



## DESIGNING AN INCLUSIVE CURRICULUM

"An **inclusive curriculum** ensures that all students, including those with protected characteristics, have equal opportunity to participate and succeed at every stage" (Advance HE, n.d.). We should offer parity of experience and empower students to achieve parity of attainment.

## Why is this Important?

It's the law: The Equality Act (2010) requires us to proactively ensure no-one experiences discrimination based on: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, sexual orientation (Equality Act 2010). This includes access to digital materials (legislation.gov.uk, 2018).

Attainment gaps need addressing (OfS, 2018). Any student may experience barriers to learning (including WP, POLAR, carers, commuters, etc.). There is strong evidence that factors such as belonging, relevance and visibility are important for student engagement (UUK/NUS, 2019).

Barriers to learning may relate to; format, method, location, time, cost, activity-type, relevance, cultural knowledge, facilities, customs, and experience.

A Universal Design for Learning (UDL) approach designs for everyone (CAST, 2019).

Provide learning materials in multiple formats, digital where possible: (supports text to speech, video & subtitles, etc.) Design inclusive assessments, e.g. offer two different formats for an assignment (reduces the need for reasonable adjustments, supports all to succeed).

## **Design for Inclusion:**

Offer diverse ways to engage and support student action and expression (e.g. f2f speech, online forums, polling tools, synchronous/asynchronous).

Provide opportunities for formative assessment.

Plan events, excursions, projects and placements inclusively (e.g. cost, timing, location, facilities, customs).

Make your classroom a safe space, where all can achieve.

Visibility, relevance and belonging

Explain processes and expectations within UK HE/ your institution / department / subject area to your students. Ensure the portrayal of groups with particular characteristics within your curriculum is balanced (not 'victim-focused'). Students should recognise themselves within the curriculum (visibility), have their opinions and lived experience welcomed, and feel safe to express themselves.

Decolonise your curriculum and discuss social justice.

