



## EDI Advisory Board – Session 4

Wednesday 25 February, 14:00–16:00

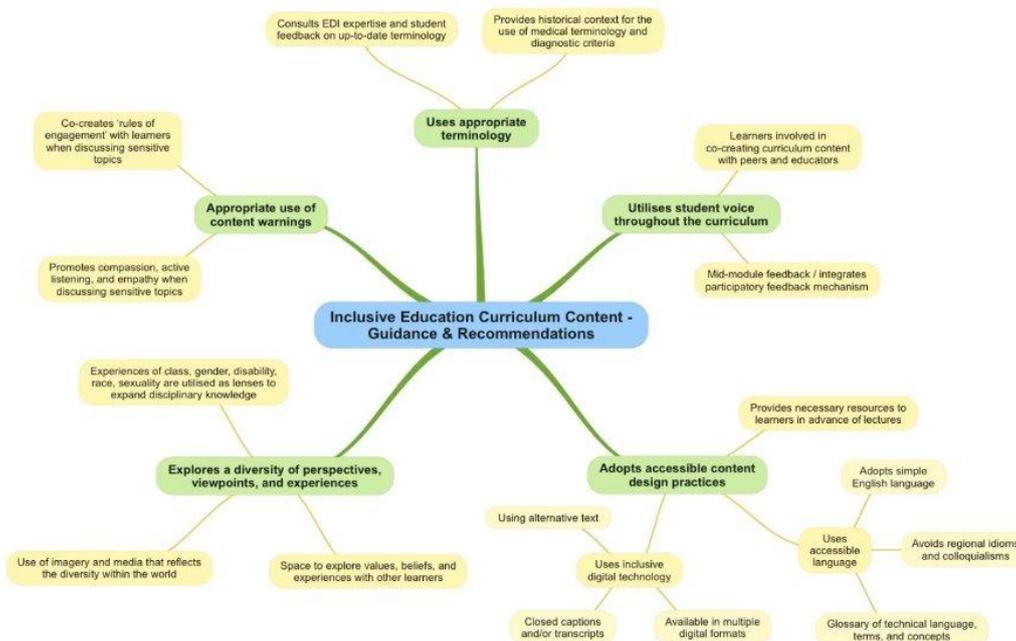
The Advisory Board Session took place in The Greenhouse, Devonshire House. It was attended by 13 members. The focus of the session was Transformative Education Framework

