended benefits

- Staff being confident in having difficult conversations and being able to challenge negative behaviour
- An inclusive curriculum both within the programme and beyond in the programmes on which the 'students' teach.
- Willingness to think about things differently but also understanding that some changes require persistence and will take time

Curriculum Design Toolkit Principles

- Good practice in inclusive teaching….
- Provides environments for effective learning for all
- Takes a coherent approach which is anticipatory and proactive
- Ensures materials are accessible and representative
- Is informed by professional development
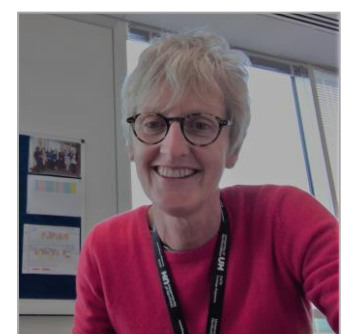
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Sports Studies, Life and Medical Sciences

Context

- Approximately 40 students
- An awareness of racial and sporting stereotyping in the sports industry
- Difficulty of engaging all staff to attend the workshop and to raise awareness of the issues as a team
- Cultural 'buy-in' from the team

Actions

- All members of the team encouraged to attend unconscious bias and cultural awareness workshop
- Get to know students better and understand their particular circumstances and experiences
- Encourage students to investigate BME athletes from a diverse range of sports
- Identified a BME champion
- Raise the profile of BME authors and increase use of BME case studies in the curriculum

Challenges

- Lack of 'cultural buy-in' from staff
- Recognition of the changes in the student cohorts and the need to adapt to those changes
- Wanting to measure everything immediately yet having to wait for outcome data

Intended benefits

- A more inclusive curriculum
- Bringing the team together to create a sense of belonging and to work more collaboratively
- All staff potentially more aware of their unconscious biases
- To raise awareness of the issues and staff to have a better understanding of students' backgrounds and experiences
- To celebrate BME role models

Curriculum Design Toolkit Principles

- Good practice in inclusive teaching....
- Ensures the understanding of individual learning needs
- Provides environments for effective learning for all
- Ensures materials are accessible and representative
- Is informed by professional development

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Mass Communications, School of Humanities

Context

- Approximately 130 students
- Getting students to reach their full potential by forming good friendship groups
- Understanding the importance of peer role models

Actions

- Creating opportunity for students with BME backgrounds to be role models
- Showcasing graduate success stories from different cultures
- Getting to know our students e.g. spending time to know their names and how they want it pronounced

Challenges

- Growing student numbers
- Limited diversity within the teaching team
- Staff unaware that they still retain a bias

Intended benefits

- Enriching the experience for all
- Having the possibility of learning from other cultures that in turn helps one to learn more about oneself and their own culture

Curriculum Design Toolkit Principles

- Good practice in inclusive teaching
- Ensures the understanding of individual learning needs
- Provides environments for effective learning for all

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Pharmacy, Pharmacology & Postgraduate Medicine, School of Life and Medical Sciences

Context
- Approximately 650 students
- Having greater awareness given the significant proportion BME student population
- Coming up with quick wins and some longer-term plans

Actions
- Increasing awareness within wider academic teams through a BME workshop
- Getting academic teams to embrace changes and recognise the benefits they will bring
- Having conversations with students and building a partnership with them to come up with most effective ways to close the attainment gap

Challenges
- Being sensitive in the ways used to address the BME attainment gap without inferring a sort of deficiency

Intended benefits
- Increase in BME students considering taking up postgraduate studies.
- BME students excel in their studies, returning to be Visiting Lecturers creating the instant visual role models to current BME students

Curriculum Design Toolkit Principles
- Good practice in inclusive teaching
- Ensures the understanding of individual learning needs
- Provides environments for effective learning for all
- Is informed by professional development

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Inspiring Leadership
Leadership Foundation for Higher Education

MSc Social Work, Health and Social Work

Context

- Approximately 110 students
- Diverse teaching team
- No attainment gap between White and BME students
- During their training, staff members studied Critical Race Theory
- Staff have an excellent understanding of Critical Race Theory and facilitate discussion of White Power and Privilege within the curriculum

Actions

- Own understanding informs teaching and discussion of Race is prevalent throughout the course
- Focus on raising student confidence – group activities within induction to strengthen the cohort at course level, Social work level and Institutional level
- Students form in to action learning sets
- Building of discussion of learning from peers

Challenges

- Having the time to get to know students individually and really understand their backgrounds

Intended benefits

- Excellent staff-student relationship
- Cohesive and supportive cohorts
- Confidence in discussing Race and White Privilege in both students and staff
- Benefits for service users – if the students are committed to equality and understand the importance of discussion of Race then their behaviours and work with vulnerable people at the end of their course will be enhanced

Curriculum Design Toolkit Principles

- Good practice in inclusive teaching….
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- Provides environments for effective learning for all
- Ensures materials are accessible and representative
- Is informed by professional development

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University Joint Honours, School of Humanities

Context

- Approximately 450 students
- Cohort consists of quite a large proportion of BME students
- Students on the programme are taught in different schools
- Students may feel disadvantaged or isolated from other taught programmes in schools

Actions

- Looking at how to influence change at programme level and also getting Schools to engage with the initiative
- Encouraging BME students to put themselves forward to apply for roles like Student Representatives or Student Ambassadors
- Encourage BME students on the programme to form friendship groups and/or study buddies
- Celebrate success stories of BME students on the programme

