



LIBERATING THE CURRICULUM

Title:	Liberating the curriculum	Date of Student Council:	04/04/17
Proposer name:	James Morgans	SID:	1431768
Seconder name:	Jamie Vincent	SID	1303378

Union Notes:

1. Currently the Academic Regulations have no guidance to ensure that liberation groups (Women, BME, International, LGBT+, Trans and Disabled students) are given equal academic standing within our curriculums, particularly within the STEM Subject.
2. That the most underrepresented students within our curriculums are Disabled and Trans students who get near to no awareness within their module content. (3.98% of Heterosexual people, 2.76% of LGB people and 2.47% of Trans people said they saw Trans issues reflected within their degree.)¹
3. That under the current Let's Be Honest campaign, early data has shown that those within liberation groups are more likely to suffer from mental health issues. For example LGBT+ people were 2.5 times more likely; females 2 times more likely, disabled 3.4 times more likely and BME students defined as 'more likely'.²
4. This is also a campaign being held nationally by the NUS when looking at 'queering the life sciences', however this policy hopes to go one further.

Union Believes:

1. That by not giving liberation groups the same amount of representation within our studies as those with more social privilege (heterosexual, cis-gendered, able bodied, white men for example), it can lead to a feeling of loneliness and a lack of belonging/significance for students within liberation communities during their studies.
2. That by not teaching students about liberation groups and their history and achievements, we are not allowing all students a full educational experience and we are contributing to ignorance amongst our whole student body.
3. That this lack of teaching can lead to inappropriate treatment of those within a liberation group, such as transgender people receiving insufficient resources/treatment regarding their mental and/or physical health. A recent report from the Royal College of Nursing (2016) suggests that many nurses in the UK may be unqualified to treat transgender patients. 87% of 1,200 nurses felt they lacked the ability to look after transgender patients appropriately.³

¹ <https://www.nus.org.uk/Global/lgbt-research.pdf>

² <https://www.angliastudent.com/pageassets/represent/council/february17/SC0517-Lets-be-honest-update.pdf>

³ <http://www.rcn.org.uk/-/media/royal-college-of-nursing/documents/publications/2016/june/005575.pdf>

Union Resolves:

1. Lobby the university to increase representation of lecture content from the perspectives of liberation and protected groups.
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.
3. Further lobby the university to particularly focus on the improvement of Trans experiences within modules themed around LGBT+ experiences.
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
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.
6. Work with NUS, who are running a national campaign on liberating the curriculum, to support and advise us in implementing these changes.
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 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.
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.