SOLENT
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SOUTHAMPTON

EQUALITY, DIVERSITY AND INCLUSION

Inclusive Curriculum Framework

Solent University's Inclusive Curriculum Framework reflects our belief that diversity is an inherent educational strength and that we need to avoid practices which disadvantage certain groups of students. By challenging how we do things in and beyond the curriculum we are improving the experience, success and employment outcomes of all our students.

The framework requires course teams to:
1. create an accessible curriculum
2. enable students to see themselves reflected in the curriculum
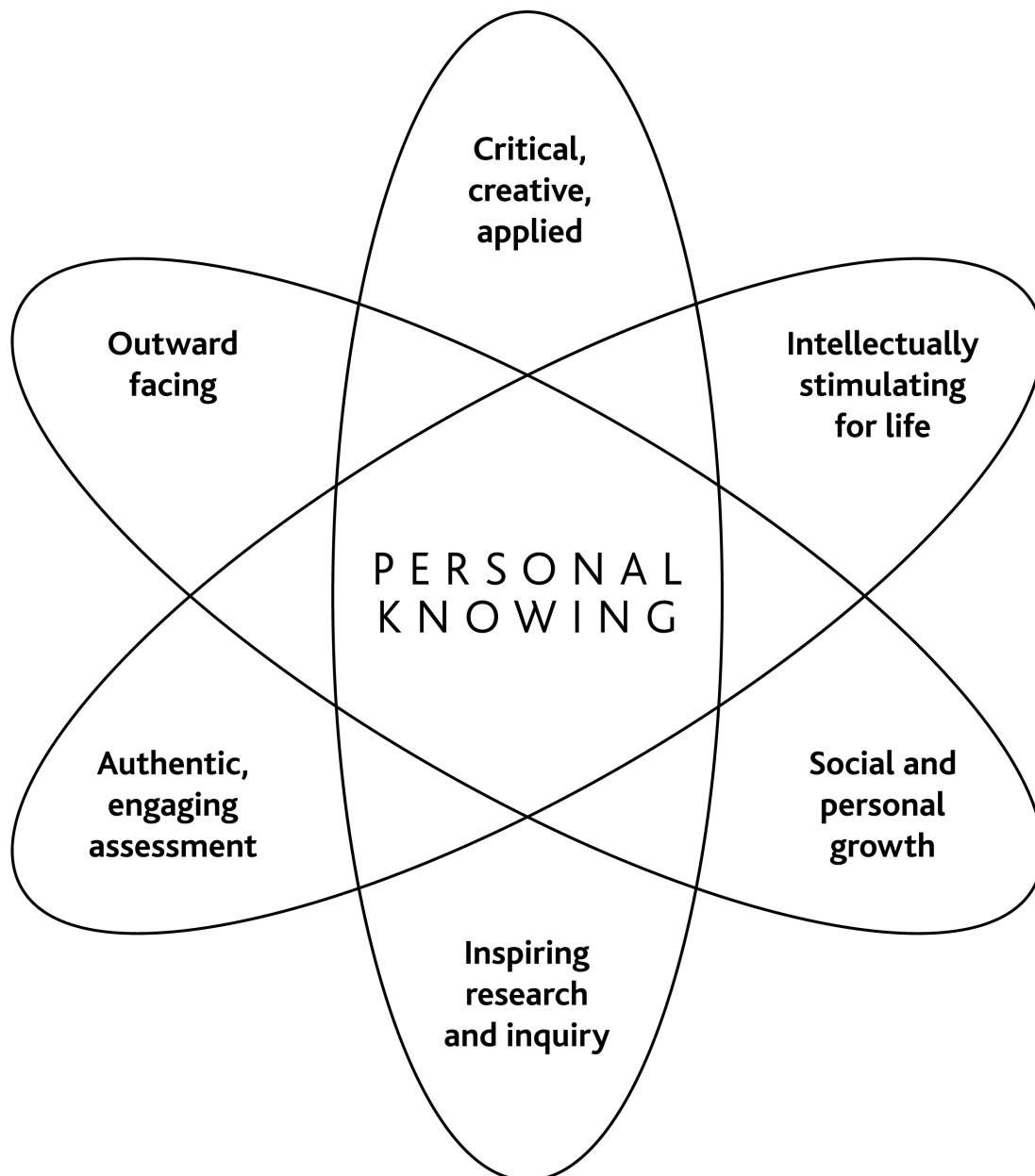3. equip students with the skills to positively contribute to and work in a global and diverse environment

The framework is multi-dimensional and is used at teaching session, module, programme and institutional levels in recognition that there are multiple factors which contribute to student success.

The Inclusive Curriculum Framework is used:

- when we design, validate and review our curriculum
- when we see that there are course performance or module metrics which do not meet the high standard we set ourselves
- to set the standards expected of our new academic staff through our Postgraduate Certificate in Learning and Teaching
- by individual teachers and professional services staff who wish to rethink their practice to ensure students have a transformative experience
- through continuing professional development which focuses on inclusive practice and eliminating awarding gaps. Solent University has introduced a digital badge which will aim to enhance the inclusivity knowledge and skills of academic staff and build the professional reputation of inclusive educators at the University.

