



## LIBERATING THE CURRICULUM POLICY

<b>Prepared for:</b>	Faculty Voice Committee (FVC) and Liberation, Equality, Diversity and Inclusion Committee (LEDIC)	<b>Date:</b>	20/12/2017  Due to lapse 03/04/2018
<b>Prepared by:</b>		<b>Role:</b>	

**Summary:** *This paper provides an update on the implementation of the policy*

1. Lobby the university to increase representation of lecture content from the perspectives of liberation and protected groups.	IN PROGRESS
2. Lobby the university to make sure that all modules should make sure that they strive to be inclusive of all liberation groups particularly within modules that mention terms to do with liberation within their names.	NOT STARTED
3. Further lobby the university to particularly focus on the improvement of Trans experiences within modules themed around LGBT+ experiences.	NOT STARTED
4. Lobby the university to make sure that within the life sciences and other areas of the curriculum more studying that can resonate with disabled students occurs.	NOT STARTED
5. That once these changes are implemented the Students Union must investigate data from the Let's Be Honest report that focuses on liberation groups in the coming year. Liberating the curriculum may help this due to the fact liberation groups will feel better represented.	IN PROGRESS
6. Work with NUS, who are running a national campaign on liberating the curriculum, to support and advise us in implementing these changes.	NOT STARTED
7. That all appropriate faculties, such as the Faculty of Health, Social Care, & Education and the Faculty of Medical Science should provide compulsory lectures that include information on trans healthcare. These lectures would provide information on some of the issues that transgender people may face in the healthcare system. These might include: pronouns (and the importance of respecting them), gender dysphoria, hormone therapy, urological care, surgical complications, birthing for transmen/non-binary individuals, and cancer screening techniques in	NOT STARTED

<p>transmen/transwomen/non-binary individuals. These lectures would be particularly important in courses such as Midwifery but also Nursing, Surgical Care, Public Health, Mental Health, etc.</p>	
<p>8. That appropriate online resources regarding LGB and transgender issues are made available to faculty members. This would mean that faculty members have more support and direction in modifying the lectures to introduce such issues.</p>	NOT STARTED
<p><b>Updates:</b></p>	
<p>1. Aletta has started and so I will be meeting with her in due course to discuss.</p>	
<p>2. See 1</p>	
<p>3. See 1</p>	
<p>4. See 1</p>	
<p>5. LBH report is complete: will be read in full and appropriate data used to support arguments that we need better curriculum.</p>	
<p>6. Not started, potentially not particularly needed.</p>	
<p>7. See 1</p>	
<p>8. See 1</p>	

FVC/LEDIC are asked to **DISCUSS**