

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).