Challenges

- Lack of engagement from some field tutors
- Finding ways to work with respective field tutors and Schools across the University to develop an inclusive curriculum

Intended benefits

- Programme team and Schools working together to acknowledge the need to address the BME attainment gap
- Creating a level playing field and being inclusive in our practice across all Schools involved with the programme.
- Able to celebrate diversity and success stories on the programme

Curriculum Design Toolkit Principles

- Good practice in inclusive teaching
- Ensures the understanding of individual learning needs
- Provides environments for effective learning for all
- Is informed by professional development

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Economic and Business Economics, Hertfordshire Business School

Context
- Approximately 90 students
- 16 members of subject group, most of whom teach at UG level
- No attainment gap between White and BME students
- Excellent NSS scores
- Some members of staff teach students at all levels so get to know the cohorts very well

Actions
- Ensure all year tutors know each students by name
- Students are very willing to ask for support if they need it
- Conscious about inclusivity when preparing for open days
- Raising awareness with all members of the team (including those who don't teach on the programme)
- Promote self efficacy - communicate high expectations at the very beginning and encourage all students to think of themselves as someone who can get a first
- Promote the degree classification calculator so students can see what they are likely to get and what they could do to improve to the next grade band
- Fair assessments with clear feedback

Challenges
- Contacting students who don't reply to emails
- Disengaged students

Intended benefits
- Excellent staff-student relationship
- Self belief and self efficacy in all students
- Very friendly environment
- Cohesive cohorts

Curriculum Design Toolkit Principles
- Good practice in inclusive teaching….
- Ensures the understanding of individual learning needs
- Provides environments for effective learning for all
- Uses assessment which enables all students to demonstrate their learning

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University of Hertfordshire UH

Leadership Foundation for Higher Education
Inspiring Leadership

Physiotherapy, School of Health and Social Work

Context
- Approximately 50 students
- Keen to have a greater understanding of individual students within the student population

Actions
- Changes in patient scenarios to create greater diversity
- Re-structure admission processes to ensure inclusivity
- Changes in Outreach work to encourage applications from students from diverse backgrounds

Challenges
- Creating opportunities for students to mix with students from other backgrounds
- Trying to encourage diversity within the teaching team

Intended benefits
- Increase awareness within the student population of different cultures and religious beliefs within the subject and profession
- Teaching team become more confident in talking about race and ethnicity

Curriculum Design Toolkit Principles
- Good practice in inclusive teaching
- Ensures the understanding of individual learning needs
- Ensures materials are accessible and representative
- Provides environments for effective learning for all

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Music Industry Management, Creative Arts

Context
- Approximately 35 students
- The industry is not very diverse - senior managers are usually white and male
- Students not feeling confident to raise difficult topics
- Students were slightly segregated within the cohort
- Talk by Head of Equality two years ago stimulated action

Actions
- Instigated a 'Masterclass series' to bring in aspirational BME role models
- Actively increased the diversity of the teaching team
- Explored different parts of the music industry (e.g. Asian music)
- Brought back alumni to speak to current students
- Discussion of race and gender within the curriculum
- Planned debates for all music students to consider race and gender chaired by Music Industry Management students
- Staff openly discuss topics (some of which there is disagreement on) so students see critical discussion modelled and are confident to voice their own opinions

Challenges
- Students are sometimes uncomfortable raising difficult topics
- Encouraging people to discuss topics opening but then also managing the situation if people use in appropriate language

Intended benefits
- Cohesive and confident cohort
- Open minded students and staff
- Willingness to think about things differently and from other points of view
- Student employability
- Staff learning from the students

Curriculum Design Toolkit Principles
- Good practice in inclusive teaching….
- Provides environments for effective learning for all
- Ensures materials are accessible and representative
- Is informed by professional development

Maria Thomas; Programme Leader
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Business Administration (Supported Distance Learning [SDL]), Hertfordshire Business School

Context

- Approximately 100 students
- Current materials and case studies examples are very white and UK centric. Not many examples from minority and diverse backgrounds
- A diverse and International student body -cohort of students study online across the globe
- The use of local tutors using relevant examples and local resources enables students to do well as they feel well represented and they have a connection with the tutors
- The home students for this programme are mostly from a BME background
- The SDL students achieve better results than the home students
- Tutor has good connections with the BME students on the home programme

Actions

- Develop a range of materials that represents the diverse student body
- Use examples from the remote team to influence and encourage curriculum changes to the home team
- Peer teaching between the new and more established members of staff
- Conscious about inclusivity and support for BME students when preparing materials and resources
- Raising awareness with all members of the team

Challenges

- Programme team initially reluctant to make changes to the curriculum to reflect diversity
- Challenge the mind-set of more established members of the team to make those changes

Intended benefits

- Exchange of good practice between the home and the remote programmes
- All members of the team working collaboratively to reduce the attainment gap
- The use of cross-cultural examples to inform both programmes

Curriculum Design Toolkit Principles

- Good practice in inclusive teaching….
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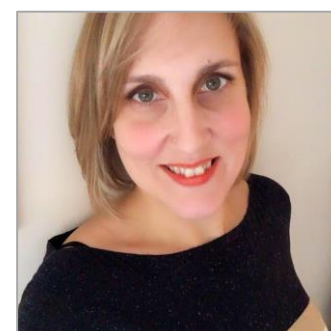
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