# Research questions:

**What is our staff and students’ understanding of and attitudes towards decolonising and diversifying the curriculum?**

**How inclusive is our current teaching practice?**

# Survey for students

About this Survey

We are conducting some research into students’ understanding and attitudes towards decolonising and diversifying the curriculum. This is part of a project funded by Bristol Institute for Learning and Teaching (BILT) and lead by a team from the Biomedical Sciences Schools in the Faculty of Life Sciences: Dr Caroline McKinnon, Dr Alice Robson, Dr Bronwen Burton and Professor Zafar Bashir.

If you choose to take part in this survey your involvement in the study will remain confidential. This information will only be available to research staff and national bodies which monitor whether research studies are conducted properly. Your study data will be anonymised. This means that it will be given an identification number and any identifying information about you will be removed. Therefore, it will not be possible to identify you by name from any aspect of documentation or reporting for this research study. At the end of the study your data will be made “Open Access”. This means that it will be stored in an online database so that it is publicly available. Results from this study will be used to inform teaching staff on how to improve teaching content and may be disseminated in published journals or conference papers.

The survey should take about 5 minutes to complete.

By completing this survey, you give your consent and agree with the following:

1. I agree to take part in the survey.
2. I understand that the information will be held, processed and the analysis published as described above.
3. I understand that any information I provide is confidential and that no information will lead to identifying individuals involved in this research.
4. I understand that my participation is voluntary and that I can choose to withdraw at any stage until I submit the survey, without having to give a reason. After submitting the survey, I must provide my response ID in order for my data to be removed.
5. I understand that after the study the data will be made “open data”. I understand that this means the anonymised data will be publicly available and may be used for purposes not related to this study, and it will not be possible to identify me from these data

## Part 1: demographic information

Q1. Which School is your programme associated with?

Biochemistry

Biomedical Sciences

CMM

PPN

Q2. What year of study are you in?  
Foundation year

Year 1

Year 2  
Year 3

Year 4

Q3. What is your ethnicity?

Asian/Asian British

Black/African/Caribbean/Black British

White

Mixed/multiple ethnic groups – white and Asian

Mixed/multiple ethnic groups – white and Black

Mixed/multiple ethnic groups – other mixed/multiple ethnic groups, please describe

Not listed – please describe

Prefer not to say

Q4. What is your gender?

Female

Male

Non-binary

Not listed (please describe)

Prefer not to say

Q4a. Is this the gender you were assigned at birth?

Yes

No

Prefer not to say

Q5. What is your sexuality?

Bisexual

Gay/lesbian

Straight/heterosexual

Not listed (please describe)

Prefer not to say

Q6. Do you consider yourself to have a disability?  
Yes

No

Prefer not to say

Q7. What is your religion, if you have one?  
No religion

Buddhist

Christian

Hindu

Jewish

Muslim

Sikh

Not listed (please describe)

Prefer not to say

## Part 2: decolonising the curriculum

Q8. How familiar are you with the idea of decolonising the curriculum at university?

Never heard of it

Some awareness

Moderately aware

Very aware

Actively engaged in it

*Decolonisation is broadly about confronting how colonialism, Eurocentrism, and racism have shaped our world. Decolonisation of the curriculum recognises these issues in the science we teach and aims to include a range of perspectives of people who have been overlooked, so as to present a truer picture of our discipline so that it can be more responsive to the needs of all.*

Q9. Are you aware of any activities currently taking place to try to decolonise the curriculum at the following levels?

|  |  |  |
| --- | --- | --- |
|  | Yes | No |
| UK universities |  |  |
| University of Bristol |  |  |
| Faculty of Life Sciences |  |  |
| My School |  |  |
| My units |  |  |

Q10. How important do you think it is to decolonise the curriculum in the Biomedical Sciences at the University of Bristol?

Not important 1 2 3 4 5 very important

Q11. To what extent does your curriculum reflect the contribution of diverse cultures to the development of biomedical sciences?

Not at all 1 2 3 4 5 Completely

Q12. To what extent does your curriculum address the needs of diverse populations around the world?

Not at all 1 2 3 4 5 Completely

Q13. To what extent does your curriculum celebrate the contributions of people of colour and other minoritised groups to the development of biomedical sciences?

Not at all 1 2 3 4 5 Completely

Q14. To what extent does your curriculum draw on examples relating to other cultures and people of colour to illustrate ideas/ concepts?

Not at all 1 2 3 4 5 Completely

Q15. What three things would you expect to see in a decolonised curriculum? [Max 280 characters]

## Part 3 – Equality, Diversity and Inclusion in the Biomedical Sciences curriculum

Q16 Do you feel represented by the science and scientists you learn about in the course?

Not at all 1 2 3 4 5 Completely

Q17. Do you feel that your curriculum is inclusive with respect to the following groups?

|  |  |  |
| --- | --- | --- |
|  | Yes | No |
| People of colour |  |  |
| People from the Global South |  |  |
| Women |  |  |
| LGBTQIA community |  |  |
| Disabled people |  |  |
| People of certain religions |  |  |
| Other \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  |  |

Q18. Do you feel comfortable raising issues about inclusivity, bias or inequality in your course material?

* Very comfortable
* Somewhat comfortable
* Neither comfortable nor uncomfortable
* Somewhat uncomfortable
* Very uncomfortable
* Not aware of any

Q19. To whom would you feel it is best to report these issues if you had them?

* Unit Director
* Individual lecturers
* Personal tutor
* Senior tutor
* Students Union
* Student Reps/SSLC
* University online reporting tool
* Other\_\_\_\_\_\_\_\_\_\_\_\_\_

Q20. If you have experienced any non-inclusive practice (such as bias or inequality) at university, at which level of the organisation was it? Select all that apply:

* Not experienced any non-inclusive practice
* Taught units
* Wider curriculum
* Personal tutoring
* Student societies such as Helix, The Cell, Biomedical Sciences Society, Neuroscience Society etc
* University infrastructure or senior management
* Other\_\_\_\_\_\_\_\_\_\_\_\_\_

Q21 Are there any specific units or topics in which you have experienced non-inclusive practice? Please explain your answer. Please do not name any individuals. If you wish to raise any concerns about unacceptable behaviour, please do so here [Report + Support - University of Bristol](https://reportandsupport.bristol.ac.uk/)

Q22. Have you come across any examples of good practice where inequalities have been highlighted and discussed within your course? Please explain them.

Q23 Are there any ways a discussion about equality, diversity and inclusion in science can be encouraged within your course?

## Part 4 - Final comments

Q24. Do you have any other comments relating to decolonising and diversifying the curriculum?

Q25. Would you be interested in working with the School/Faculty on decolonising and diversifying the curriculum in the future?

Yes

No

Thanks for completing the survey!

For any questions, please contact [Alice.Robson@bristol.ac.uk](mailto:Alice.Robson@bristol.ac.uk), [Bronwen.Burton@bristol.ac.uk](mailto:Bronwen.Burton@bristol.ac.uk) or [c.m.mckinnon@bristol.ac.uk](mailto:c.m.mckinnon@bristol.ac.uk),

# Focus groups questions

1. What do you understand by decolonising the curriculum? What does a decolonised curriculum look like?
2. What do you understand by inclusive teaching practices?
3. What examples have you come across of non-inclusive teaching practices?
4. What examples have you come across of inclusive teaching practices?
5. Within your course, what could we improve in terms of inclusivity?