

TRANSFORMING OUR CURRICULUM!



HOW CAN WE MAKE LEARNING MORE INCLUSIVE AND RELEVANT FOR ALL STUDENTS?

CURRICULUM AND TEACHING HAS CHANGED DRASTICALLY OVER THE YEARS. TECHNOLOGY HAS ADVANCED, AND STUDENTS HAVE GROWN MORE DIVERSE.



NOW TEAMED UP WITH VIDEOS, SIMULATIONS, ONLINE PLATFORMS AND MORE...

CURRICULUM HAS ADVANCED INTRODUCING NEW SUBJECTS OVER THE YEARS...

SUCH AS ILLUSTRATION, GAMES DESIGN, DIGITAL MARKETING, AND MANY MORE FOR DIVERSE STUDENTS.



FOR EXAMPLE...

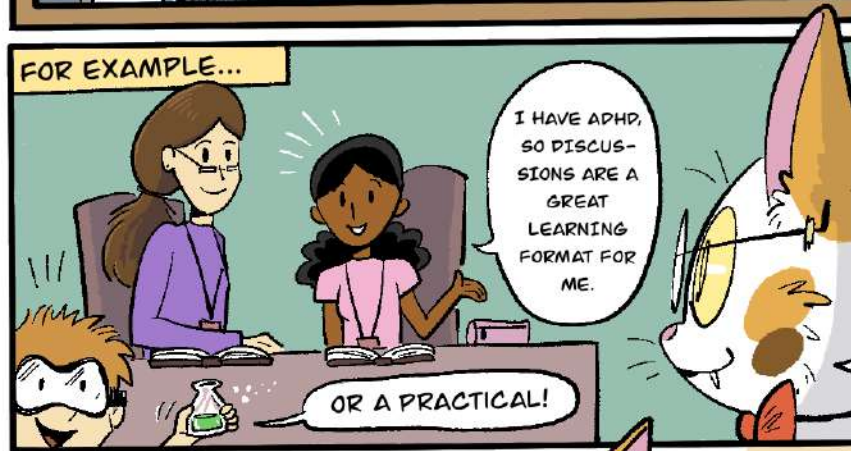
I HAVE ADHD, SO DISCUSSIONS ARE A GREAT LEARNING FORMAT FOR ME.

OR A PRACTICAL!

WITH THE TRANSFORMING OUR CURRICULUM STRAND, STAFF CAN REFLECT ON THEIR TEACHING, HELPING REMOVE BARRIERS TO SUPPORT STUDENTS.

AND WITH INCLUSIVE TEACHING, ALL BACKGROUNDS ARE CELEBRATED!

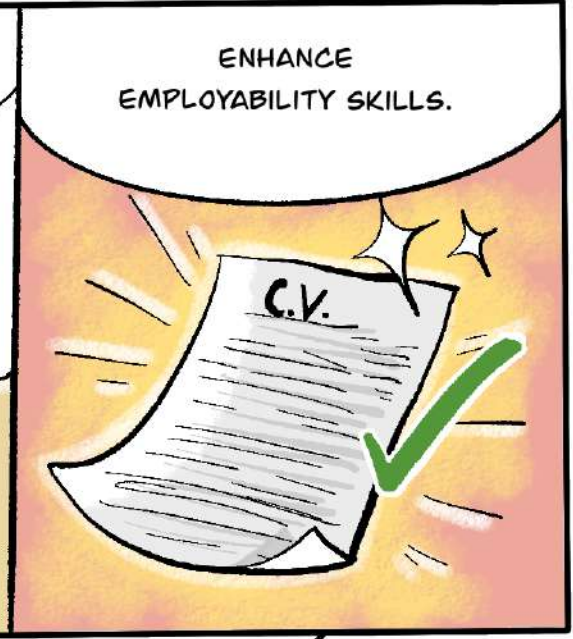
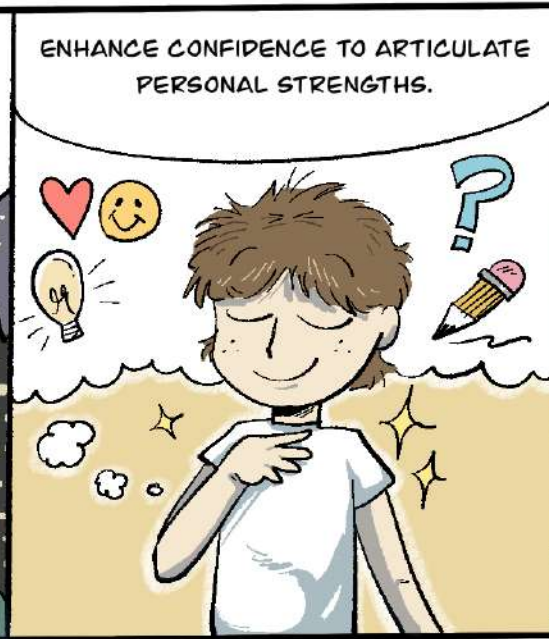
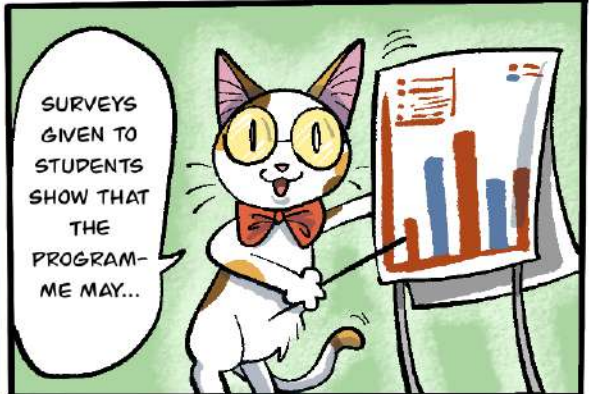
THE STUDENTS ARE GIVEN THE POTENTIAL TO SUCCEED IN THEIR ACADEMIC JOURNEYS!



MICROPLACEMENTS: PAID WORK EXPERIENCE: ETHNICITY DEGREE AWARDING GAP TOOLKIT (EDAG) INCLUSIVE PEDAGOGY PROGRAMME



31 PAID MICROPLACEMENTS WERE DELIVERED
BETWEEN JANUARY AND JUNE ACROSS STOKE-
ON-TRENT AND LONDON CAMPUSES.



ETHNICITY DEGREE AWARDING GAP (EDAG)



12
INTRODUCTIONS
TO THE TOOLKIT
RAN ACROSS
THE ACADEMIC
YEAR THROUGH
SESSIONS.

THIS FOCUSED ON THE
RELATION TO RACIAL
EQUITY, AND THE
ETHNICITY DEGREE
AWARDING APP.



THIS MEANS: THE
DIFFERENCE
BETWEEN THE
RATE OF
STUDENTS FROM
DIVERSE
BACKGROUNDS,
COMPARED TO
THEIR WHITE
PEERS, THAT
RECEIVE A "GOOD
DEGREE
OUTCOME" WHICH
IS A 2:1 OR ABOVE!



BREAKING BARRIERS TO HIGHER EDUCATION.

WITH THE HELP OF STAFF!

YEAR 2

BELONGING AND MATTERING...

A CLASSROOM COMMUNITY WHERE EVERYONE FEELS WELCOME.

EMPLOYED AND ADDING VALUE TO LOCAL COMMUNITIES

YEAR 3!

PREPARED. EMPOWERED. READY FOR WHAT'S NEXT.

