

# Inclusive Curriculum Module Survey: Guidance

## 10. Module content

10.1 Content includes diverse references, artefacts, datasets, examples, role models and/or guest speakers etc, providing different perspectives and enabling students to 'see themselves' in the curriculum.

This is about decolonising, but not just about race, and is relevant to every discipline. Look for meaningful opportunities to include diversity in your content in the ways suggested above, so that a 'why is my curriculum white/straight/male/able/middle-class (etc.)?' charge could not be substantiated.

10.2 Content includes engaging students with the context of experts in the field so that they can critically evaluate their perspectives.

This is about decolonising, but not just about race, and it is absolutely relevant to every discipline. Historical power structures privileged who had access to education and who became experts in the field. Traditionally, these were likely to be white males of European heritage, of a particular social class, who were (mostly) perceived to be straight, and unlikely to be disabled. This excluded, marginalised and devalued most people and shaped our disciplines and what was valued in particular ways. It's an important discussion to have from a social justice perspective, but also in order to begin to effectively decolonise. Students should be supported to consider who was allowed to be an expert, who was not, and why this shaped/continues to shape our understanding of our subjects, including what knowledge was/is valued, by whom, and why, and who is missing from the canon. Ways to address this include: encouraging students to create their own research questions relating to the above, and giving space in your curriculum for the findings of their research.

Prompts may include: consider the lives of the experts in the field, how they came to be the dominant voice/s, if/how this has shaped progress in the discipline, who is missing or invisible in the history of your discipline and why? What steps might now be taken to rectify past injustices?

10.3 Students are able to negotiate some areas of choice in their curriculum

Allowing students to negotiate some areas of choice in their curriculum has a very positive impact on engagement, which in turn affects attainment & progression positively (e.g. Bovill & Bulley, 2011. #ClosingTheGap UUK/NUS report). This might include: allowing students to negotiate to follow up an aspect/area that particularly interests them e.g. for assessment, problem-based/case-based learning, research etc. or encouraging students to co-create

your reading list or glossary. This builds on the concept of students as partners. See here for [an introduction to students as co-creators of the curriculum](#).

10.4 Learning materials are digitally accessible and provided in advance of the teaching session, and a mixture of formats is used across the module (e.g. digital text, video, lecture capture etc.).

HE is in the process of adopting and adapting to digital accessibility legislation. This involves significant changes in the way we create documents, presentations, videos etc. so they are accessible to people with disabilities. If you're unfamiliar with this, [guidance on digital accessibility](#) is available in the CIE Hybrid Active Learning Canvas Course. A recent report sets out the most practical way forward, particularly with regard to the time required to create and edit subtitles, and reminds us that continuing to use a variety of formats while working towards full accessibility is the most important thing we can currently do to support learners.

Providing materials in advance allows students with a Specific Learning Difficulty (SpLD) time to read the materials and prepare for your class

10.5 Content prepares students to understand and work with diverse individuals and groups.

Examples might include:

- Encourage students to investigate your subject through a series of 'lenses' – e.g. gender, LGBTQ+, disability etc. and have them consider how past or present experiences may shape past/present expectations or behaviour.
- Encourage students to consider the impact of intersectionality ('The interconnected nature of social categorizations such as race, class, and gender as they apply to a given individual or group, regarded as creating overlapping and interdependent systems of discrimination or disadvantage' (Oxford English Dictionary)).
- Authentic activities working with/for/to a brief set by; clients/public bodies etc. with a diversity element.
- Group-work elements (guidance on inclusive group-work is in the Teaching and Learning Delivery section).

10.6 Reading/resource lists clearly identify which texts/resources are essential, and which are optional.

While this is helpful for all students, it particularly helps some students with Autistic Spectrum Conditions.

### 10.7 The use of non-English language sources in the curriculum is enabled.

Important note: this guidance does not apply to students studying foreign languages, who should continue to follow existing practices in their field.

Students with a cultural heritage which is not English language may wish to cite experts who publish in languages other than English. Where no published translation into English exists, the student should cite from the original text in the main body of the assignment and append an English translation (which is excluded from any wordcount), indicating in the reference if they have translated the work themselves. If the marker is not fluent in the language cited, they can access the appended translation.

Please advise your students if you are enabling them to do this, making clear that this is not yet universally accepted practice, and they will need to check the situation for each module. (This guidance is likely to be updated after consultation).