Promoting equality of opportunity through flexible learning

University of Birmingham inclusive learning environment profile

In partnership with:
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How to use this profile

Overview of the profile

The profile may be used at any time to help review the curriculum. It may prove especially useful when the curriculum, be it a module or the entire programme, is going through a planned review process. The profile is not a ‘tick list’ that needs to be worked through verbatim, rather it is meant to be a stimulus for thought and reflection. Reviewing the curriculum is a sizeable undertaking and this profile may help by giving you a starting place when looking at flexible or inclusive curriculum. There is a section at the end of the profile that gives a suggested method if the curriculum is being reviewed as part of an ‘away day’ or team planning process.

Layout

The first part of the profile, Part A gives some of the background to the project and includes some useful discussion on the nature of flexibility and inclusivity.

Part B takes you through examining the curriculum, it is based on a process of ‘Appreciative Inquiry’ (see https://appreciativeinquiry.case.edu/ for more resources) which is a really positive way of looking at something like curriculum. It starts not with the negative, the ‘what’s wrong and what do we need to fix’ approach, but rather starts with what is already good about your curriculum and then what would be your ideal curriculum and then how to go about achieving it.

Part C gives you some ideas and tips on how to run an away day or team curriculum review process.

The links pages are extensive and full links have not been included within the report. It is suggested that you either visit the University of Birmingham website associated with this report or open the report ‘on screen’ at http://flexiblelearningsep.pbworks.com/w/page/93674297/Birmingham%20University

Please note that some links within this document sit with University of Birmingham intranet and so may require the user to be logged in.

Part A— Introduction

At its core, flexible learning can be considered as being about extending ‘choice’ for learners in relation to when they learn, how they learn, where they learn and at what pace. A key driver for examining more flexible learning provision is the changing needs of the student population at the University of Birmingham and indeed within the higher education sector. These changes include a greater diversity of students studying in higher education, increased availability of study pathways offered on a part-time basis, the increasing number of students who are undertaking paid work alongside their study, international students who may only be able to attend university on a part-time basis, the use of credit accumulation and transfer over an extended period of time, as well as work-based learning programmes that require part-time attendance. Such changing needs can pose challenges for staff in ensuring that proposed study pathways promote equality of opportunity regardless of how, what, when and where students learn and serves to highlight the importance of designing a learning experience that is considered to be ‘inclusive’ of all potential learners.
The inclusive learning environment profile (the profile) has been developed in response to these changing needs. It is intended to serve as a planning tool for staff at the University of Birmingham who are seeking to extend learner choice through offering greater flexibility in the learning opportunities provided to students whilst ensuring that proposed changes promote equality of opportunity for all potential learners. It is intended that this tool will eventually contribute towards a benchmarking process after usage of the tool has been established.

The profile was developed in 2015 through the University of Birmingham *Inclusive Curriculum Working Group* as part of a project funded by the Higher Education Academy (HEA). The development of the profile has drawn on a number of sources including:

- literature on the inclusive curriculum including project work commissioned by the HEA (Morgan and Houghton 2011; May and Bridger 2010);
- literature relating to flexible learning including project work commissioned by the HEA (McLinden 2013, Barnett 2014, Le Corn 2015);
- principles of inclusive learning QAA (e.g. QAA 2014);
- project work in the University of Birmingham within the remit of the institutional Inclusive Curriculum Working Group (McLinden, Grove, Green and Birch 2014).

The members of the core project team were:

Joe Armer, Vice President (Education) Guild of Students, University of Birmingham.

Andrew Birch, project researcher, University of Birmingham.

Professor Jonathan Green, Deputy Pro-Vice Chancellor Education, University of Birmingham.

Michael Grove, Director of STEM Education Centre, University of Birmingham.

Professor Mike McLinden, School of Education, University of Birmingham.

Dr Clare Saunders, Assistant Director Educational Development Centre for Learning and Academic Practice, University of Birmingham.

The profile was developed through engagement with a range of key stakeholders at the University and the wider HE sector. The profile was initially developed from criteria drawn from the literature review (V1) and then feedback was drawn from staff and the Guild of Students in an iterative process. Staff feedback was drawn from both academic and professional staff including library and relevant support processes. This led to development of (V2) of the profile which then drew feedback from the HEI project reference group which allowed for revisions and development of the final (V3) version.

**Principles of an inclusive approach to flexible learning**

An HEA project investigating inclusive curriculum design within higher education notes that an inclusive approach has its foundation in a commitment to *promoting* equality and diversity. The report outlined six principles that need to be embedded in the broader curriculum design process (Table 1).

Table 1: Principles of inclusive curriculum design (adapted from the HEA’s generic consideration of inclusive curriculum design)
| 1.  | **Anticipatory** | is proactive in considering the entitlements of all students in the design and delivery of all activity, considering prospective and existing students as well as the whole student life cycle, from admissions through induction, the course and beyond. Adopting an anticipatory approach reduces the need for reactive and individualised responses that can arise when inclusive issues have not been considered at the design phase.

| 2.  | **Flexible** | is open, versatile and responsive to an evolving student population, and to changes in circumstances that may require adaptations to the timetable or delivery format to accommodate student availability, for instance blended learning.

| 3.  | **Accountable** | encourages staff and students to be responsible for the progress they have made against equality objectives and actions agreed.

| 4.  | **Collaborative** | builds on partnership between students, colleagues and other stakeholders including professional bodies, sector bodies, international partners and employers to enrich the curriculum content and relevance. It is important that staff are receptive to feedback recognising that developing inclusive provision is an ongoing process that benefits from the active involvement of all participants.

| 5.  | **Transparent** | makes clear the reason for design decisions by increasing general awareness of the benefits for all and reduces the possibility of misunderstandings based on perceived preferential treatment.

| 6.  | **Equitable** | ensures the processes and procedures used for students are the same and decisions are made in a fair, open and transparent way.

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Drawing on these principles and recent QAA guidance (QAA, 2012; QAA, 2014), eight ‘indicators’ of inclusive practice have been developed to guide the activities of the University of Birmingham Inclusive Curriculum Working Group (Box 1). These indicators of inclusive practice underpin the development and use of the FLP within the University and provide staff with the opportunity to review and benchmark practice at a module or programme level.

**Indicators of inclusive practice at the University of Birmingham**
Box 1 Indicators of inclusive practice guiding the University of Birmingham Inclusive Curriculum Working Group (adapted from QAA, 2012; QAA, 2014)

1. Commitment to promoting equality and diversity with recognition that diversity in staff and students brings with it different ideas, knowledge and experiences that contribute to an enriched learning environment.

2. Commitment to promoting equality through treating everyone with equal dignity and worth, irrespective of the group or groups to which they belong, while also raising aspirations and supporting achievement for people with diverse requirements, entitlements and backgrounds.

