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# Respect Toolkit

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## Context

The toolkit was developed to support academic colleagues in helping students to see the benefits of working with others different to themselves, and, in particular, to encourage group work between home and international students. It sets the standards of expected behaviour, raises awareness of bias and the benefits of working in diverse groups, and provides tools to enable students to identify and deal with harmful behaviours. It promotes diversity as a positive difference and encourages participants to value each other's culture, faith and identity.

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## Approach

The toolkit was developed from an intervention designed and delivered in collaboration with the Fashion Management team, who wanted to improve diverse working in their cohorts, in particular between home and international students.

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## Intervention

This toolkit comprises three 10-minute standalone sessions (also called "modules"), designed to be easily facilitated by staff, covering Respect, Valuing Identities and Addressing Harmful Behaviours. The modules are complimented by a series of optional activities.

The toolkit can work well as part of any course curriculum, with each stand-alone module delivered at key points in the academic year. It is ideal during terms 1 and 2 of Year 1, to set expectations, and at the start of subsequent years, as a refresher. The toolkit is available through the [Success for All case study resource page](#).

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## Initial Outcomes

This is a new tool and, as yet, has not been extensively used. It has been embedded within the curriculum for Fashion Management. It has also been made available to colleagues who are using the SCALE-UP approach, as an optional support to promote inclusive group working.

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## Challenges and next steps

The main challenge for academics is to embed these activities in their already full curricula. See the [Fashion Management Case Study](#) for an example of how this can work.

However, doing so may help to prevent issues further into the academic year. Embedding this intervention early on can also provide a means of challenging negative or inappropriate behaviour which may arise during the course. It can also help more generally to promote positive group working attitudes and relationships.

The toolkit will be evaluated at the end of 2019/20 to understand how and when it has been used, how it was received and any evidence of impact. If you make use of any elements of the toolkit, we would welcome hearing how it works for you.

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## Contact details

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