Curriculum Review – An opportunity to make teaching, learning and assessment more inclusive

These prompt questions are designed to encourage conversation about how to improve the inclusivity of your curricula.

Induction and transition:

• Do students understand the terminology being used and the intention behind aspects of university study such as:
  • Programme design (e.g. level, module, learning outcomes, ECTS)?
  • Teaching and learning (e.g. seminar, lecture, blended, independent learning, collaborative learning, group work)?
  • Assessments (e.g. diagnostic, formative, summative, peer assessment, viva)?
  • Regulations (e.g. plagiarism, mitigating circumstances, complaint, appeal)?
• How are your students inducted into higher education and into different levels?
• Is your documentation easily available and comprehensible?

Curriculum design:

• Have you determined the core requirements of the programme and have these been expressed as intended learning outcomes at programme and module level?
• Have you identified core concepts, troublesome knowledge and threshold concepts?
• Have you created opportunity to help students meet their goals?
• Is your curriculum informed by different social and cultural perspectives?
• Does your programme include opportunities for students to work with peers?
• Does your programme enable students to answer the questions and solve the problems that are of interest to them, both in terms of content and methodology?
• Does each module incorporate a range of opportunities for participation? e.g. individual reflection on lecture notes, paired discussion, anonymous participation via Mentimeter.
• Do you include examples, cases studies and ideas from a range of cultural perspectives or justify why they are predominantly from a specific cultural perspective. Does your reading list represent a range of international sources and areas of interest?
• Does your programme provide students with opportunity to make sense of concepts from their own cultural perspective and to share their ideas and examples with others. e.g. What are commonly held views on the topic/concept in question in your culture? Why do people hold this view?

• Does the programme allow for consideration of inclusive practices in the wider world? e.g. are students considering how doctors, engineers, scientists and other professionals can work to improve inclusivity?

• Are there opportunities for students to be engaged in the design of the curriculum?

• How often is the curriculum reviewed for inclusivity?

Accessing teaching and learning:

• Are ‘lecture notes’ or session outlines provided in advance?

• Are students provided with a manageable amount of pre-reading, or equivalent, to help them prepare for face-to-face teaching?

• Is technology used to make learning more accessible and inclusive? e.g. Panopto as a tool for learning, a visualizer as an alternative to a blackboard.

Assessment:

• Does the assessment task allow all students to demonstrate achievement of the learning outcomes?

• Are there an appropriate number and range of assessment methods at each level?

• Does this range of assessment methods enable all students to demonstrate their ability to achieve the learning outcomes?

• Is the language of the assessment task inclusive? i.e. Do students understand what they are being asked to do?

• Do the assessment criteria align with the learning outcomes in terms of focus and expected level?

• Does the assessment recognise and reward process as well as outcome? e.g. Are marks awarded for teamworking and/or observed lab-based/clinical-based practice?

• Is your feedback comprehensible and does it help the student to develop further, including their ability to self-assess?

• Are students given an opportunity and need to make use of their feedback in future learning"