3. Commitment to developing an inclusive environment for learning that anticipates the varied requirements of learners, for example because of a declared disability, specific cultural background, location, or age, and aims to ensure that all students have equal access to educational opportunities.

4. Explicit acknowledgement that staff and students all have a role in and responsibility for promoting equality.

5. Explicit acknowledgement that equality of opportunity involves enabling access for people who have differing individual requirements as well as eliminating arbitrary and unnecessary barriers to learning.

6. The nature of students' particular learning experiences may vary according to location of study, mode of study, or academic subject, as well as whether they have any protected characteristics, but every student experiences parity in the quality of learning opportunities.

7. Disabled students and non-disabled students are offered learning opportunities that are equally accessible to them, by means of inclusive design wherever possible and by means of reasonable individual adjustments wherever necessary.

8. Offering an equal opportunity to learn is distinguished from offering an equal chance of success.

As we seek to extend learner choice through offering greater flexibility, it is helpful to draw on these indicators as a reference point to audit and benchmark practice (current or planned). This provides the institution with a consistent means of monitoring practice with reference to a common set of inclusive practice indicators. It is worth noting at this stage that these are indicators rather than specific statements.

The indicators are broad-ranging statements that are divided into strands. Against each strand there are a number of questions which are presented as a way of reflecting on practice.
These indicators are considered in relation to broad stages of a typical ‘student learning pathway’ etc.

Part B provides an opportunity to explore these stages further and consider relevant resources and who may help with the process. The profile is a practical tool that enables the user to consider processes from many perspectives and particularly from a student perspective. When using the profile it may be helpful to complete it in partnership with either current students or those who have recently graduated.

Reference is made to learning activity as a broad-ranging term to describe a module/programme or other related learning event.

We provide next a brief overview of each indicator and consider how this may be broken down into more detailed strands, what learning activities may look like under each of these strands and provide some working examples.

**Reflecting on inclusive practice in relation to proposed learning activity**

**Indicator 1: Commitment to promoting diversity of staff and students**

*Context*

The focus of this indicator is on how we seek to promote the diversity of staff and students in our learning activities. It provides an opportunity to setting out one’s stall in terms of a commitment to promoting equality and diversity at an early stage in the student pathway. This indicator serves to highlight the importance of explicitly recognising diversity not as a ‘problem’ to be solved, but rather as an opportunity for experiences to be shared in order to contribute to an enriched learning environment. It is divided into separate strands to reflect opportunities for promoting both staff and student diversity in future practice. In relation to extending learner choice through flexible learning, it has particular relevance to the early stages of the student learning pathway – including, for example, marketing and induction as a way of helping to cultivate student expectations.

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<th>Indicators of inclusive practice</th>
<th>Strand</th>
<th>Activity</th>
<th>Examples</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Commitment to promoting equality and diversity with recognition that diversity in staff and students brings with it different ideas, knowledge and experiences that contribute to an</strong></td>
<td><strong>1.1</strong> Commitment to promoting equality and diversity</td>
<td>In relation to the learning activity, how is it proposed that a commitment to promoting equality and diversity will be demonstrated?</td>
<td>Reference to UoB Equality and Diversity statement/policy</td>
<td>Link to UoB IC Working Group</td>
</tr>
</tbody>
</table>
### Indicator 2: Commitment to promoting equality through treating everyone with equal dignity and worth

**Context**

<table>
<thead>
<tr>
<th><strong>enriched learning environment</strong></th>
<th><strong>1.2 Promoting staff diversity</strong></th>
<th><strong>How will the learning activity be marketed so as to promote the benefits of staff diversity?</strong></th>
<th><strong>Promoting staff on course from range of different cultures</strong></th>
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<tbody>
<tr>
<td></td>
<td></td>
<td>What examples can be provided to demonstrate how this contributes to an enriched learning environment?</td>
<td>Different languages spoken by staff</td>
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<td></td>
<td></td>
<td></td>
<td>Staff studied at range of institutions - home and abroad</td>
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<td></td>
<td></td>
<td></td>
<td>Staff include range of professions and disciplinary expertise</td>
</tr>
<tr>
<td></td>
<td><strong>1.3 Promoting student diversity</strong></td>
<td><strong>How will the learning activity be marketed so as promote the benefits of student diversity with examples provided to demonstrate how this contributes to an enriched learning environment?</strong></td>
<td><strong>Where appropriate learning opportunities that engage with the wide diversity brought by students, including abilities, languages and culture</strong></td>
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<tr>
<td></td>
<td><strong>Context</strong></td>
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The focus of this indicator is on how we seek to promote equality in our learning activities. It provides an opportunity to consider how we will seek to promote equality in your proposed activities, be it a module, an induction process, or a field trip. It is not about treating everyone the same, which is a misconception. It is about giving people the same opportunities to access the activity or module. We live in a diverse world, made up of all sorts of people: how does the activity promote that? Do materials promote diversity in some way? Can people access them if they use a screen reader for example? What format and materials in? Were they documents which are easily accessed by screen readers or PDF documents which can sometimes be difficult for people with screen readers?

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<th>Examples</th>
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<tr>
<td>2. Commitment to promoting equality through treating everyone with equal dignity and worth, irrespective of the group or groups to which they belong, while also raising aspirations and supporting achievement for people with diverse requirements, entitlements and backgrounds</td>
<td>2.1 Commitment to promoting equality</td>
<td>In relation to the learning activity, how is it proposed that a commitment to promoting equality and diversity will be demonstrated?</td>
<td>Reference to UoB Equality and Diversity statement/policy</td>
<td></td>
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<tr>
<td></td>
<td>2.2 Treating everyone with dignity and worth</td>
<td>Is this strand reflected in learning materials and media as well as the actions of the staff involved?</td>
<td>Reference to UoB Equality and Diversity statement/policy</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2.3 Raising aspirations and supporting achievement for people with diverse requirements</td>
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Indicator 3: Commitment to developing an inclusive environment for learning that anticipates the varied requirements of learners

Context

The focus of this indicator is the environment within which the learning activities will take place etc. This environment can be physical or it can be virtual, each must be considered on its own merits. He considers such questions as: can all students access the learning area? Is it disabled friendly, not just in the traditional sense of ramps and physical access, but can a student who has hearing or sight difficulties still access the activities?

Similar considerations happen with the online environment: how friendly is the learning environment to screen readers? Do pictures and graphics have captions that can be accessed? Who are the students? Do they all have access to the online environment? We think about ready access in the UK and Europe, but is this true of all your students if they are on for example the Indian subcontinent where internet links can be slower and more unreliable? If you are planning on running activities, for example, can all your students access them? Are they outdoors? Do they require any protective clothing? How would that work for instance if my religion required modesty, would I have to changing to protective clothing where the students were about?