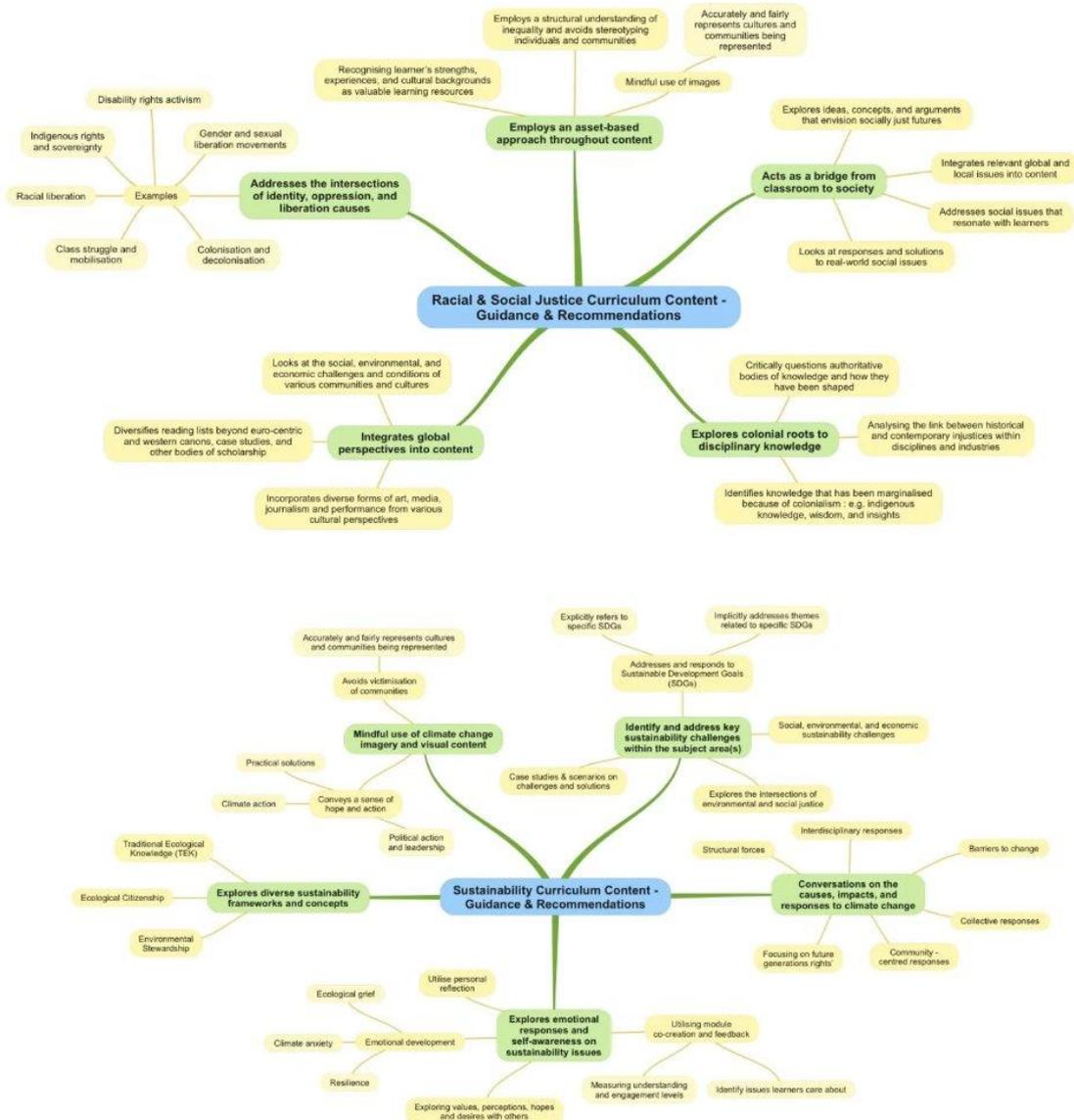
### 1. Welcome and Introduction

The members were welcomed to the session. The Student Voice Teams Campaigns and Democracy Assistant facilitated the Session. Professor Vrinda Nayak and Shraddha Chaudhary were present. Students were presented with the focus for the session, the Transformative Education Framework. The Members said they hadn't heard of it before but recognised it was being implemented in some of their modules.

### 2. Transformative Education Framework (TrEF) Presentation

Professor Vrinda Nayak gave a presentation on the Transformative Education Framework. It covered the scope, strategy, and priorities of the framework. On the member's tables were slides of key information about TrEF. These were the slides:





### 3. Analysing the Transformative Education Framework Workshop and Feedback

The members were asked to analyse the framework by looking at the different branches of the framework. They were asked to consider the question:

- Is anything missing?
- Has anything been overlooked?
- How does this meet a need?
- How do you see it working practically?

The Board was then brought back together for group feedback. Their reflections were generally positive, they thought the framework was ambitious in a good way. Concerns were raised about its application and it perhaps being too ambitious. It was reiterated that the framework was a good goal. Members recognised that it was already being positively implemented in History, Natural Sciences, and Business. It was noted that implementing the framework within the curriculum could but strain on modules themselves, a suggestion was made that it could be better implemented in the introductory ELE quizzes.

#### 4. Break

#### 5. Looking at Examples Workshop and Feedback

In groups across the three tables the members were told to pick three modules, one for each strand, and identify how they would improve it to make it more in line with the Transformative Education Framework. In their groups they identified modules that already incorporated parts of the framework and identified where there was still room for improvement. Members were also encouraged to think about modules that they were struggling to see where the Framework could be applied, this particularly included STEM modules. Reoccurring areas of improvement included having perspectives from different countries and cultures, having a non-western perspective.

Here are some examples of actual modules that could be improved with the Framework:

- Being Human in the Modern World; it already incorporates looking at gender, marginalised communities, social mobility, classism, and religion. It could be further in line with the Tref by looking at non-western examples.
- Intermediate Macro-economics could be more in line with the framework by learning about the impacts of certain policies on marginalised groups.
- In lab modules, sustainability could be better incorporated by addressing single use plastic and waste, PPE, use of AI, chemical disposal, and generally giving more information on sustainable choices.

#### 6. Recommendations for the Framework

Responses to the Framework	Recommendations for further consultations	Inclusive Education
Does following this framework diverge away from the module's content, to what extent?	Having module leads should set out how they plan to implement changes.	Inclusive Education should come from module leads. They should be changing the curriculum to be more inclusive and have more perspectives.
Students should be able to give feedback for each module via forms.	Responsibility for implementation lies with module leads and the students to get involved to see ideas come to light.	'diversity of perspectives' - make sure different types of diversity are considered.
Students to give module feedback by, emailing their tutor, the lecturer, and giving feedback after end of term.	Departments should be responsible for implementing TrEF.	Academic exemplar work to be provided
The framework is thorough, but it might be too much for educators to implement.	Module feedback – getting a higher response rate to have more scrutiny.	<b>Racial and Social Justice</b>
This isn't relevant for all modules and doesn't fit into all course structures.	Have attendance as part of the grade, have in-class assessment.	Not reflected in module structures, e.g. workshops for sensitive topics is not a good idea.
It is not possible for everything to be implemented but it is good to try and is a good goal.	Some criteria is not applicable to all modules, it should be	<b>Sustainability</b>
		Should be made clear this is not just about climate change.

<p>Students have seen the framework's implementation in smaller courses but not so much in larger courses.</p>	<p>optional guidance and not mandatory.</p> <p>Encourage continuous examination instead of one final exam. Making better use of academic reps.</p> <p>Find a way for continuous feedback, e.g. an online form you can add to whenever.</p> <p>AI needs to be rethought, especially for employability</p>	
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Other ideas and suggestions:

- Making a booklet for first years about the Framework
- Including content warnings so that there are options for engaging with distressing topics without losing learning
- Giving opportunities for students to give a cultural or sustainable lens to existing content.
- More exemplars to be provided.
- More on accessible use of terminology

These recommendations and insights were discussed on individual tables and with the whole group.

## 7. **Close**

Members were thanked for their participation, and the meeting was brought to a close.