



Curriculum Inclusivity Project

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BACKGROUND

- ❑ The University has a commitment to addressing inequalities in outcomes for students from underrepresented and/or disadvantaged backgrounds, as outlined in its 2020/21-2024/25 Access and Participation Plan (APP).
- ❑ Creating an inclusive curriculum is crucial in addressing the Awarding Gap for ethnically diverse students (Advance HE, n.d). Furthermore, the Herts Learning Principles (University of Hertfordshire, n.d.) highlight the University's commitment to designing curricula which is "inclusive and accessible".
- ❑ The Comet project, which is linked with the APP, provided us with an opportunity to assess multiple Canvas sites within specific programmes, aiming to improve curriculum inclusivity from cultural, racial, and ethnic perspectives. Our project, therefore, also aligned with the broader institutional goals of the APP.

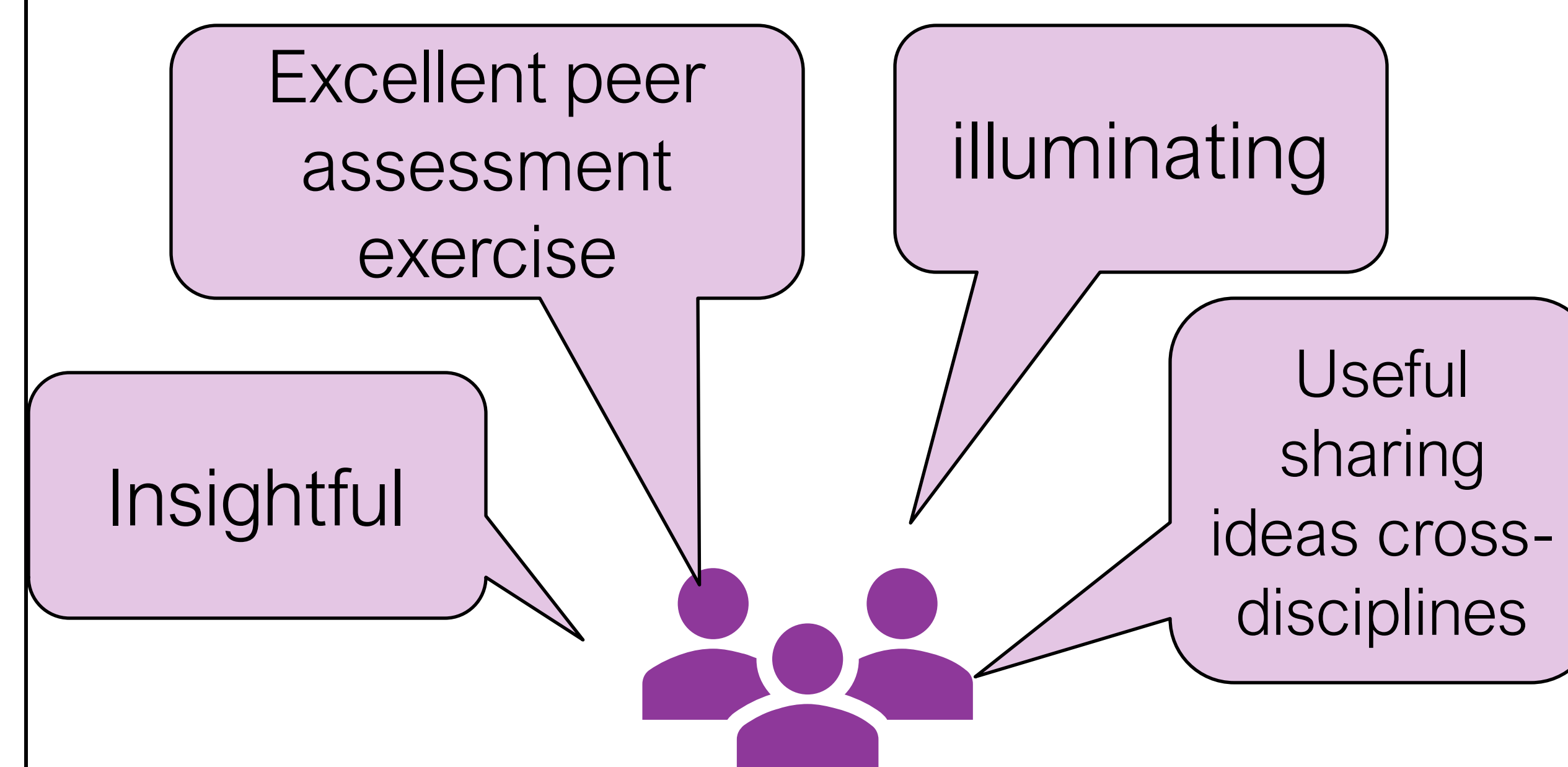
AIMS

- ❑ To evaluate and assess a selection of Canvas sites from identified programmes for their inclusivity and ethnic diversity; to adapt content where necessary.
- ❑ To share good practice and learning across programme teams.

METHOD

- ❑ Programme staff from three undergraduate programmes underwent specialised curriculum inclusivity training.
- ❑ Staff members identified a selection of modules to undergo an audit within their respective programmes. They assessed various aspects of inclusivity in modules from other programmes using a curriculum inclusivity auditing tool which was customised to Health and Social Work.
- ❑ Staff engaged in collaborative meetings with other programmes to exchange insights and share experiences.
- ❑ Efforts were made to involve students through focus groups and recruitment opportunities as Inclusive Curriculum Advisers.