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<tr>
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<th>Examples</th>
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<tbody>
<tr>
<td>3. Commitment to developing an inclusive environment for learning that anticipates the varied requirements of learners, for example because of a declared disability, specific cultural background, location, or age, and aims to ensure that all students have equal access to educational opportunities</td>
<td>3.1 Commitment to developing an inclusive environment</td>
<td>The environment is wide-ranging and can include both physical and Virtual Learning Environments</td>
<td>Physical access to building and learning spaces</td>
<td>Use of recording and capture (lecture capture) systems to facilitate learning</td>
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<td></td>
<td></td>
<td>Actively encouraging diverse issues through learning materials (can include captioning and use of non-stereotypical scenarios for problem based</td>
</tr>
</tbody>
</table>
3.2 Equal access to educational opportunities

Includes both physical access and virtual access to learning environments

If the learning is online, do all students have access to IT and internet?

Are any of the systems or environments preventing access from differing backgrounds?

**Indicator 4: Explicit acknowledgement that staff and students all have a role in and responsibility for promoting equality**

**Context**

The focus of this indicator is the promotion equality. It is quite right to say that everyone has their role to play with fairness and equality, it is simply not good enough to say it’s the responsibility of the student office or the disability unit. It is also worth noting that this indicator deals with the promotion of equality, this is more than a passive process it is about actively engaging with the issues, not simply sitting back and waiting for needs of people to be presented to you. It is for both staff and students alike to actively engage with the issues.

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<tr>
<th>Indicators of inclusive practice</th>
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<th>Examples</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>4. Explicit acknowledgement that staff and students all have a role in and responsibility for promoting equality</strong></td>
<td>4.1 Staff promotion</td>
<td>Promotion of issues with learning environments through all stages of the student journey</td>
<td>Leading on issues within University websites and learning environments</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4.2 Student promotion</td>
<td>Active interest groups within the Guild of Students (Students’ Union)</td>
<td>Interest groups within the Guild of Students</td>
<td></td>
</tr>
</tbody>
</table>
Indicator 5: Equality of opportunity involves enabling access for people who have differing individual requirements as well as eliminating arbitrary and unnecessary barriers to learning

(Context)

Are all of the students who are part of the curriculum able to access all parts of it? This indicator certainly deals with the legal requirements placed upon the institutions to look at how people with protected characteristics engage with the curriculum. There is opportunity to look at curriculum from a wider context. How do students access the course if they are part-time learners? Or who may not fit into the more usual student profile? Or where they may have work or young family to deal with? Or maybe carers or indeed a combination of these factors? How are these learners engaging with the curriculum? Just how flexible in outlook is the mode or delivery?

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<th>Examples</th>
<th>Notes</th>
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<tbody>
<tr>
<td>5. Equality of opportunity involves enabling access for people who have differing individual requirements as well as eliminating arbitrary and unnecessary barriers to learning</td>
<td>5.1 Enabling access and eliminating barriers</td>
<td>Review of materials, environments</td>
<td>Documents and materials available in screen reader friendly formats (e.g. MS Word)</td>
<td>Teaching material available before and after sessions (lecture capture as an inclusive tool)</td>
</tr>
</tbody>
</table>

Indicator 6: The nature of students' particular learning experiences may vary

(Context)

This indicator is a particularly detailed and complex indicator and one that requires thinking about if an inclusive and flexible curriculum is to be achieved. This indicator takes note of people’s different experiences and the way in which they access learning.
<table>
<thead>
<tr>
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<th>Examples</th>
<th>Notes</th>
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<tbody>
<tr>
<td><strong>6. The nature of students' particular learning experiences may vary according to location of study, mode of study, or academic subject, as well as whether they have any protected characteristics, but every student experiences parity in the quality of learning opportunities</strong></td>
<td>6.1 Location</td>
<td>Students now access learning from all around the world with distance and online course, this involves vary standards of internet (very often much slower than UK and subject to power outage) and different timezones</td>
<td>Online programmes offer lower resolution versions (i.e. mostly text) to allow for much lower internet speeds and the possibility of downloading the material so that power outage becomes less of a disruption</td>
<td>Tutorials may need to be outside of ‘normal’ University hours</td>
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<tr>
<td>6.2 Mode</td>
<td>Is the programme part or full time? Are there likely to be students who need more flexibility? Continuous Professional Development students may need different access to campus-based students</td>
<td>Materials available online and in varying formats</td>
<td>Tutorials available to ‘dial in’ for example using Skype or other online meeting tools</td>
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**Indicator 7: Disabled students and non-disabled students are offered learning opportunities that are equally accessible to them**

*Context*

A really positive indicator and one that is at the heart of an inclusive and flexible curriculum and one that is well worth thinking about when looking at adjustments within the curriculum.
Changes and adjustments to the curriculum that help out with one characteristic or issue often have positive effects on people who you would not think of as necessarily benefiting from that change. Put simply, an adjustment or change to the curriculum often has a positive benefit for all who are engaging with that curriculum. Where large print handouts have been prepared, for instance, they often prove popular with all students. A change that is good and right is good for all.

<table>
<thead>
<tr>
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<th>Examples</th>
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<tbody>
<tr>
<td><strong>7. Disabled students and non-disabled students are offered learning opportunities that are equally accessible to them, by means of inclusive design wherever possible and by means of reasonable individual adjustments wherever necessary</strong></td>
<td>7.1 Learning opportunities that are equally accessible by inclusive design</td>
<td>Thinking about the materials and places that students engage with the learning Good design means that materials and processes are accessible to students. It is the process of designing in accessibility rather than trying to correct or amend after a request has been made</td>
<td>Splitting material in smaller 'chunks' which helps with navigating within screen readers Supplying material in differing formats e.g. Word docs and pdf (doc allows for reformatting to different fonts/sizes/colours) Transcripts to support any video material</td>
<td></td>
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<tr>
<td>7.2 Learning opportunities that are equally accessible by making reasonable adjustments</td>
<td>This strand looks at the requirements placed upon the University to make reasonable adjustments and includes locations and accessibility</td>
<td>Most of the physical adaptions that you see around campus will have been directly driven by our requirements under the legislation and will include, ramps, hearing loops, lifts and so on</td>
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</table>
Indicator 8: Offering an equal opportunity to learn is distinguished from offering an equal chance of success.

