



How to use the re-evaluation of curricular components(reapproval process) to promote equality, diversity and inclusivity in universities?

ARP- Unit 3 Project

January 2023

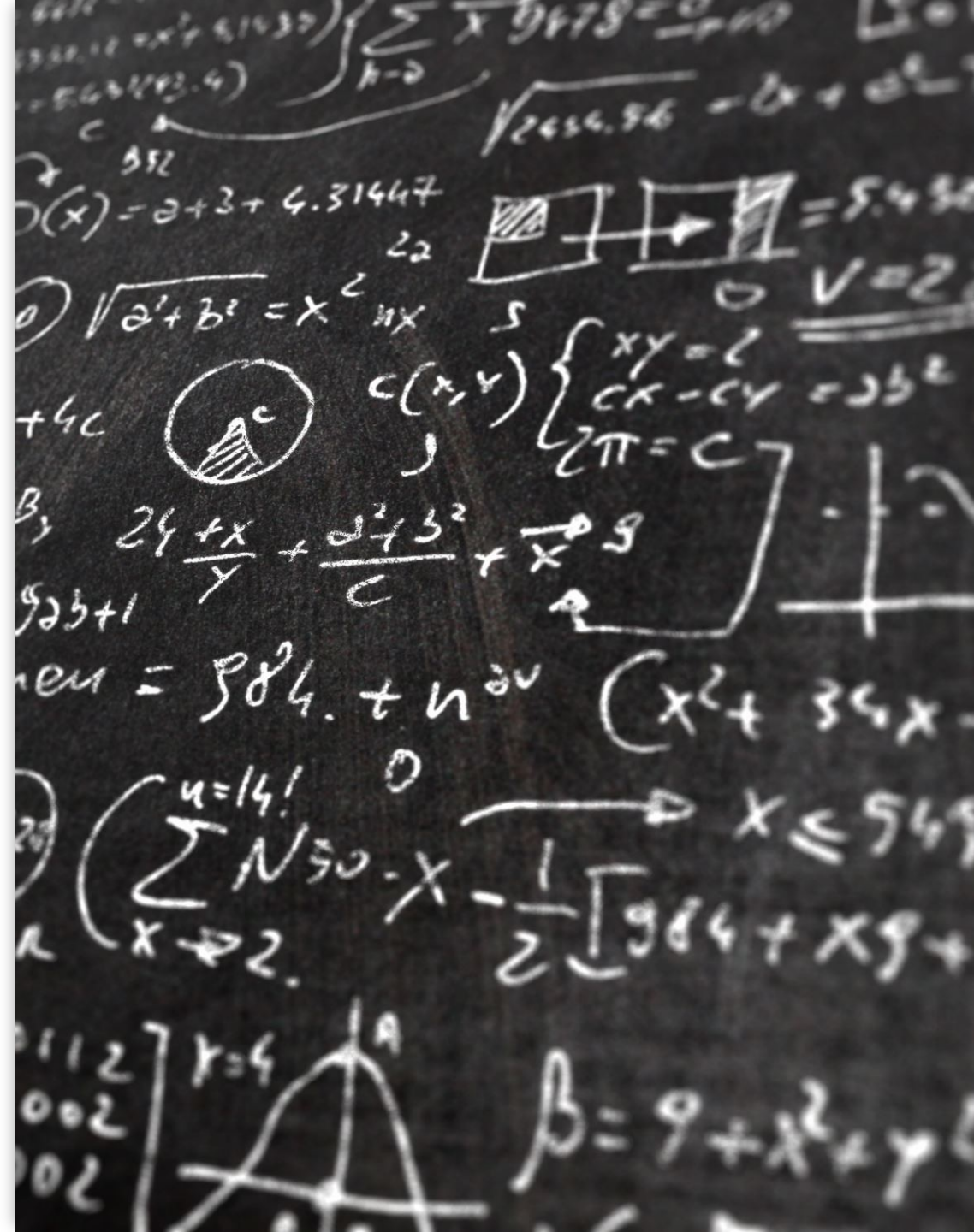
