Report on phase 1: Determining the rationale. Why bother about diversity-sensitive teaching and learning?

Study programme: _____

1. **What reasons exist for devoting attention to diversity-sensitive teaching and learning?**

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2. **What indications are there of problems of necessary improvements in the area of diversity sensitivity in our programme?** Examples of indications: questions from lecturers about teaching diverse groups of students, indications from programme evaluations, specific problems reported by academic advisors, differences between groups of students in academic performance, drop-outs, attendance, motivation, language skills, etc.

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3. **Why is the issue of diversity-sensitive teaching and learning important for our programme?**

4. **What would the ideal situation of diversity-sensitive teaching and learning be for our programme?**

5. **Will the focus (initially) be on the programme as a whole or on parts of it (a particular year, a learning path, a block)?**

6. **Who should be involved in the core team for the development and implementation of this process?**