**Context**

There is an important distinction within this indicator where equality of opportunity is characterised from either treating everyone the same or treating somebody more favourably so that they succeed. Treating somebody favourably may well fall foul of the law. Equality of opportunity is about levelling the playing field or bringing everyone to the start line of a race. Where a curriculum is both inclusive and flexible, people engaging with that curriculum are starting from a fair place. There will always be a difference in such things as academic ability and some students may well fail. This indicator is about people not failing because of unfairness within the curriculum itself.

<table>
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<tr>
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</thead>
<tbody>
<tr>
<td><strong>8. Offering an equal opportunity to learn is distinguished from offering an equal chance of success</strong></td>
<td>8.1 Opportunity or equal chance?</td>
<td>This strand is about understanding what it truly means to create an inclusive and flexible curriculum</td>
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<tr>
<td></td>
<td></td>
<td>Understanding that not necessarily every student will succeed</td>
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<td></td>
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<td>All students have different abilities but it still requires hard work to succeed</td>
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<td>An equal chance of succeeding tends to imply that it is a lottery or chance</td>
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<td>An inclusive and flexible curriculum gets you to the start</td>
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<td></td>
<td></td>
<td>All of the proceeding points are about creating the opportunity and the access to the learning</td>
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</table>
Part B – How this works in practice

The student’s journey

The student journey is divided into three broad stages:

- before University;
- your time at University;
- when you leave University.

This tool provides opportunities to consider each of these stages and reflect how each may be made inclusive as you seek to develop and promote greater flexibility. The tool is not exhaustive and although it views each of the stages independently, in practice these will overlap, and process and practices that are good in one may well be good in another.

How to use the tool

The tool is primarily a means for reflecting on practice. It may be used at the point where you, or perhaps your colleagues, are reviewing a programme module. It can also be used to review other training or provision and is not limited to academic colleagues but should also prove useful to colleagues within professional services.

Each of the phases described within the tool has three distinct sections. The first box describes processes. These are the typical things that happen within the curriculum and will be the
typical events and processes students will undertake. They are not limited to the processes described within the tool; these are there to indicate typical processes. There may be others that are either unique to the module or programme or indeed any learning event.

The second box starts to describe perspectives; these are the perspectives through which the curriculum can be viewed, like looking at the process through a particular lens. The third part describes links to resources and other work that has been done within this area that may help with the reflective and developmental process.

The tool represents the start point of someone looking at a review process and seeking guidance or direction. As has been said before, it is not an exhaustive list of everything that must be done to make a curriculum more flexible or inclusive, but rather a start point for the thought process with links to other resources. Users need not feel constrained by any limitations within the tool and are free to adapt to suit their own purpose within the limitations of the Creative Commons licence that asks that the original publication is not republished in an amended form.

As well as forming a guide for an individual to use, the tool also suggests potential guides for departmental review days, which can be adapted to suit. Staff engaging with the student journey from either a flexible curriculum or inclusivity point of view will be taking themselves through a process of observation, reflection, change and review, conceptually the process may look like this.

Flexible curriculum or inclusive curriculum
The HEA gives valuable insight into the twin notions of flexible and inclusive curriculum. Flexible curriculum is about “when, where and how” (HEA flexible learning) students access the learning. An inclusive curriculum is “one where all students’ entitlement to access and participate in a course is anticipated, acknowledged and taken into account” (HEA inclusive curriculum).

Flexible in more detail
The opening menu from the HEA flexible learning page describes:
Flexible learning is accessing education in a way that is responsive in pace, place and/or mode of delivery. It is often supported by the use of credit accumulation and transfer.

Flexible learning can include:

- using technology to provide remote or online study;
- work-based learning and employer engagement;
- part-time learning;
- accelerated or decelerated programmes;
- distance or blended learning.

Flexible learning benefits:

Flexible learning can:

- help meet the needs of a diverse range of students;
- enable part-time study that could be attractive for sponsors;
- allow students to combine work, study and family;
- enable students to develop skills and attributes to successfully adapt to change.

The inclusive curriculum

The HEA guide quoted earlier uses a particularly pointed quotation from Croucher and Romer:

“... does not place groups in opposition to each other. It respects diversity but does not imply a lack of commonality it supports the concept of widening participation, but does not imply an externally imposed value judgment; it values equality of opportunity, but encourages all to feel that this relates to them, and that the issues are not just projected as being relevant to groups more commonly defined as disenfranchised, and translated into universities’ targets for equality.”

(Croucher and Romer, 2007: 3)

The point of this tool is that when thinking about flexibility and inclusivity that the two do not compete: in making a curriculum more flexible, it should not become less inclusive. Similarly, making a curriculum more inclusive should not be a bar on it being more flexible.
Before university

Processes
Attending open days and induction
Accessing communications and websites
Understanding requirements (the way learning and teaching works)
Understanding the steps prior to starting at University
Negotiating living arrangements

Perspectives
Protected characteristics
Part-time students (flexible learning students)
Distance students
Students who are carers
Mature students
Non-English speaking (NESB)
CPD students (e.g. managers engaging with an MBA)

Links
- University of Nottingham: Transition into HE
- Equality Challenge Unit report - Access, retention and success: aligning widening participation and equality strategies
- Aim Higher West Midlands
- University of Worcester Access and Inclusion pages
- University of Westminster: Inclusive Enrolment and Induction
- University of Staffordshire: Induction & the disabled learner
- HEA publications & toolkits produced by national programmes to widen access and student retention
- HEFCE & OFFA International Research on effectiveness of WP
At university

Processes
Campus-based?
Distance or online?
National or International?
Mature/part-time
Professional / CPD Students?
Flexible pedagogies (e.g. introducing ‘flipped’ learning)

Perspectives
As well as perspectives from ‘Before University’ see also the SPARQS initiative:
SPARQS is part of an Embedding Equality and Diversity in the Curriculum project exploring the design of an inclusive curriculum in universities and is advising on how students can get involved and become and an integral part of the process.
What effect do flexible pedagogies have on the inclusivity of the process?

