A1.2

Inclusion at the University of Worcester

University of Worcester

Design inclusively
Being inclusive in
Designing Curriculum Content

What?

Embed learning and academic skills development in the curriculum.

Make the curriculum inclusive. Know your students.

Make your curriculum globally and culturally mobile.

How?

Consider embedding academic skills (https://library.worc.ac.uk/guides/study-skills) development into core modules of a course, especially in the first year. Library Services can advise further about teaching academic skills in the curriculum (https://library.worc.ac.uk/services/academic-staff-support/library-teaching).

Anticipate that a broad range of students will want, and are entitled, to access the course and their needs should be taken into account. Six key principles of inclusive curriculum design are to try to be:

1. Anticipatory 2. Flexible 3. Accountable 4. Collaborative 5. Transparent 6. Equitable.[2]

Include ideas, concepts and reading lists that relate to global communities including those that are presented by different genders, ethnicities and those with different values and beliefs. Ensure the curriculum reflects a range of perspectives and viewpoints where relevant.

Why?

This aids transition into higher education for all students, particularly those from non-traditional backgrounds or people who have not studied for a long time. It reduces the need for students with specific learning difficulties (SpLDs) to seek additional support[1] and refreshes the knowledge and approaches used by all students.

These principles reflect equality legislation and tie in with the ideas behind Universal Design for Learning[3,4] so that accessibility for all is considered and built into modules from the very beginning.

Being able to identify with the material being presented is likely to enhance learning by making it more memorable and relevant.[5,6] Research shows that this enriches students' knowledge and understanding of the world, making them more able to accept differing perspectives and improving problem solving abilities.[7] It also helps to support the needs of a multicultural and globally mobile student body.

What?	How?	Why?
Incorporate diversity for positive change in student experience.	Ensure that the curriculum promotes intercultural understanding and perspectives, providing opportunities for students to interact with those from different backgrounds and with differing diversity profiles.	Incorporating perspectives towards subject matter and reading lists that reflect diversity will ensure that your course doesn't deliver narrow understandings, and will help students to value diversity, as well as develop their understanding of different cultures and social identities. In turn, this may help to address contemporary problems and inequalities.
Be culturally sensitive.	Avoid activities which might culturally exclude students due to presumed knowledge of Anglocentric or Eurocentric references. Actively challenge cultural norms and stereotypes and use language that reflects this.	Ensuring all students feel included will provide a more positive learning experience for all. Using examples that people understand will aid their learning.[8]

[1] Wray, J., Aspland, J., Taghzouit, J. and Pace, K. 2013. Making the nursing curriculum more inclusive for students with specific learning difficulties (SpLD): embedding specialist study skills into a core module. Nurse education today, 33(6), pp.602-607.

[2] Morgan, H. and Houghton, A. (2011: 7) Inclusive Curriculum Design in Higher Education. York: Higher Education Academy, pp.7

[3] Center for Applied Special Technology (CAST). 2018. Universal Design for Learning Guidelines Version 2.2. Retrieved from https://www.cast.org/impact/universal-design-for-learning-udl [Accessed April 2021]

[4] Rogers-Shaw, C. Carr-Chellman, D. and Choi, J. (2018) Universal Design for Learning Guidelines for Accessible Online Instruction Adult Learning Volume: 29 issue: 1, page(s): 20-31.

[5] Hussain, M. 2015. Why is My Curriculum White? National Union of Students. Available at https://www.nusconnect.org.uk/articles/why-is-my-curriculum-white-decolonising-the-academy [Accessed: April 2021]

[6] UCL Liberating the Curriculum [Online] [Accessed 4 September 2018] Available from: https://www.ucl.ac.uk/teaching-learning/research-based-education/liberating-curriculum

[7] Chang, M.J., Denson, N., Saenz, V and Kimberly, M. 2006. The Educational Benefits of Sustaining Cross- racial Interaction Among Undergraduates, Journal of Higher Education, 77 (3): 430-55 at 449

[8] Carroll, J. and J. Ryan, Eds. 2005. Teaching International Students: Improving learning for all. London, Routledge