You just look like you’ve got a tan.
Do you have hair under your hijab?
Do people eat insects in your country?
I just don’t see colour.
I don’t think of you as black.
This resource has been developed as a tool to identify opportunities to embed Anti-Racist Curriculum (ARC) principles into key stages of a curriculum lifecycle, namely Curriculum Planning; Curriculum Approval; Curriculum Delivery; Assessment; and Quality Assurance (QA) & Quality Enhancement (QE).

We have considered the curriculum lifecycle from the perspective of four key stakeholder groups, and corresponding key questions and ideas have been included for each of these: Students; Curriculum Leaders and Programme/Module Team members; Quality Leads and Team members; and Senior/Strategic Leaders.

Useful Related Resources

We’ve also drawn particular inspiration from the following examples of good practice, and have therefore shared relevant links here with colleagues:

- Kingston University's Inclusive Curriculum Framework: "Kingston University's Inclusive Curriculum Framework promotes a universal approach to course design intended to improve the experience, skills and attainment of all students. It encourages the development of courses that put the student at the centre – moving away from pedagogic practices that disadvantage some of our student groups. It is about thinking of the curriculum in a different way so that basic assumptions are challenged and changed."

- Decolonising SOAS. Learning and Teaching Toolkit for Programme and Module Convenors (pages 9/10 / 15-17 are particularly useful): "This toolkit is intended to act as a briefing for programme and module convenors, on what ‘decolonising’ learning and teaching might entail. At its root it is about making what we teach and how we teach it more responsive to the problems of colonial and racialised privilege and discrimination within our teaching practice."

- Race Equality Toolkit: commissioned by Universities Scotland and produced by Rowena Arshad of the University of Edinburgh (original version 2006; revised 2010); no longer available online. "A resource for mainstreaming race equality into learning and teaching in higher education."


- Equality Impact Assessment resources: Strategic Equality Impact Assessment: Practical guidance from Advance HE for Scottish colleges and universities on taking a strategic approach to equality impact assessment/equality analysis and developing genuinely inclusive strategy and policy. This guidance is the product of an SFC-funded project on conducting Equality Impact Assessment (EIA) at a strategic level, and provides a number of tools and resources to support the process."
Join or establish a Race Equality Student/Staff or whole institution – share the load with allies
Co-create with students (both with and without lived experiences) to identify where students see themselves represented in the curriculum content

Include Module Induction sessions to discuss ARC in modules (see Curriculum Delivery section)
Agree common activities and guidelines for the whole learning and teaching team
Link Student Learning Contracts to policy around ARC and reporting norms
Develop at least one ARC-related Module learning outcome and map assessment tasks to this
Develop FAQ and Decision Tree resources that summarize steps involved in module/programme modifications (particularly in relation to which changes need formal approval) – e.g. changes to learning outcomes/assessment
Offer workshops or drop-in clinics to discuss the impact of possible ARC-related module/programme changes with colleagues
Embed an ARC-related agenda item into Staff Student Liaison Committee agendas

Co-create with staff and students both with and without lived experiences an agreed set of principles and ARC-related criteria for your institution
Initiate meetings with Programme Leaders/Heads of Departments equivalent roles to discuss expectation that ARC principles will be embedded into module/programmes and staff behaviours
Discuss options for embedding ARC into academic development programmes/CPO at your institution – e.g. PCAP, learning and teaching enhancement events

IDEAS:
• Admissions and Careers teams
• International office
• Learning technologists and Library team
• Academic Development team
• EDI Leads/Colleagues
• Students

QUESTIONS:
Do these support the development of anti-racist curricula?
How do I ensure that a diverse range of stakeholders can participate in course design and the development process?
Can I positively influence the curricula, general institutional structures and protocols?
What support and mechanisms are in place for them to do this?

PROGRAMME TEAM MEMBERS

QUESTIONS:
Do these support the development of anti-racist curricula?
Can I positively influence the curricula, general institutional structures and protocols?
What support and mechanisms are in place for them to do this?

#CallItRacism
5
Assessment

For completeness we have included this as a fundamental step in the Curriculum Lifecycle.

Embedding ARC into institutional assessment strategies has huge potential for positive impact. However, this is a challenging and ambitious topic to address, so we intend to develop this further in subsequent phases of this ARC project.

Quality Assurance (QA) and Quality Enhancement (QE)

**QUESTIONS:**
- Is ARC embedded into current induction and training for Class Reps and Sabbatical Officers? If no, could I instigate a discussion with senior leaders to highlight this opportunity for positive change to them?
- What are the current QA/QE processes for my module/programme and do they embed ARC principles? If no, could I instigate a discussion with senior leaders to highlight this opportunity for positive change to them?
- Do our current institutional QA/QE processes embed ARC principles? If no, how do I engage key stakeholders to develop a strategy for this?
- Is the ARC embedded into our institutional learning, teaching and assessment strategies and QA/QE processes? If no, how do I identify and engage key stakeholders in ARC to review our existing strategy?

**IDEAS:**
- Review your institutions QA/QE framework to see how your module/programme aligns with ARC principles from a quality angle.
- Ensure that students from a diverse range of backgrounds are engaged in quality processes, and are supported to do so.
- Share examples of good ARC practice as part of your QA/QE processes – e.g. examples from around the world, representing all student voices, diversifying reading list, co-creation with students.

**QUESTIONS:**
- Is ARC embedded into current induction and training for Class Reps and Sabbatical Officers? If no, could I instigate a discussion with senior leaders to highlight this opportunity for positive change to them?
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- Do our current institutional QA/QE processes embed ARC principles? If no, how do I engage key stakeholders to develop a strategy for this?
- Is the ARC embedded into our institutional learning, teaching and assessment strategies and QA/QE processes? If no, how do I identify and engage key stakeholders in ARC to review our existing strategy?

**IDEAS:**
- Identify other QA and QE processes and structures at your institution that would benefit from embedding ARC principles.
- Review your institutions QA/QE framework to see how your module/programme aligns with ARC principles from a quality angle.
- Ensure that students from a diverse range of backgrounds are engaged in quality processes, and are supported to do so.
- Share examples of good ARC practice as part of your QA/QE processes – e.g. examples from around the world, representing all student voices, diversifying reading list, co-creation with students.

**Quest:**

**Ideas:**

Ensure our Black, Asian and minority ethnic students and staff see themselves reflected in the curriculum, not as an exception but a central and valued part of it.”

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Ensuring our Black, Asian and minority ethnic students and staff see themselves reflected in the curriculum, not as an exception but a central and valued part of it.”
Offensive questions, stereotypes and ‘jokes’ have a lasting impact on individuals, affecting their mental health, career progression and overall welfare at college or university.

It’s time to stop sweeping these microaggressions under the rug. Call racism out for what it is and challenge unacceptable behaviour.

It’s time to take a stand.

#CallItRacism

Call it racism | Challenge racist behaviour | Change racist structures