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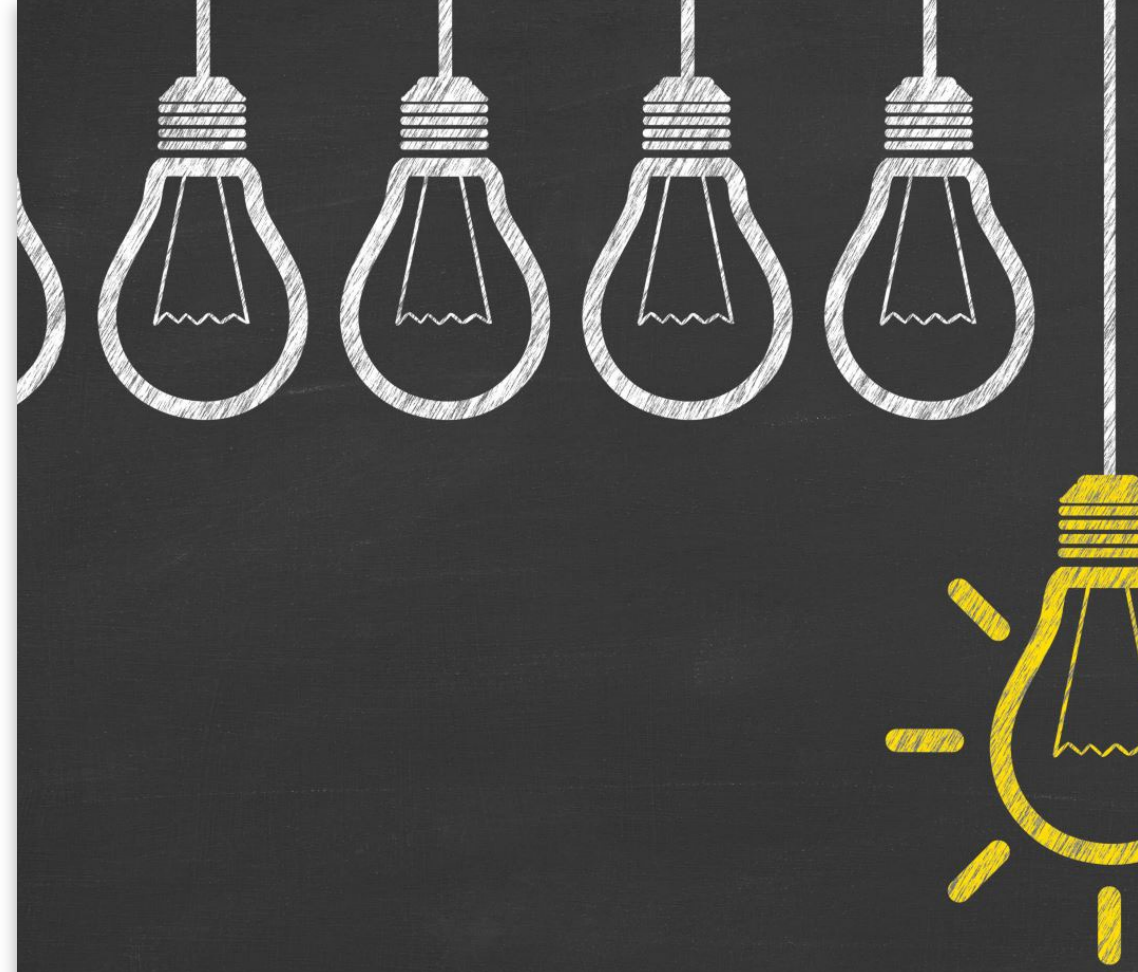
Original Context / Background (Understanding the Reevaluation of Curricular Components)

