

# Equity, Diversity and Belonging (EDB)

## Toolkit #1:

## Awareness; Responsibility; Growth

### Discussion & reflection prompt cards

These cards accompany interactive EDB Toolkit #1 and are intended to encourage continued discussion, reflection, learning and action. The cards can be used digitally (as a slideshow) or printed.



# Learning outcomes

These cards cover aspects of critical reflection and self-assessment relating to **Equity, Diversity and Belonging (EDB)** as part of EDB Toolkit #1.

We hope that through use of the toolkit, including prompt cards and/or reflection template, you'll have:

- better awareness of your current level of EDB competence
- improved understanding of the different dimensions of diversity
- identified your next steps in translating that learning and awareness into action on your continuing EDB journey.



**What is Equity, Diversity and Belonging?  
What does EDB mean to you?**

**Why is EDB relevant for you to be considering?**

**What prompted you to access this toolkit?**

**What stops you from engaging in  
conversations and/or action related to  
EDB?**

**How does Equity, Diversity and Belonging benefit you as an individual, as a group/community and/or as an organisation?**

# Inclusion vs. belonging: what's the difference?

**Who are you? Where do your roots lie?**



**What have you experienced in your own life?**

**Are there privileges and/or disadvantages that you've experienced or continue to experience?**

**Whose knowledge do you value?**

**Whose perspectives have you ignored,  
overlooked or dismissed?**

# What do you fear?

**Where are you on your EDB journey?  
Where do you need to be?**

**What will support you to grow in  
confidence with EDB?**

**What is allyship?  
Are you an effective ally?**

**Do you often recognise opportunities for action but hesitate in your allyship? Why? What can you do to change this?**

**How will you recognise and address gaps in your knowledge and understanding relating to EDB?**

**Are there aspects of EDB that you're more/less comfortable or confident with?**

**There's no end point or 'destination' to our EDB journeys, but a constant process of progress.**

**What do EDB journeys involve?**



**Considering the four stages of EDB competence, where are you now?**

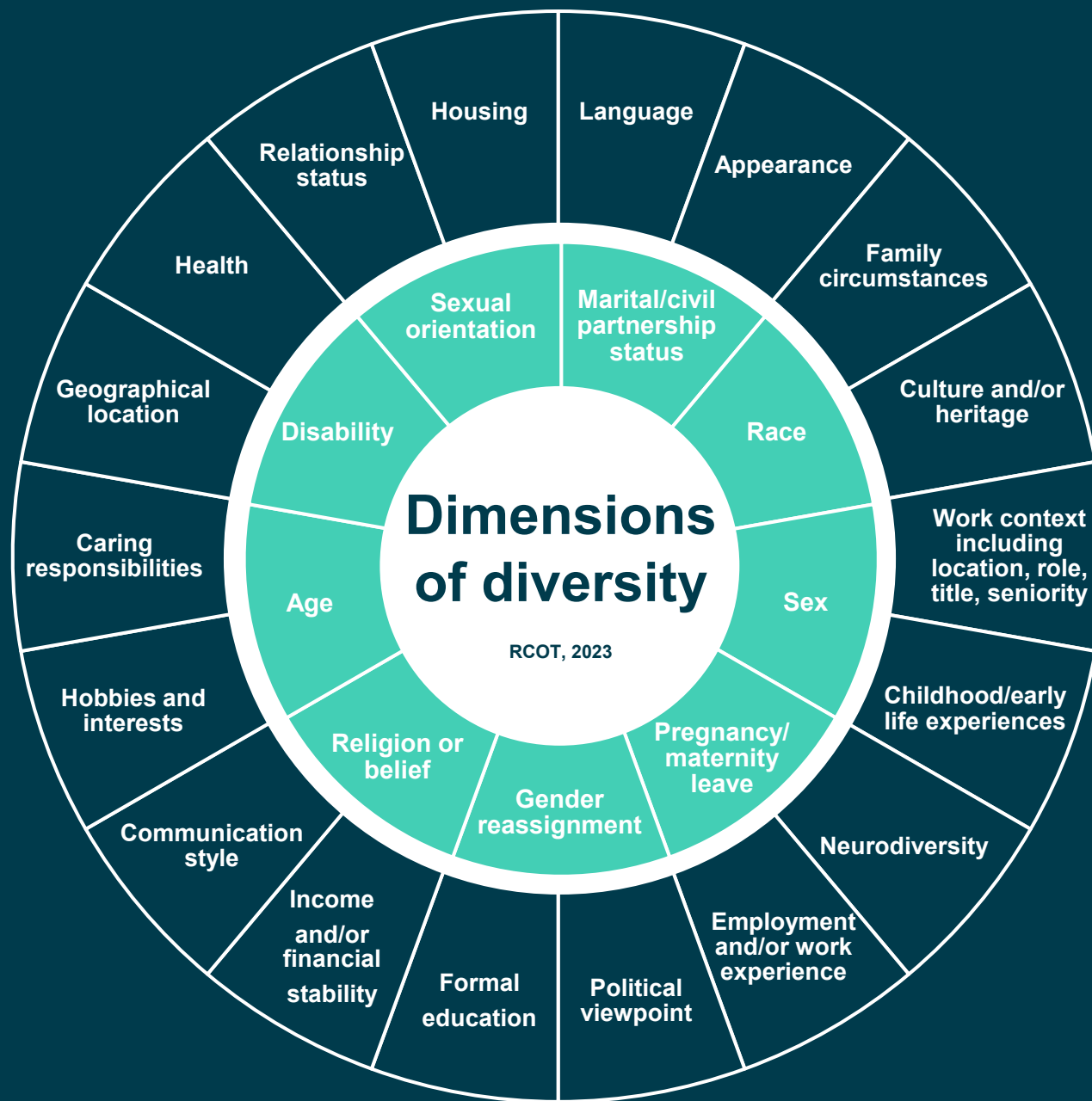
**It's important to remember that our identities are complex and intertwining; many individuals' identities will intersect multiple dimensions of diversity.**