Links
- Equality Challenge Unit guidance on supporting specific groups
- University of Plymouth Inclusive teaching with a range of student groups, including mature students
- International student perspectives on cultural expectations and experiences at University
- HEA Guide to engaging national & international students
- Flipped learning at UoB and a Case Study with reflections
- Manchester Met University guidance on all aspects of inclusive curriculum design
Leaving

When you leave University

Processes
Transferrable skills
Accessing material from learning process (accessing material via Canvas)
Retention into further study e.g. Postgraduate or other continuing development
Identity as a ‘Birmingham Graduate’

Perspectives
Protected characteristics
Part-time students (flexible learning students)
Distance students
Students who are carers
Mature students
Non-English Speaking (NESB)
CPD students (e.g. managers engaging with an MBA)

Links
Supporting transitions beyond University from the University of Salford
University of Birmingham Alumni pages and the graduate careers network
University of Dundee Centre for the enhancement of Academic Skills, Teaching, Learning and Employability (CASTLE)
UoB Student Groups/networks: e.g. Black and Minority Ethnic students - Be More Empowered, Student Parents and Carers Association, LGBTQ Association Single Parents Network
Developing your flexible and inclusive curriculum

Part 1: Thinking about what you are doing already

It can be very easy to focus on negative aspects. What this tool does is to draw upon some of the ideas that support appreciative inquiry (See Appreciative Inquiry Commons) and begins with a positive! Think about what is working within the curriculum and why focusing on this positive aspect will allow you to start thinking about more of the areas that you wish to change. The point of this exercise is that you are not looking towards changing every single part of the curriculum, just trying to make it more flexible or more inclusive (or both!). There is some suggestion that by making parts of the curriculum more inclusive and flexible that it has a knock-on beneficial effect in other areas. For instance, you could be looking at making some of the material more accessible to learners, perhaps shifting it from lengthy PDFs into shorter Word documents so that users can alter text and background much more easily. This can have a beneficial effect for learners who aren’t visually impaired.
Part 2: What is the ideal?

Start to think about what it is that you would like the particular process or part of the curriculum to look like. Alongside this, start to think about all the different people who will be the students or learners as part of this process. Focus in on your ideals, your end goal, on a more flexible and inclusive curriculum. This isn't as easy as it sounds, as human nature will tend to focus our thoughts upon the negatives and what it is that needs fixing. Try not to think this way at the start of the process. Let your mind range on the ideal: try to focus on it and visualise it. Now start to write down some of the attributes of this ideal goal and some of the people who will be accessing it.

The ideal curriculum
Part 3: Thinking about design

This is the stage where you start thinking about the design of what it is that you would like to achieve. Try and envisage which process you would like to look at, and some of the changes that you think may make the curriculum more flexible and more inclusive.

Try and think about it now from the differing perspectives outlined in the student journey. We tend to look at things from our own perspective, so if I’m designing learning materials or part of the programme and I tend to look at it from the point of view of efficiency or effectiveness in, say, trying to reach learning outcomes. The point of this exercise is to consider the design of that process and how other perspectives might engage with it. You may be looking towards introducing flipped learning for instance. How may this affect someone who is, say, a part-time learner or a carer? It may be that it has a beneficial effect. What you are trying to achieve is to look at this process through different lenses or perspectives.

Another example could be your thinking about making your particular module more inclusive. It may be that you want to do some work around the recommended reading. Take a critical look at the reading list and ask who the authors are? Not just from an academic point of view, but from an inclusive point of view. Are all the authors white? Are all the authors male? It may well be that you have never thought about the reading list from this perspective. Think about it from a student’s perspective who may be female and black. Does the reading list just reinforce her stereotype of white male dominance?

This is a complex process and this tool is not suggesting an ideal outcome - the learning must still be paramount - but are there other equally eminent authors? It could be that there are only a limited number of authors on the subject. For instance, if you are compiling a reading list around 16th century Iceland, you may only have a limited number of authors to draw upon. However if you were compiling a reading list around 20th century Thatcherism the story may be a little different. What the tool is asking you to do is to consider the process. You will be working in very different disciplines, you will probably know a lot of the ideal make up for the reading list, and you now have the opportunity to think a little differently about that reading list.

This working space is split into two distinct columns, the first one is to look at the process and the second to think about perspectives. You may wish to take this further and start to look at the advantages and disadvantages of each. The point is you start to become more critical about the learning process.
**Part 4: Action planning**

Here is where you start to get in to the detail of what it is you are setting out to change. Use any planning method you wish, the ‘SMART’ planning model: Specific, Measurable, Achievable, Realistic and setting out a Timescale, is as good as any to use.

<table>
<thead>
<tr>
<th>Process</th>
<th>Perspective</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Plan – SMART (Specific, Measurable, Achievable, Realistic and within a Timescale)
Part C: Resources to support
An away day or group planning session

This session planner is by no means definitive and can be adapted to suit any particular circumstance. Allow about two to two-and-a-half hours for this process and ideally someone to act as a lead or a facilitator. It would be useful for this lead person to have some understanding of the way appreciative inquiry works. There is a suggested link to the Appreciative Inquiry Commons website but a Google search will render any number of resources readily available. The key when working with the appreciative inquiry model is to bear in mind that it is a positive process and focuses on what is good and what can be achieved. Where this approach often fails is where what is wrong and what needs fixing are discussed first.

For a two-hour session use the following approximate timings, a method of recording findings will be needed, this can either be a flipchart, a dry wipe board or ideally a collaborative working document (Google doc) in Canvas - that way it can be added to afterwards and is already typed up!

This is not a rigid process and can be adapted, lengthened or shortened to fit in with available time or even discarded and your own process used. It is just a starting point!

Session plan

<table>
<thead>
<tr>
<th>Timing</th>
<th>What</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 -5 mins</td>
<td>Introduce what it is you are trying to do, how this will be recorded and some emphasis on the positive aspect of appreciative inquiry</td>
<td>For a collaborative document within Canvas, everyone will either need a Google account (Google doc) or use Etherpad</td>
</tr>
<tr>
<td>5-25 mins</td>
<td>Spend 20 minutes looking at the curriculum or module (or current training session) and seek to find out what is already good about it</td>
<td>People to write notes but somehow bring back findings in bullet points to the larger group</td>
</tr>
<tr>
<td>25-40 mins</td>
<td>Feedback session in a larger group (this can be omitted if one single group, just spend a few minutes on the bullet points)</td>
<td>Feedback to a shared point either flipchart or whiteboard etc</td>
</tr>
<tr>
<td>Time Range</td>
<td>Task Description</td>
<td>Notes</td>
</tr>
<tr>
<td>------------</td>
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</tr>
<tr>
<td>40-60 mins</td>
<td>(See Part 2 – what is the ideal?) Spend 20 minutes imagining what the ideal programme, module or session would look like.</td>
<td>Again bullet points or notes brought back to a larger group. The group (or facilitator to emphasise if more than one group) needs to concentrate on the positive, the ideal, the dream of what you would like the programme etc. to look like.</td>
</tr>
<tr>
<td>60-75 mins</td>
<td>Feedback session in a larger group (this can be omitted if one single group, just spend a few minutes on the green bullet points)</td>
<td>Feedback to a shared point either flipchart or whiteboard etc.</td>
</tr>
<tr>
<td>75-100 mins</td>
<td>(See Part 3 – thinking about design) Use this time to think about the areas you would like to work on, think about these in relation to the perspectives, for example if you want to make your module or programme more flexible, what impact would this have upon the inclusivity? Likewise if you wish to increase inclusivity how may this affect flexible provisions.</td>
<td></td>
</tr>
<tr>
<td>100-120 mins</td>
<td>Feedback session highlighting the points that need to be worked upon. Once these areas have been established you may start working on the real detail, but keep bearing in the notions of flexibility and inclusivity and how these impact.</td>
<td>This session will start to highlight specific goals. Each of these will need working on and you can use any planning model to suit. This profile highlights ‘SMART’ where goals are made specific, they are measurable and achievable, they are realistic in their aims and are set against a timescale.</td>
</tr>
</tbody>
</table>
References
Appreciative Inquiry Commons

https://appreciativeinquiry.case.edu/intro/definition.cfm (1 July 2015)


