# Inclusive Curriculum Tool: Guidance

## 15. Teaching and learning delivery

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.

While it's essential to be familiar with the support needs of students taking your module (via their Student Support Information Sheet), and good practice to meet with any student requiring reasonable adjustments to discuss their support needs, the University also has an anticipatory duty to support students with disabilities.

Assume your class will include students with disabilities. In practice, this means things like:

- always use any microphone provided, or if online, use a headset (clearer audio).
- share learning materials in advance
- follow best practice for accessibility in presentations re. font, colour etc.
- provide a session outline so students are aware of any participatory elements coming up in your session (e.g. think, pair, share)
- offer thinking time before asking for responses (I'll just give you a minute to think about that).

Often, all students benefit from these measures, not just those with disabilities.

Also, following principles of Universal Design for Learning, try to offer choice: multiple ways for students to access materials, participate, and express themselves.

Be mindful that not all students disclose a disability, and some students come from cultures or backgrounds which are not typically open about disability so may not share their support needs. Our anticipatory duty applies, regardless of disclosure.


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.

Your module fits within an existing or proposed programme, so there will be limits to how flexible you are able to be, but where you have options, aim to build in as much flexibility as you can. Flexible course design may include elements of:

- Self-paced learning – upload all module resources at the start of the module (still using a weekly structure, but without making students wait for content).
- Negotiated deadlines.
- Blended learning - mix of f2f and online learning.
- Different ways to participate (f2f, online, hyflex, synchronous, asynchronous)

## 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.

It can be particularly helpful to all students to outline any new terminology (e.g. academic or technical) at the start of a session, so that students have a better chance of recognising the words they are hearing. Another way to support this is via a co-created module glossary (e.g. in Canvas) where you and your students add new words or phrases as you encounter them.

A cultural reference is an example of something that only someone who understands a specific culture could understand. It might include pop-culture (e.g. referring to shared experience of watching a particular UK programme/channel) or an idiom (e.g. I'd be over the moon with that'). Where it's important to use these references, please clarify the meaning, so all students understand.

## 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.

Gender-neutral language means words such as chair/chairperson, police officer, spokesperson etc. – words which are not gender specific.  In written documents, this could include replacing pronouns (e.g. he/she) with the person (e.g. 'the student'). The HR website contains advice on pronouns and LGBTQ+ Allyship and recommendations on actions which support LGBTQ+ students. Consider adding your pronouns to your email or Zoom signature, and if you are comfortable, include them when introducing yourself to help normalise their use (e.g. "Hello, I am Jane Smith and my pronouns are She and Her").

## 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.

CIE has practical guidance on how to approach this in its Spotlight Guide to Cultural Integration of Home and Overseas Students, and Spotlight Guide to multicultural groupwork and an excellent resource for students: a group work contract. The group work contract supports inclusive group work via a structured opening conversation within the group. This establishes preferred ways of working together and keeping in touch etc. We recommend using class time for this initial conversation, with staff on hand to offer support if required. In addition, when setting up groups, we'd recommend encouraging students to work with people they don't usually work with.

If your students do not already study in a real-world context, seek opportunities to bring involvement in real-world projects in your module. This might include: working with local

government, charities, or industry on a real-world problem (a genuine problem rather than something which has already been resolved) or the creation of a new resource. Your faculty careers team have great experience supporting this type of activity, which also meets many aspects of The Liverpool Curriculum Framework.


## 15.6 Teaching methods offer diverse and anonymous ways to contribute views and participate in discussion, supporting minority voices. Example: polling software.

Not all students are able or confident to speak in class, so offer multiple ways for students to participate. There are a variety of centrally supported collaborative tools you may wish to investigate (e.g. PollEverywhere, discussion boards, collaborative documents, online chat, etc.). Consider permitting anonymous participation, particularly if discussing sensitive or contentious issues or issues relating to personal identity.