**What does this mean?**

**The Equality Act of 2010 applies to England, Scotland and Wales. What are the nine protected characteristics that are defined by the Equality Act?**

**What is meant by ‘protected characteristic’?**

Considering this diversity wheel, are there additional dimensions or characteristics of diversity that you'd add?



**What aspects of diversity really define your identity? How important are these to you?**

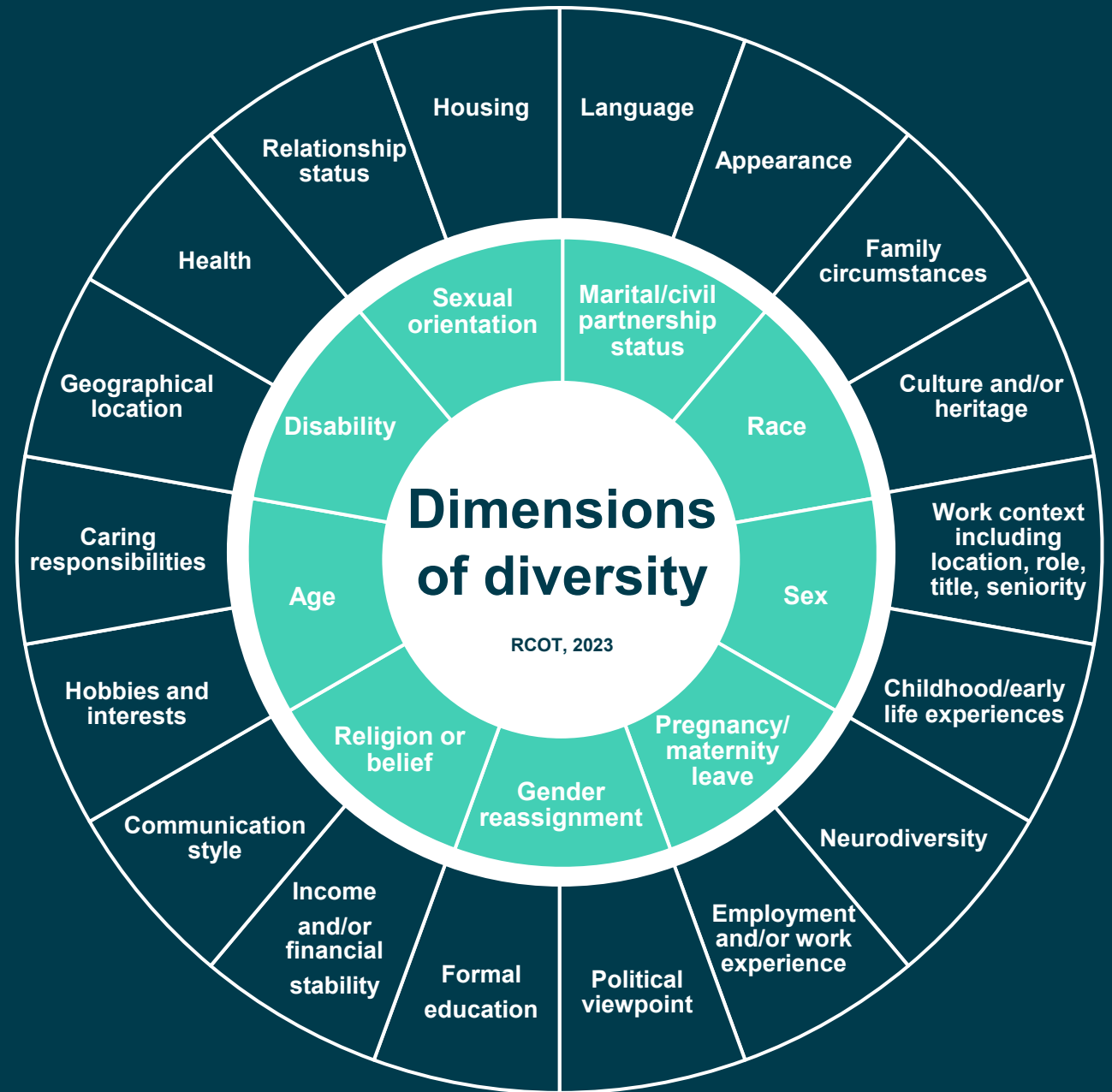
**Are there aspects of your own identity that you ignore, overlook or dismiss?**