HEA generic consideration of inclusive curriculum design

https://www.heacademy.ac.uk/sites/default/files/resources/Generic%20considerations%20of%20inclusive%20curriculum%20design.pdf (1 July 2015)

HEA flexible learning

https://www.heacademy.ac.uk/workstreams-research/themes/flexible-learning (1 July 2015)

Other useful links
University of Birmingham

The Equality and Diversity intranet pages offer a range of resources and guidance about ensuring that everyone at the University has the opportunity to succeed, whatever their background or identity. These include:

Support for staff

Please find below information about equality and diversity as they affect you as a member of staff, including details of staff support groups, initiatives and advice.

- Your responsibilities as a member of staff
- Your College and Professional Services' Equality Champions
- Staff groups and networks - LGBT Rainbow Network, Staff Disability Group, Single Parents' Network
- Athena SWAN Charter - promoting sustainable careers for women in STEMM
- Parents and carers' resource - returning to work, support with childcare, caring for adults
- Having a disability and working here - guidance for staff and managers
- **Equality areas and issues** - including age, disability, gender identity, race, religion or belief, sex, sexual orientation
- **Training** - improve your understanding of equality issues
- **Flexibility and family friendly working arrangements**

**Support for students**

Your key contact for everything to do with equality and diversity is Jane Tope: equality@contacts.bham.ac.uk

- **Disability support** - support with physical and mental disabilities
- **LGBTQ students** - the LGBTQ mentoring scheme
- **Black and minority ethnic students** - including the Be More Empowered mentoring scheme
- **Students who are parents or carers** - pregnancy, maternity and studying with caring responsibilities
- **Trans students** - advice on transitioning and support
- **Religious belief** - advice and support services
- **International students** - support for overseas students
- **Guild support**
- **Monitoring information**

**Student groups**

Student groups which feedback on equality issues, improve services to students and offer the chance to meet new people:

- **Black and Minority Ethnic students - Be More Empowered**
- **Student Disabilities Focus Group**
- **Student Parents and Carers Association**
- **LGBTQ Association**
- **Single Parents Network**

**Projects**

- **LGBTQ Inclusive Curriculum**: The project at the University of Birmingham will explore the experiences of staff and students, through a survey and local-level workshops over two years. These findings will be synthesised with a review of course literature and compared with experience across the education sector internationally.
- **Learning and Teaching for Social Diversity and Difference (links to an external site)**: Outputs from the ESRC-funded Teaching and Learning Research Programme project, led by Christine Hockings (University of Wolverhampton) and Marion Bowl (University of Birmingham).

**Publications**

- The University publishes **Information on Equality** and has an **Equality Scheme 2011-2015**. Setting out its equality objectives.
The University also has an Action Plan for meeting those objectives. The University Access Agreement 2014/15. Education in Practice is the teaching and learning journal of the University of Birmingham. It provides an accessible publication route for all University staff, be they academic members of staff or members of professional and support services, looking to disseminate learning and teaching practices, ideas and developments in a scholarly and evidence informed manner. Contributions are also welcomed from both undergraduate and postgraduate students discussing learning, teaching and educational matters.

A recent article in Education in Practice describes establishment of the ‘Inclusive Curriculum Working Group’ and the processes involved in Developing and Embedding Inclusive Policy and Practice within the University of Birmingham.

UK

Getting started

The HEA has produced a general guide to support creative thinking with regards to inclusive curriculum design. The guide is divided into four sections:

- **Section one:** Introduction and overview
- **Section two:** Generic considerations of inclusive curriculum design
- **Section three:** Subject specific considerations
- **Section four:** References and resources

HEA key resources:

- **Inclusive learning and teaching in higher education: a synthesis of research** (2010) - research synthesis of inclusive learning and teaching.
- **Developing and embedding inclusive policy and practice in higher education** (2010) - summary report of a change programme run with 10 UK institutions in the development of inclusive policies/practices and implementation.
- **Embedding Equality and Diversity in the Curriculum (EEDC) project resources** including reports, videos and the **Embedding equality and diversity in the curriculum: a framework**
- **Developing an inclusive culture in higher education** (2013) - evaluation report on how the HEA’s 2011 change programme supported 16 higher education institutions.
- A series of video interviews with experts in building inclusivity: engagement, community and belonging in the classroom (2013): Rowena Arshad (links to an external site), Ann-Marie Houghton (links to an external site), Bob Matthew (links to an external site) & Vicky Gunn (links to an external site).
- **Embedding Equality and Diversity in the Curriculum: Lunchbyte Webinars** (2014) - series of 20-30 minute webinars exploring a variety of topics connected to equality, diversity and learning and teaching.
- **HE outreach to widen participation: toolkits for practitioners** - learning, methods and resources developed by Aimhigher and the Lifelong Learning Network programmes to support the effective strategy, management and delivery of outreach work to encourage progression to higher education for under-represented groups.
- HEA resources on **Teaching International Students** and **Faith Guides for Higher Education** (links to an external site).
Other national organisations

- **Equality Challenge Unit** provides guidance and briefings on equality, including *Factsheets for Academics* covering *inclusive learning and teaching, promoting good relations* and *Equality in HE*. They provide specific resources on creating an *inclusive campus*, providing *support for specific groups* and *promoting good relations* across the University. Two other useful publications are the *Academic teaching staff: developing equality and diversity skills, knowledge and values* and the *Unconscious bias in colleges and higher education: training pack*.

- **InCurriculum Project** a project which aims to develop principles of inclusive teaching and learning. The site provides a framework/approaches to inclusive teaching and some good resources.

- **Open University** pages on *Inclusive Teaching* and *Accessibility of eLearning* (*links to an external site*).

- **Bodleian Library** briefings on producing *Clear Print* documents and *accessible electronic information*.

- **Equality & Human Rights Commission** guidance for providers of further & higher education (*links to an external site*).

