

# Decolonising Case Study: Awards

## Introduction

There was no specific award identified that celebrated decolonising activity within computing or STEM. Where there was celebration, this seemed to blend in with other EDI initiatives within the institution.

## Illustrative Example



The University of Kent has an institution wide programme named '[Diversity Mark](#)' which seeks to celebrate inclusive learning and diverse resources. The project has Diversity Mark Officers that work alongside module creators to ensure that a diverse range of resources are included. To obtain the mark, the module team needs to consult with their students to ensure that they have considered authors and perspectives from divergent backgrounds. Between 2022 and 2024, 19 modules have been awarded the mark with 2 being STEM modules. However, this only represents 1.2% of the modules on offer (1641 modules in total at the time of writing).

## Other noteworthy mentions

Award	Institution	Description
<b>Learning Award</b>	University of Bristol	a PhD chemistry student was awarded the STEM Learning Award (2022) for setting up the Creative Tuition Collective within the local community to improve inclusion and diversity within STEM.

## **Conclusion**

As this is a collaborative programme run with student specialists who work with the convenors, our Student Researchers felt that this was an initiative that could and should be expanded to include STEM modules and so is worth a highlight because of its focus on evidence and so is not just another tokenistic toolkit.