EDI MODULE CHECKLIST

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🌐 Webpage

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⚧ Gender

LGBTQ+ LGBTQ+

🏃 Physical activity

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♀ Women

WHO WE TEACH

Considerations	✓/✗	Examples & Resources
Are you aware of different biases and discriminations? Is your teaching and canvas site accessible to everyone?	☐	🌐 Equity, Diversity, and Inclusion | BASES 🌐 Racism, bias, and discrimination (apa.org) 🌐 Equality Groupings | University of St Andrews (st-andrews.ac.uk) 🌐 Types of Discrimination | University of St Andrews (st-andrews.ac.uk) 🌐 Curriculum Design | University of St Andrews (st-andrews.ac.uk) 🌐 Curriculum Delivery | University of St Andrews (st-andrews.ac.uk) 🌐 Inclusive Practice | University of St Andrews (st-andrews.ac.uk) 🌐 Implicit Bias - UCLA Equity, Diversity & Inclusion 🌐 Race & Cultural Diversity Workshop RISES2021.mp4 (sharepoint.com)
Have you considered specific needs of students?	☐	🌐 Access the SPS DisCo Teams site to access the whole school list/ISLPs 🌐 Web Hub ✉ disability@ljmu.ac.uk ✉ studentwellbeing@ljmu.ac.uk ✉ m.e.blundell@ljmu.ac.uk (DisCO)

WHAT WE TEACH

Considerations	✓/✗	Examples & Resources
Have you included a diverse range of images within the module content e.g., on Canvas and in your lecture slides/materials?	☐ 🌐 🌐	Diverse images across protected characteristics (click here to find out what these are) Image library	Sport England
Have you used a diverse range of examples and case studies within your module content?	☐ ⓘ 📖 📖	Diversity in the sense of populations, samples, participants or patients across protected characteristics Annual Disability and Activity Survey 2022-23	Research	Activity Alliance Non-binary.pdf (pridesports.org.uk)
Have you provided students with a diverse range of literature within your module content and suggested readings across a diverse range of topics?	☐ 🌐	EDIpedia A to Z	Liverpool John Moores University (ljmu.ac.uk)
Have you provided students with literature from a diverse range of authors?	☐ 🌐	EDIpedia A to Z	Liverpool John Moores University (ljmu.ac.uk)
Have you provided a diverse range of learning resources within your module content?	☐ ⓘ	Podcasts, YouTube videos, documentaries, blogs, as well as journal articles/book chapters e.g.: 🎧 The BBC LGBT Sport Podcast LGBTQ+ 　　▶ No Woman No Try | Prime Video (amazon.co.uk) ♀ 🎧 The Diary Of A CEO with Steven Bartlett 　　▶ BBC Sport - Alex Scott: The Future of Women's Football ♀ 🎧 Finding Mastery 　　▶ BBC iPlayer - Amol Rajan Interviews - Billie Jean King ♀ 🎧 The Game Changers ♀ 　　▶ BBC iPlayer - Efe Obada: Against All Odds 🎧 Minutes on Mastery 　　▶ BBC iPlayer - Shame In The Game: Racism In Football 🎧 Physical Activity Researcher 　　▶ BBC One - Tom Daley: Illegal to Be Me LGBTQ+ 🎧 Supporting Champions 　　▶ Celebrity Health Stories: Me and LGBTQ+ eeds - ITVX ♀ 🎧 TED Talks Daily 　　▶ Kelly Holmes: Being Me - ITVX 🎧 The High Performance Podcast 　　▶ The Swimmers - Netflix 🎧 The Misconception of Ambition with Serena Williams ♀ 　　▶ Anton Ferdinand Football, Racism and Me - YouTube 🎧 The Sports Desk 　　▶ Women's Sport Trust – Women's Sport Trust ♀ 🎧 Why I Was Forced to Hide My Pregnancy 　　▶ Our Research and Insights - Women in Sport ♀ 　　▶ An Olympic Champion's Mindset for Overcoming Fear | Allyson Felix | TED – YouTube ♀

HOW WE TEACH

Considerations	✓/✗	Examples & Resources
Have you considered inviting guest speakers from diverse backgrounds to teach on your module, particularly if the module team could be considered a homogenous group?	☐	ⓘ Sex, gender, race, nationality, sexuality 🌐 Equality Groupings | University of St Andrews (st-andrews.ac.uk)
Does your module provide students with opportunities to consider and discuss different perspectives?	☐	ⓘ Barriers and enablers to accessing and participating in/using sport, exercise, training, health and social care services, coaching, teaching and learning
Does your module provide opportunities for critical thinking?	☐	ⓘ Critical thinking
Does your module provide opportunities for students to reflect on their personal and professional development to enable discussion/sharing of personal experiences and views with student peers?	☐	🌐 EDI Toolkit (rdsresources.org.uk)
Does your module provide opportunities for active learning?	☐	ⓘ Active learning techniques cause students to engage with the subjects rather than passively take in information. ⓘ Examples of active learning activities include mind mapping, discussing, teaching, journaling, group work, focused listening, formulating questions, notetaking, annotating, and roleplaying 🌐 Curriculum Delivery | University of St Andrews (st-andrews.ac.uk) 🌐 Inclusive Practice | University of St Andrews (st-andrews.ac.uk)
Does your module provide opportunities for students to self-reflect on academic, professional and personal attributes in relation to equality, diversity & inclusion? (BUES criteria 5.1.4)	☐	🌐 EDI Toolkit (rdsresources.org.uk)

Considerations	✓/✗	Examples & Resources
Have you considered how you will ensure the language you use is inclusive?	☐	📖 Sporting Equals terminology resource 📖 Smith et al. (2020) Disability, the communication of PA and sedentary behaviour, and ableism: a call for inclusive messages 🌐 Inclusive Language Guidelines (apa.org)
Have you considered how you will ensure your teaching materials and resources are inclusive e.g. your Canvas site(s), your PowerPoint slides? Have you considered how to ensure you canvas site is accessible?	☐ ☐	🛈 Prezi is not compatible with read software and therefore we would advise it is not used. 🌐 Best-practice-guidelines-psychology-stemmchange-2.pdf (nottingham.ac.uk) 🌐 Curriculum Design | University of St Andrews (st-andrews.ac.uk) 🌐 Inclusive Practice | University of St Andrews (st-andrews.ac.uk) 🌐 Creating Accessible Canvas Content (Emerson College) 🌐 5 principles for creating accessible Canvas pages 🌐 10 tips for creating accessible content in Canvas

HOW WE ASSESS

Considerations	✓/✗	Examples & Resources
Do your assessments provide students with the opportunity to choose from a diverse range of topics/populations and therefore potentially explore issues relating to EDI?	ⓘ	Students having the choice to focus an assignment on a particular group of people e.g. people with disabilities or people from ethnically diverse backgrounds. 🌐 [NWEA Image Description Guidelines for Assessments (sharepoint.com)](sharepoint.com) 🌐 [Curriculum Design	University of St Andrews (st-andrews.ac.uk)](st-andrews.ac.uk)

ADDITIONAL GENERAL EDI UPSKILLING

🌐 [Embedding Equality and Diversity in the Curriculum (sharepoint.com)](#)

🌐 [EDI Resource Bank (edi-resourcebank.co.uk)](#)

🌐 [HKU - EOUnit – Home](#)

This document originates from the work done by the working group on Inclusive Curricula as part of the SPS RIDE panel.
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