

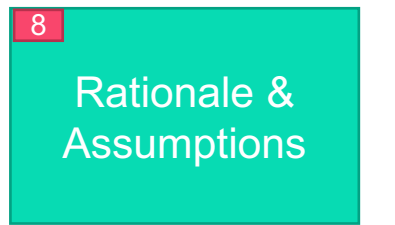
- Staff:**
- Staff time (Design team, Delivery team, Campus managers, etc.)
 - Staff buy-in (including senior staff)
 - Identified key stakeholders (e.g.; Library Team, Director of Design & Assessment, Inclusive Learning Group –ILG- Deputy, etc.)
- Students:**
- Student time (Diversity and Inclusion Advocates –DIAs-, Widening Participation champions etc.)
 - Student voice
 - Incentives for engagement
 - Student roles pay (e.g.; DIAs)
- Industry:**
- Contextual law changes
 - PSRBs regulations
- Other:**
- Framework/Terms of reference and resources for Monitoring of Inclusive Learning (MOIL) review
 - Increased curriculum design time
 - Student and staff contact lists
 - Promotional materials
 - Data (module feedback, NSS, insights, etc.)

- Systematically capture and utilise ethnically diverse students' feedback (e.g.; DIAs' annual Stop & Think project, collect/review student feedback from module feedback surveys, NSS etc.)
- Develop communication strategy - "Closing the loop" framework for student feedback
- Inclusive curricular design and implementation staff training offered by the Inclusion Learning Group
- Tailor business as usual activities to contribute towards the development of diversified curricula (e.g. refined framework/guidelines for MOIL so that this is done consistently, 2026 LLB periodic review, observations, etc.)
- Review and update resources/ core module content (e.g.; reading lists, assessments, case studies, etc.)

- Ethnically diverse students' feedback regarding their teaching and learning experiences is captured and utilised in subsequent action planning and resources development.
- Number of modules reviewed by the MOIL panel
- Number of ethnically diverse students consulted with
- Number of changes to the curricula of modules reviewed by the MOIL panel
- Number of resources created via MOIL/ILG and number of times these resources are accessed through the Digital Lab
- Number of inclusive curricular design and implementation training sessions delivered and number of attendees
- Negative/stereotypical portrayals in case studies of racialised groups are identified and revised.
- Neutral and de-contextualised module content is identified and revised.

- Students:**
- give more positive module feedback for the modules whose curricula were reviewed
 - give increased ratings to the cultural sensitivity of the modules that have taken part in the review.
 - show an increased sense of belonging as they identify more with the content of the curricula
 - are more engaged and find accessing curricular content easier, as it is more relevant to them.
 - feel more heard and valued by the institution as they see their input reflected in the curricula.
 - rate their relationships with staff better
- Staff:**
- have increased understanding of what makes curricular content culturally sensitive
 - have increased confidence in delivering culturally sensitive curricula
 - apply inclusive practices in the design and delivery of curricula

- Reduce awarding gap between Black and white students to 13.1pp by 2027-28).
- Reduce the awarding gap between Asian and white students to 5.5pp by 2027/28.
- Increased attainment rates for Black and Asian students.
- Staff who took part in the professional development activities show increased cultural sensitivity and relevant, inclusive teaching practice across time.



- Black and Asian students will engage in feedback activities and share their honest opinions.
- Black and Asian student voices arising from student feedback will be adequately taken into consideration in subsequent action planning.
- Curricula will be diversified in way that is responsive to Black and Asian student needs, experiences and perspectives.
- Delivery staff will engage with the ILG inclusive curricular design and implementation training.
- Staff engaging in the inclusive curricular design and implementation training will find it useful and will be better equipped, more confident and willing to change their course design and delivery practices so that these respond to their Black and Asian student needs and interests.
- Staff will be able to diversify their curricula in a way that is responsive to Black and Asian student needs, experiences and perspectives,
- Black and Asian students will feel more represented in the revised curricula, thus being able to access their content more easily.
- Being able to access curricular content more easily, Black and Asian student will be more engaged (e.g. attend and prepare more) for their modules. This will make them perform better in their assessments, thus securing better grades. This in turn will lead to increased continuation and completion rates, and eventually, in "good degree" outcomes.