- Introduction to the research question: "How to use the reevaluation of curricular components to promote equality, diversity, and inclusivity in universities?"
- Brief mention of the increasing role of educational institutions in shaping societal values.
- Highlight the relevance of the topic in the evolving landscape of higher education.



Rationale for Selecting the Topic (Significance of Addressing Curricular Inclusivity)

- Why this research topic matters in contemporary higher education.
- Connection to the overarching goal of creating inclusive learning environments.
- Acknowledgment of gaps in existing research and the need for a nuanced exploration.



Reflection on Research Method/s Used (Methodological Approach)

- Overview of the mixed-methods approach: interviews with university staff and focus groups with students.
- Rationale for the chosen methods to capture a diverse range of perspectives.
- Brief mention of the iterative process involved in refining the research question and methodologies.



Summary of Project Findings (Insights from Staff and Students)

- Key themes emerging from staff quotes and student perspectives.
- Identification of recurring motifs, such as the importance of diversity, motivation, and early discussions about inclusivity in the reapproval process.
- Brief comparison of findings against relevant literature to showcase alignment or divergence.



Interview and focus group questions

Questions	Probing points
UAL staff – Course Leaders who went through the reapproval process in the past 3 years in the culture and enterprise department	
1. Please describe your professional experience	Have you been a part of any UAL group that advocates for equality, inclusivity/diversity?
2. Where in the reapproval process would you start considering equality, diversity and inclusivity in the curriculum?	How and where would you include this solution in the handbook?
3. What were the main UAL resources that you have used?	Probe along network, websites or literature
4. What motivated you to focus on these issues?	How do you stay motivated?
MA level students at the culture and enterprise department (2 focus groups 5 students each)	
1. Have you been able to learn more on equality, inclusivity and diversity during your time at UAL?	Probe along when/how/where
2. How would you like to see these 3 principles in the curriculum?	Probe along handbook, lectures, talks, assignments

Quotes

STUDENT QUOTES	STAFF QUOTES
1. "My UAL journey has broadened my understanding of diversity; reapproval is a chance to embed these lessons into the core of our curriculum."	1. "Being part of UAL groups advocating for equality has shaped my approach to reapproval, emphasising the need for inclusive education."
2. "The reapproval process should start with acknowledging and celebrating diverse perspectives, ensuring our curriculum is truly representative."	2. "Initiating discussions on inclusivity early in reapproval has been transformative, guiding the development of a curriculum that embraces diversity."
3. "Incorporating inclusivity into the handbook is key; specific guidelines on addressing diversity in assignments can create a more inclusive learning environment."	3. "Drawing on UAL resources, including networks and literature on inclusivity, has played a pivotal role in shaping my decisions during reapproval."
4. "I've discovered the importance of inclusivity through extracurricular talks; integrating similar experiences into the curriculum would be both educational and empowering."	4. "Motivation in reapproval stems from the belief that an inclusive curriculum enhances the overall educational experience; it's a driving force for me."
5. "Curriculum changes should not only reflect what we've learned about inclusivity but also address how content is delivered, ensuring a truly inclusive pedagogy."	5. "Referencing UAL resources, such as network connections and literature, explicitly in reapproval documents is crucial for wider awareness and understanding."
6. "Reapproval should be an opportunity to challenge biases within our curriculum, fostering an environment where all students feel seen and valued."	6. "Networking within UAL groups advocating for equality has inspired me to bring those values into the reapproval process, creating a more inclusive curriculum."
7. "Understanding equality has been a journey at UAL; reapproval should mark the next step, actively implementing inclusivity in every aspect of the curriculum."	7. "Utilising UAL resources, particularly literature on inclusivity, has been instrumental in my reapproval decisions, contributing to a richer and more diverse curriculum."
8. "For the curriculum to truly embody diversity, reapproval should involve revisiting assignments, lectures, and talks to ensure they are inclusive and representative."	8. "Motivation for reapproval comes from the commitment to fostering an inclusive educational environment; it's about creating a space where everyone thrives."
9. "Extracurricular experiences on equality have shaped my perspective; integrating these insights into the curriculum through reapproval is vital for holistic education."	9. "Initiating conversations about inclusivity early in the reapproval process is critical for building a foundation that values diversity in the curriculum."
10. "I've learned about diversity in various modules; reapproval should ensure it's not just a module-specific concept but a thread woven throughout the entire curriculum."	10. "Explicitly referencing UAL resources, networks, and literature in reapproval documents is an effective way to amplify awareness and commitment to inclusivity."

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