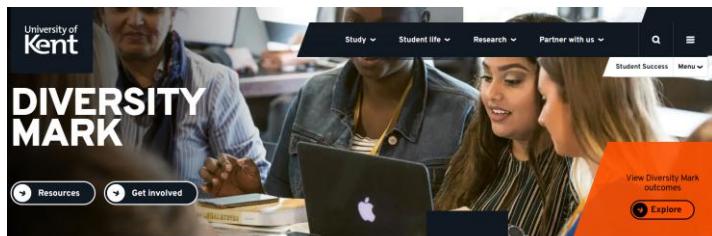


# Decolonising Case Study: Awards

## 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



### What is Diversity Mark?

Diversity Mark is an institution wide programme run by Student Success, celebrating modules that offer an inclusive learning experience and diverse range of resources. Diversity Mark Officers (DMOs) are employed by the Empowerment Scheme and work alongside module convenors to reflect on and review their module content to ensure that authors from diverse backgrounds are represented.

**Increasing belonging**  
Evidence suggests that course materials that are inclusive to a diverse student body have a positive impact. A recent joint report from UUK and the NUS, BAME attainment at UK Universities (2019) states:  
*A greater focus is needed from universities, working with their students, on ensuring that BAME students have a good sense of belonging at their university, and on understanding how a poor sense of belonging might be contributing to low levels of engagement and progression to postgraduate*

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.