- **Athena Swan Charter**: *Good practice guidelines* (*links to an external site*) to support applications can be found in the website. The Charter recognises advancement of gender equality: representation, progression and success for all. Established in 2005 to encourage and recognise commitment to advancing the careers of women in Science, Technology, Engineering, Maths and Medicine (STEMM) employment in HE and research. In May 2015 the charter was expanded to recognise work undertaken in Arts, Humanities, Social Sciences, Business and Law (AHSSBL), and in professional and support roles, and for trans staff and students. The charter now recognises work undertaken to address gender equality more broadly, and not just barriers to progression that affect women.

- **NUS** briefing on *Liberation, Equality and Diversity in the Curriculum* (*links to an external site*).

- **SPARQS** is part of an *Embedding Equality and Diversity in the Curriculum project* exploring the design of an inclusive curriculum in universities and is advising on *how students can get involved* and become and an integral part of the process.

- **Universities UK**: has published a comprehensive and current *"Student mental wellbeing in higher education good practice guide"*.

- **QAA Quality Code for Higher Education**, chapter B4 *Student support, learning resources and careers education, information, advice and guidance*.

- **HEFCE**: *Current HEFCE research on learning and teaching, inclusion and student opportunity*.

- **ESRC: Learning and Teaching for Social Diversity and Difference** (*links to an external site*): an ESRC-funded Teaching and Learning Research Programme project explored ways of enhancing the learning and teaching environment to improve the academic engagement and participation of a diverse range of students, particularly in relation to differences in class and academic background, age, gender and ethnicity.

- **JISC toolkit on using a range of technologies** which can help different users with different needs from seeing or hearing, those with difficulty concentrating or with fine motor control.
Useful resources from other universities

- **Anglia Ruskin University**: videos from focus groups with international students discussing aspects of their 'culture shock' on joining University and **Hearing the Student Voice**, a video based on a real student's story which demonstrates how some minor adjustments to her tutors' practice could have helped her avoid the outcomes of her illness.

- **University of Bradford**: comprehensive list of resources including inclusive **Learning and teaching, Curriculum design, Assessment, Discipline specific** and **General and related links**. Links also to the ORIC project resources on **inclusive curriculum design**.

- **Cardiff University**: useful set of **resources and guidance** on all aspects of inclusive curriculum design.

- **Universities of Coventry and Wolverhampton**: completed the **Disparities in Student Attainment (DiSA)** Project looking at the gap between the attainment of black minority ethnic (BME) and white students across the two institutions.

- **University of Derby**: resources and **some practical guides** on how to support students in practical ways such as in classes, via eLearning and on field trips.

- **Durham University**: useful resources on **practical issues relating to teaching students with disabilities**, such as policies on providing lecture notes in advance.

- **Glasgow Caledonian University**: Disability Team webpages provide guidance on creating an **accessible learning materials**.

- **University of Gloucester**: a good range of **subject specific resources** for supporting students studying Geography, Earth and Environmental Sciences. However some resources will be useful outside of these specific teaching areas.

- **University of Leeds**: a case study on **Supporting the Transition to Studying at a UK HE Institution for First Year International Students at the Leeds University Business School**.

- **Manchester Met University**: Excellent set of resources covering all aspects of inclusive curriculum design, including definitions, specific resources for groups, University-based good practice guidelines and links to external resources.

- **Nottingham Trent University**: a **DIY Toolkit for Alternative and Inclusive Assessment Practices** for disabled students (2009) - the toolkit aims to assist programme teams in identifying how they can further improve access for and inclusion of disabled students when devising assessments.

- **University of Nottingham**: **Inclusive teaching resources**, with useful case study blog posts from staff and students.

- **Open University**: **Learning to Teaching Inclusively**: a multi-media open access module for HE staff.

- **Oxford Brookes University**: Centre for Curriculum Internationalisation (CCI) provides a focus for the many initiatives on Internationalisation of the curriculum nationally and internationally, as well as a **toolkit for making the curriculum more international**.

- **Plymouth University**: **Inclusive Learning and Teaching** site is one of the most useful and comprehensive consisting of a wealth of research-informed guidance and resources, including case studies and short videos of the discussion points surrounding inclusivity and students talking about their experiences. The pages also contain templates, inclusivity checklists, information on using technology and top tips from other academics.

- **Queen's University Belfast**: **Teaching for Inclusion in Higher Education: a Guide to Practice** was developed as part of a National Teaching Fellowship project.
• **Sheffield Hallam University**: Accessible Assessments - practical support to academic staff in the design and delivery of inclusive academic assessments.

• **University of Salford**: broad range of resources on inclusive practice, including supporting transitions beyond University and the University of Salford Access and Inclusion Forum

• **University of Southampton**: Social Justice and Inclusive Education (SJIE) Research Centre comprises researchers and educators enabling research and practice focusing on participatory, innovative and inclusive methods; voice; and evidence-based practice. Resources and research projects explore a range of interests around aspects of diversity including: special educational needs, learning disability and autism, race and ethnicity, gender and sexual identities, disadvantage and poverty, cognitive processes in literacy and digital inclusion.

• **University of Staffordshire**: links and information on diversity and inclusion in the curriculum - learning, teaching and assessment. Covering disability and general accessibility, as well as gender, LGBT, race, ethnicity and internationalisation. There are also subject specific resources and links.

• **University of St Andrews**: Inclusive Curriculum Toolkit - good range of resources and the links in the sidebar offer an excellent range of specific resources for different groups.

• **University of Strathclyde**: The Teachability project promotes the creation of an accessible curriculum for students with disabilities through making freely available informative publications for academic staff.

• **Teeside University**: Quick Guides to Learning and Teaching: designing inclusive curricula a short guide aimed at staff developing an inclusive curriculum.

• **University of Westminster**: Inclusive Curriculum for Disabled Students

• **University of Wolverhampton**: the Learning to Teach Inclusively project has produced resources to help you develop inclusive teaching practice including; Inclusive Curriculum Design and Assessment, Inclusive Pedagogy, Managing and Researching the Inclusive Institution.

• **University of Worcester**: Strategies for Creating Inclusive Programmes of Study (SCIPS) a searchable database on how to address the needs of students with specific requirements in specific disciplines.

