Inclusive Curriculum Tool: Offline version

Introduction

This tool will take approximately 60 minutes to complete - if you are already familiar with inclusive practice it may take 30 minutes.

The process aims to support you to identify and demonstrate existing good practice, learn more about inclusivity, and set future priorities.

We would like you to consider each statement and rate it, from 'not at all' to 'to a great extent'. If you have considered a statement and feel it doesn't apply in your context, please select 'not applicable'.

While some recommendations in the tool are specific to a particular group of students, many are generic, supporting equality for all. This approach is best practice, but risks a lack of visibility for certain student groups, in particular UK students of colour, for whom there is no unique recommendation. For this reason, we ask you to be particularly mindful of race equality when completing the tool, as, like many other institutions, we work towards removing any degree-awarding gaps affecting these students.

We remind you that the protected characteristics are: age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex, sexual orientation, and ask you to consider each of these in turn for any generic statement.

Additional guidance for each statement is linked to from each section. You may prefer to open the full guidance document which accompanies this form in a separate window (and bookmark or print it if you find it helpful).

In a non-modular setting, the term 'module' may be understood as 'programme-component' or 'course'.

The questions begin below the following information about the inspiration & creation of the tool: This tool was inspired by an early version of the UoL Decolonising Toolkit and the Liverpool Curriculum Framework Programme Self Evaluation survey which draw on excellence across the sector, and other similar survey or reflective tools, including those listed below. Some questions have been adapted from:

- Anglia Ruskin University's Inclusive Curriculum Framework
- Kingston University's Inclusive Curriculum Framework
- SOAS Decolonising toolkit
- UCL's Inclusive Curriculum Health check
- UoL Decolonising Toolkit initially co-created by Dr Monica Chavez, Dr Tya Asgari and the HSS BAME staff network.

We are grateful to the many students, educators, and researchers whose work and lived experience inform this tool. We would like to acknowledge work by AdvanceHE on the inclusive curriculum.

University of Liverpool staff/former staff whose work is represented here include: Professor Gita Sedghi, Dr Zainab Hussain, Dr Monica Chavez, Dr Tya Asgari, Dr Kate Evans, Laura Blundell, Rob Lindsay and supportive colleagues and students across the University who provided critical insights at key points.

For further information or queries, please contact: cie@liverpool.ac.uk

Please note, the numbers in the questions below relate to their position in the extended online version of the tool, and so start at 7 in this offline version.

7. Belonging and engagement
Additional support information for this section is available here.

		Not at all	Small extent	Moderate extent	Great extent	N/A
7.1	Learning outcomes and marking criteria are clear, measurable, and achievable for all.					
7.2	Where possible, scheduling is carefully considered with regard to: religious observance, inclusive assessment practices, work placements and field trips, teaching and exams.					
7.3	Students are supported and encouraged to build a sense of belonging and cohort cohesion.					
7.4	Class time is used to discuss study support available to students, including: academic study skills (KnowHow), and specialist English Language support (ELC).					
7.5	An appreciation for diverse approaches to a particular subject is cultivated.					

7.6	Students are valued and empowered as partners in their learning, and find relevance in their curriculum.					

Belonging and engagement: Supporting information

8. Please provide any examples here to support your answers in this section.

9. For any instances where you have selected 'not applicable', please explain your reasoning.

10. Please provide any future action points for you relating to this section.

11. Course content

Additional support information for this section is available here.

		Not at all	Small extent	Moderate extent	Great extent	N/A
11.1	Content includes diverse references, artefacts, datasets, examples, role models and/or guest speakers etc. This enables students to 'see themselves' in the curriculum.					
11.2	Content includes engaging students with the context of experts and critically evaluating expert perspectives.					
11.3	Students can negotiate some areas of choice in your module					
11.4	Learning materials are digitally accessible and provided in advance of the teaching session. A mixture of formats is used across the module. Examples: digital text, video, lecture capture.					
11.5	Content prepares students to understand diversity and work in a diverse setting.					
11.6	Reading/resource lists clearly identify which texts or resources are essential, and which are optional. While this is helpful for all students, it particularly helps some autistic students.					

Course content: Supporting information

12. Please provide any examples here to support your answers in this section.

13. For any instances where you have selected 'not applicable', please explain your reasoning.

14. Please provide any future action points for you relating to this section.

15. Teaching and learning delivery

Additional support information for this section is available here.

		Not at all	Small extent	Moderate extent	Great extent	N/A
15.1	Teaching anticipates students with disabilities, and strategies or adjustments are in place to support participation. Examples: microphones or headsets, session outlines, accessible online tools, etc.					
15.2	The module is designed flexibly to consider: mature students, disabled students, parents, commuters, part-time students, and those who may be in a different time zone.					
15.3	Discipline-specific language is carefully introduced and supported, and the use of slang and cultural references, which can be difficult for international students to understand, is avoided or explained.					
15.4	Gender-neutral language is used where possible. Students are invited to use their choice of pronoun (example: she/her/hers) and encouraged to restate this if incorrectly addressed.					
15.5	Students are given opportunities in their learning to widen their circles of contact or experience, and supported to work together inclusively via the use of a group-work contract or similar.					
15.6	Teaching methods offer diverse and anonymous ways to contribute views and participate in discussion, supporting minority voices. Example: polling software.					

Teaching and learning delivery: Supporting information

16. Please provide any examples here to support your answers in this section.

17. For any instances where you have selected 'not applicable', please explain your reasoning.

18. Please provide any future action points for you relating to this section.

Assessment and feedback

Additional support information for this section is available here.

		Not at all	Small extent	Moderate extent	Great extent	N/A
19.1	Assessment is inclusively designed to anticipate and remove barriers to student attainment. Examples: skill development, sensitive scheduling, increased student choice.					
19.2	Formative assessment opportunities are provided, to prepare students for successful summative assessment.					
19.3	Professional, Statutory and Regulatory Bodies permitting, a range of assessment types is offered across the module.					
19.4	Assessment enables students to focus on their area of particular interest within your discipline.					
19.5	Assessment literacy is supported via in-class activities. Examples: working with rubrics, sample assessments, discussion, peer review, whole-class feedback etc.					
19.6	Guidance on marking and feedback for students with Specific Learning Difficulties (SpLDs) is followed, with an emphasis on marking for content, ideas and critical thinking.					
19.7	Feedback/feedforward is linked directly to the marking criteria and rubric, and is timely, compassionate, constructive and specific.					

Assessment and feedback: Supporting information

20. Please provide any examples here to support your answers in this section.

21. For any instances where you have selected 'not applicable', please explain your reasoning.

22. Please provide any future action points for you relating to this section.