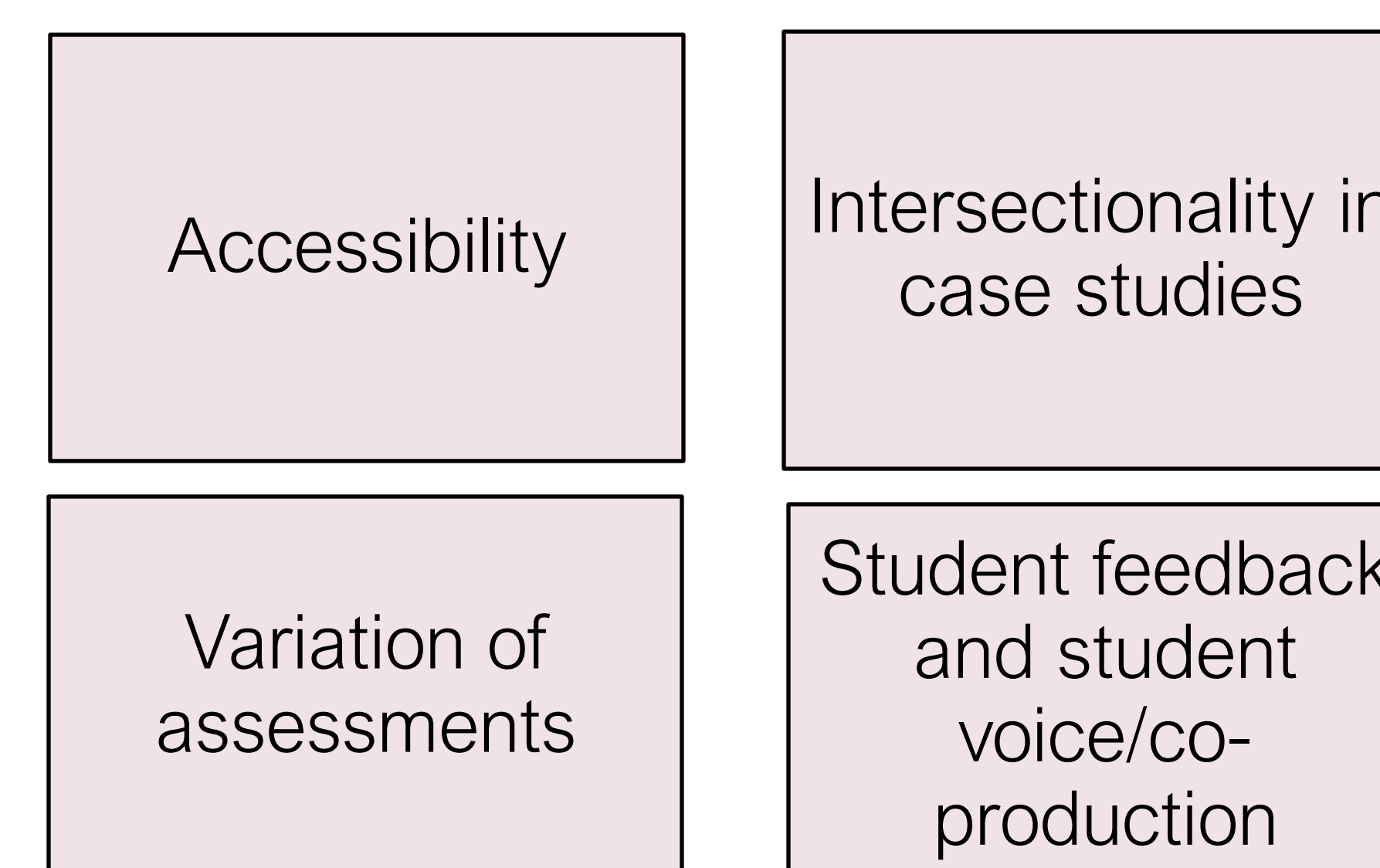
STAFF FEEDBACK



FINDINGS

- ❑ Varied teaching methods and activities are used, including Canvas discussion boards, quizzes, and flipped learning activities to cater to diverse learners.
- ❑ Good practices were observed in some modules, particularly the use of images that represent NHS patients' and student diversity. However, case studies and reading lists could be adapted to promote inclusivity.
- ❑ Identified a need for more standardised approaches, especially Canvas accessibility and clearer assessment guidance for neurodiverse and non-native English-speaking students.
- ❑ Student belonging emerged as the main area for improvement, indicating a need for increased co-production and feedback opportunities across all programmes

EMERGING THEMES



IMPLICATIONS & NEXT STEPS

- ❑ Findings are intended to guide future teaching and learning practices, with a focus on prioritising inclusivity and accessibility, in line with the Herts Learning Principles. This involves adjusting language in assessments, resources, and incorporating student feedback and input.
- ❑ Encourage the sharing of good practices and ideas to foster further collaboration and improvement within the School.
- ❑ Explore extending the use of a revised auditing tool across more programmes, which could offer valuable insights for future curriculum enhancement work.

REFERENCES

- ❑ Advance HE. (n.d.) *Inclusive curriculum*. Retrieved 1 November 2023, from <https://www.advance-he.ac.uk/inclusive-curriculum>
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- ❑ University of Hertfordshire. (n.d.). *Herts learning Principles*. <https://www.herts.ac.uk/ltag/learning-teaching-and-academic-quality/home/learning-and-teaching/curriculum-design/herts-learning>