**What about others'?**

**Are there some dimensions of diversity that are easier disclosed or talked about than others? Are some better understood than others? Do some experience greater privilege or disadvantage?**

**What about when dimensions of diversity intersect or combine?**

# How would you define or describe the dimensions of diversity captured in the diversity wheel?





**Are there questions that you have relating to EDB? How will you find answers?**

**What is your key learning from EDB toolkit #1 (including toolkit, cards and/or reflection template)?**

**What are your priorities for action?  
What is your EDB pledge?**

# Links and next steps

Toolkit #1 can be accessed here:

[Click here  
to access  
EDB  
Toolkit #1](#)

The reflection template that accompanies toolkit 1 can be accessed here:

[Click here  
to access  
the EDB  
Toolkit #1  
reflection  
template](#)

There are some further links and recommended reading available via CPD@RCOT'

[Click here  
to access  
the EDB  
reflection](#)

# References

- Anderson, S. H. (2022) 'Cultivating Cultural Humility in Occupational Therapy through Experiential Strategies and Modeling', *The Open Journal of Occupational Therapy*, 10(4), 1-7, doi: 10.15453/2168-6408.1962
- Black, S. A. (2015) 'Qualities of Effective Leadership in Higher Education', *Open Journal of Leadership*, 4, 54-66. Published Online June 2015 in SciRes. <http://www.scirp.org/journal/ojl> doi: 10.4236/ojl.2015.42006
- Elliot, D.L., Bengtson, S.S.E., Guccione, K., Kobayashi, S. (2020). What Is the Hidden Curriculum?. In: *The Hidden Curriculum in Doctoral Education*. Palgrave Pivot, Cham. [https://doi.org/10.1007/978-3-030-41497-9\\_1](https://doi.org/10.1007/978-3-030-41497-9_1)
- Equity at Work (2023) *Diversity is Race and Gender and So Much More*. Online. Available at: <https://equity-at-work.com/theequityatworkblog/diversity-is-race-and-gender-and-so-much-more>
- Great Britain Parliament (2010) *Equality Act 2010*. London: Stationery Office. Available at: <https://www.legislation.gov.uk/ukpga/2010/15/contents>
- Lerner, J. E., Kim, A. (2022) 'Developing an Anti-Racist Practice in Occupational Therapy: Guidance for the Occupational Therapist', *The Open Journal of Occupational Therapy*, 10(4), 1-13. doi: 10.15453/2168-6408.1934
- Mckenna, K., Kyser, C. D. (2022) 'Beyond academic writing: The international doctoral student writing workshop', *Innovations in Education and Teaching International*, 59:4, 375-386, DOI: 10.1080/14703297.2021.1878051
- Robinson, W. L. (1974). Conscious Competency—The Mark of a Competent Instructor. *The Personnel Journal—Baltimore*, 53, 538-539
- Rolfe, G., Freshwater, D., Jasper, M. (2001) *Critical reflection in nursing and the helping professions: a user's guide*. Basingstoke: Palgrave Macmillan.
- Sterman, J., Njelesani, J., Carr, S. (2022) 'Anti-racism and Occupational Therapy Education: Beyond Diversity and Inclusion', *Journal of Occupational Therapy Education*, 6(1). doi: 10.26681/jote.2022.060103
- Sterman, J., Njelesani, J. (2021) 'Becoming Anti-Racist Occupational Therapy Practitioners: A Scoping Study', *OTJR: Occupation Participation and Health*, Vol 41(4), 232-242, doi: 10.1177/15394492211019931

# Acknowledgments

With thanks to

**Emma Grover**

Professional Development Lead, RCOT

**Hannah Spencer**

Occupational Therapist

**For further information please visit:**

<https://www.rcot.co.uk/equity-diversity-and-belonging>

Or email [ketan.dave@rcot.co.uk](mailto:ketan.dave@rcot.co.uk)