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Inclusive Curriculum Framework

Critical, creative, applied

Outward facing

Intellectually stimulating for life

PERSONAL KNOWING

Authentic, engaging assessment

Social and personal growth

Inspiring research and inquiry

Prompts for users of the Inclusive Curriculum Framework:

Programme	Create an accessible curriculum	Enable students to see themselves reflected in the curriculum	Equip students with the skills to positively contribute to and work in a global and diverse environment
In the concept	Have you created a clear statement related to inclusive course values for students?	Have you challenged normative disciplinary attitudes to ensure that the course is meaningful and relevant to a diverse student body? Have you involved students in the creation of the course?	How does your course aim to develop graduate attributes around global awareness and diversity?
In the content	Have you checked that all the content is accessible to different groups of students and that materials adhere to best practice for disabled students and students with a learning difference? Are you using inclusive language and providing a glossary of new and complex terms?	Have you ensured that the case studies and reading lists reflect the diversity in the learning community? Have you thought about how best to allow their own perspectives into learning?	Does the content extend understanding of diversity and allow students to recognise their own potential to make a difference in a rapidly changing international context?
In the delivery	Have you thought about how the delivery engages different learning styles? Will the course be delivered in an accessible mode and are there alternative options provided for students who cannot access specific delivery mechanisms?	How do you ensure that the learning environment is welcoming, inclusive and encourages participation by under-represented groups?	Are there structured opportunities for cross-cultural interaction to help students recognise the value of working with people from diverse backgrounds? Are students exposed to a range of culturally challenging views, opinions and contexts?
In the assessment	Are timelines (formative, summative and feedback) advised at the start of the course? Is a diverse range of assessment styles (including choice) used to reduce the need for reasonable adjustments and to ensure that the assessment medium reflects their own strengths and educational backgrounds?	Do the case studies used in the assessment reflect the diversity in our student body? Are there assessments where students can draw upon their own backgrounds — for example, open assessments where students can apply a particular principle to familiar contexts.	How will the assessment strategy ensure that students are involved in real-world tasks that demonstrate meaningful application of essentials knowledge and skills? How does assessment develop the practical skills (including soft or work-ready skills) in students?
In the feedback	Are students offered exercises which develop their assessment literacies and effective ways to use their feedback? Are there processes in place to monitor which students are assessing their feedback?	How do you give effective feedback to those students who are less confident or able to approach academic staff?	How are students encouraged to actively adopt a reflective approach to their learning and facilitate the development of their feedforward strategies? How are peer-review practices encouraged to ensure that students learn to engage in constructive feedback strategies.

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Students Partnership

New to our student partnership activity is the Student Inclusive Curriculum Consultancy Programme. This involves a team of trained student consultants working alongside academics to provide input on the inclusivity of their teaching and learning from diverse student perspectives. In the past academic year, our team of Student Inclusive Curriculum Consultants has supported academic colleagues to review and enhance the inclusivity and accessibility of their teaching and learning practice across all faculties, and in future across all services.

For further information about the Inclusive Curriculum Framework, please contact Solent's Learning and Teaching Institution: **SLTI@solent.ac.uk**

" The Inclusive Curriculum Framework is the most important and effective way to bring students to the centre of teaching. It includes ways of making the whole university experience more inclusive, diverse, and usable for everyone. By using the Inclusive Curriculum Framework, teachers will be able to listen to student ideas and try new teaching methods. In the end, both students and teachers will learn better. " **Marina**

" To improve equality of opportunity for all students, higher education institutions should develop more inclusive systems and curricula. There is increasing recognition that there needs to be a whole institution approach to creating inclusive curricula. The Inclusive Curriculum Framework is a tool which may be useful for higher education providers as, first, it guides institutions to become more accessible; second, it reflects the diversity of students (through co-construction approaches, appreciating that diversity has inherent education value); and third, it prepares students to contribute positively to a global and diverse economy. Anyone in higher education can use the Inclusive Curriculum Framework to inform improvements in inclusion at every level (teaching session, module, programme, and institution) and for each strand of development (from concept to review). " **Fate**

" In the twenty-first century, I really feel that an inclusive curriculum is vital. It takes into account the lived experiences of students and the different challenges they face, and it fosters a sense of belonging amongst all students to achieve the best possible outcomes, not just with degree classifications but future prospects beyond uni. " **Danny**

" A fully inclusive curriculum helps to show students from all walks of life, that they are in a safe environment here at Solent University, where everyone is not only accepted, but celebrated. " **Elodie**

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Articles for those who want to read about the Inclusive Curriculum Framework and inclusive practice:

McDuff, N., Hughes, A., Tatam, J., Morrow, E and Ross, F. (2020) 'Improving equality of opportunity in higher education through the adoption of an Inclusive Curriculum Framework' *Widening Participation and Lifelong Learning* 22 (2) pp 83-121, Special Edition. ISNN (print) 1466-6529.

McDuff, N., Hughes, A. and Sharma, S. (2019b) 'Chapter 9: Inclusive curricula' in Marshall, S. (ed.) *A Handbook for Teaching and Learning in Higher Education*, 5th edn, London: Routledge.