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**International**

**Africa**


**Asia**

*Case study of a Gender Inclusive Curriculum*: Physical Electronics – Curtin University, Malaysia.
Australia & New Zealand

- **Cultural Diversity and Inclusive Practice (CDIP) Toolkit**: a toolkit developed by Flinders University in Australia, which addresses cultural diversity and inclusive practice. Some of the information is specific to an Australian context, but a lot is generic.
- **Disability Liaison Unit website** by Monash University has a number of resources for staff and students relating to practice and policy and an **Inclusive Technologies Resource Kit**.
- **The General Information Folios (GIFs)** contains information, relevant to all members of the university community, on various aspects of cultural and religious inclusivity.
- **Seeking Educational Equity and Diversity (SEED)** - America's largest peer-led diversity programme and has been working with universities, schools and communities for 28 years to promote change and build capacity for more inclusive curricula and classrooms. SEED seminars bring people together in conversational communities to explore self-reflexively our stories of diversity, inclusion and educational systems. By balancing a focus on personal development with collaborative project work, the SEED seminars equip staff with support to implement change in their workplace, practices and institutional culture. The project is now coming to the UK via a series of seminars hosted by the **University of Sheffield**.
- **Gender Inclusive Curriculum** specific resources from Unisia, including definitions relating to inclusivity and some good examples of how to make changes to your curriculum.
- **Inclusive and Special Education Research Group** at the University of Canterbury. It is a research group with membership across the UC College of Education, Health and Human Development and staff are established researchers in the field of inclusive and/or special education. Resources include information on current projects.
- **Postgraduate Diploma in Education** endorsed in Inclusive and Special Education at the University of Canterbury.

Europe


Ireland

- **Trinity College Dublin** has the **Trinity Inclusive Curriculum** (TIC) site which offers tools, guidelines and templates to create an inclusive academic environment, follow good practice when planning teaching and assessment, and developing information resources.

USA

- **Strategies for Inclusive Teaching** at the University of Washington includes information for staff on how to take proactive measures to communicate to students that they are welcome in the course and seen as capable, potentially successful learners. It also includes interesting ideas on different perspectives and strategies for inclusive teaching.
- **LGBTQ resources** at Fordham University, including teaching recommendations and specific teaching resources.
• **Diversity & Inclusive Teaching Resources** at Vanderbilt University offers a range of group specific resources.

• **Creating Inclusive College Classrooms**: an article from the Centre for Research on Learning and Teaching at the University of Michigan which addresses five aspects of teaching that influence the inclusivity of a classroom: 1) the course content, 2) the teacher’s assumptions and awareness of multicultural issues in classroom situations, 3) the planning of course sessions, 4) the teacher’s knowledge of students’ backgrounds, and 5) the teacher’s choices, comments and behaviours while teaching.

• **Teaching for Inclusion: Diversity in the College Classroom**: written and designed by the staff of the Centre for Teaching and Learning at UNC, Chapel Hill, this book offers a range of strategies, including quotes from students representing a range of minority groups.

• **Managing Hot Moments in the Classroom**, from the Derek Bok Centre at Harvard University, describes how to turn difficult discussions into learning opportunities.

• **Diversity Essays** University of Colorado-Boulder.

• **Is Diversity Relevant to What I Teach?** a forum from Diversity Digest. Features comments from faculty in Business, Mathematics, Biology, and Engineering.

• **Multicultural Occasional Papers** Center for Research on Learning and Teaching, University of Michigan.

• The **Faculty Teaching Excellence Program (FTEP)** at the University of Colorado has compiled a series of faculty essays on diversity in *On Diversity in Teaching and Learning: A Compendium*. This publication is available for download (as a PDF file) from the [FTEP website](#) (scroll down towards the bottom of the page for the download links). The essays in this volume include: Fostering Diversity in the Classroom: Teaching by Discussion and Developing and Teaching an Inclusive Curriculum.

• **Making Excellence Inclusive** is the Association of American Colleges and Universities:
  
  • **VALUE** Rubric Development Project
  • **Project Kaleidoscope (PKAL)**
  • **Shared Futures: Global Learning and Social Responsibility** (Links to an external site.)
  • **Civic Learning and Democratic Engagement (CLDE)**
  • **Making Excellence Inclusive**
  • **The LEAP Challenge**

• **Universal Design for Learning (UDL)**: resources developed as part of the CAST (Centre for Applied Special Technology) initiative in the US, which explain the concept of Universal Design for Learning.

• **Teaching for Inclusion: Diversity in the College Classroom** is a guide from the Centre for Teaching and Learning at the University of North Carolina. Some material is principally relevant in the US context, part 1 is more widely applicable.

• **Tips for Teachers: Teaching in Racially Diverse College Classrooms**: from The Derek Bok Centre for Teaching and Learning at Harvard University, this checklist addresses concerns about teaching in a multicultural context. Several specific recommendations are given to insure your confidence in the classroom.
• **Perceptions of Faculty Behavior by Students of Color**: provided by The Center for Research on Learning and Teaching (Links to an external site.) at the University of Michigan.

• **Academic Support for Women in Science and Engineering**: Susan Montgomery (Chemical Engineering) and Martha Cohen Barrett (Centre for the Study of Higher and Postsecondary Education) present critical factors that have been found to influence the learning experiences of undergraduate women studying Science and Engineering. They also offer suggestions for improving the academic environment that are applicable to all students. This link is provided by The Center for Research on Learning and Teaching at the University of Michigan.

Worldwide

• **International Journal of Inclusive Education** by Taylor & Francis.

• **Pedagogy, Curriculum, Teaching Practices and Teacher Education in Developing Countries**: University of Sussex Centre for International Education report of a literature exploring which pedagogic practices, in which contexts and under what conditions, most effectively support all students to learn at primary and secondary levels in developing countries.

• **Promoting Inclusive Teacher Education** is a series of five Advocacy Guides published by The United Nations Educational, Scientific and Cultural Organization (UNESCO). The guides are designed for anyone who wants to do advocacy to bring about improvements in pre-service teacher education towards more inclusive education. Target groups are teacher education institutions, ministries of education and other key education stakeholders to support the adaptation, development, and implementation of inclusive policies, inclusive curricula, inclusive teaching/learning materials and inclusive teaching methodologies. The guides are:
  - **Advocacy Guide 1**: introduction introduces inclusive teacher education and addresses what makes effective advocacy, who can do it and how it can be done. This introduction also provides an overview of the guidebooks on policy, curriculum, materials, and methodology.
  - **Advocacy Guide 2**: policy focuses on challenges and barriers, strategies and solutions in the area of teacher education policies.
  - **Advocacy Guide 3**: curriculum focuses on challenges and barriers, strategies and solutions in the area of pre-service teacher education curricula.
  - **Advocacy Guide 4**: materials focuses on challenges and barrier, strategies and solutions in the area of teaching /learning materials used in teacher education.
  - **Advocacy guide 5**: methodology focuses on challenges and barriers, strategies and solutions in the area of teaching methodologies used at teacher education institutions.

• **Inclusive Education** is the means by which UNICEF addresses both access and quality by responding to the needs of all children and youth through increased participation and reduction of exclusion, and the “conviction that it is the responsibility of the regular system to educate all children” (UNESCO, 2009). Resources are primarily for children of school age but some frameworks and guidelines on inclusivity may be transferable.
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