

Inclusive Curriculum Development: considering the needs of all students

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What do we mean by an inclusive curriculum?





...practical advice to help students develop their employability skills.

Would you like advice on:

- developing employability skills?
- abilities that underpin employability skills?
- impairments that impact on the abilities?
- inclusive strategies?

If yes, please select one of the pictures below that best represents you.



What can't we see?



Educational

- Skills
- Understanding
- Prior knowledge
- Academic Ability
- Learning approaches
- Educational experiences
- Life and work experiences
- Level and type of qualifications

Dispositional

- Identity
- Self-esteem
- Confidence
- Aspirations
- Expectations
- Preferences
- Attitudes
- Assumptions
- Beliefs
- Motivation
- Perspectives
- Self-awareness
- Gender
- Emotional intelligence
- Maturity
- Learning Style
- Sexuality

Circumstantial

- Age
- Disability
- Paid / voluntary employment
- Caring responsibilities
- Geographical location
- Access to IT
- Access to transport
- Flexibility
- Entitlements
- Financial background
- Marital status

Cultural

- Language
- Values
- Cultural capital
- Religion and belief
- Country of origin / residence
- Ethnicity / Race
- Social background

What about us?

- Multiple identities
 - Lecturer
 - Researcher
 - Administrator

What are our own:

- Conceptions of students?
- Approaches to learning and teaching?
- Knowledge and experiences?

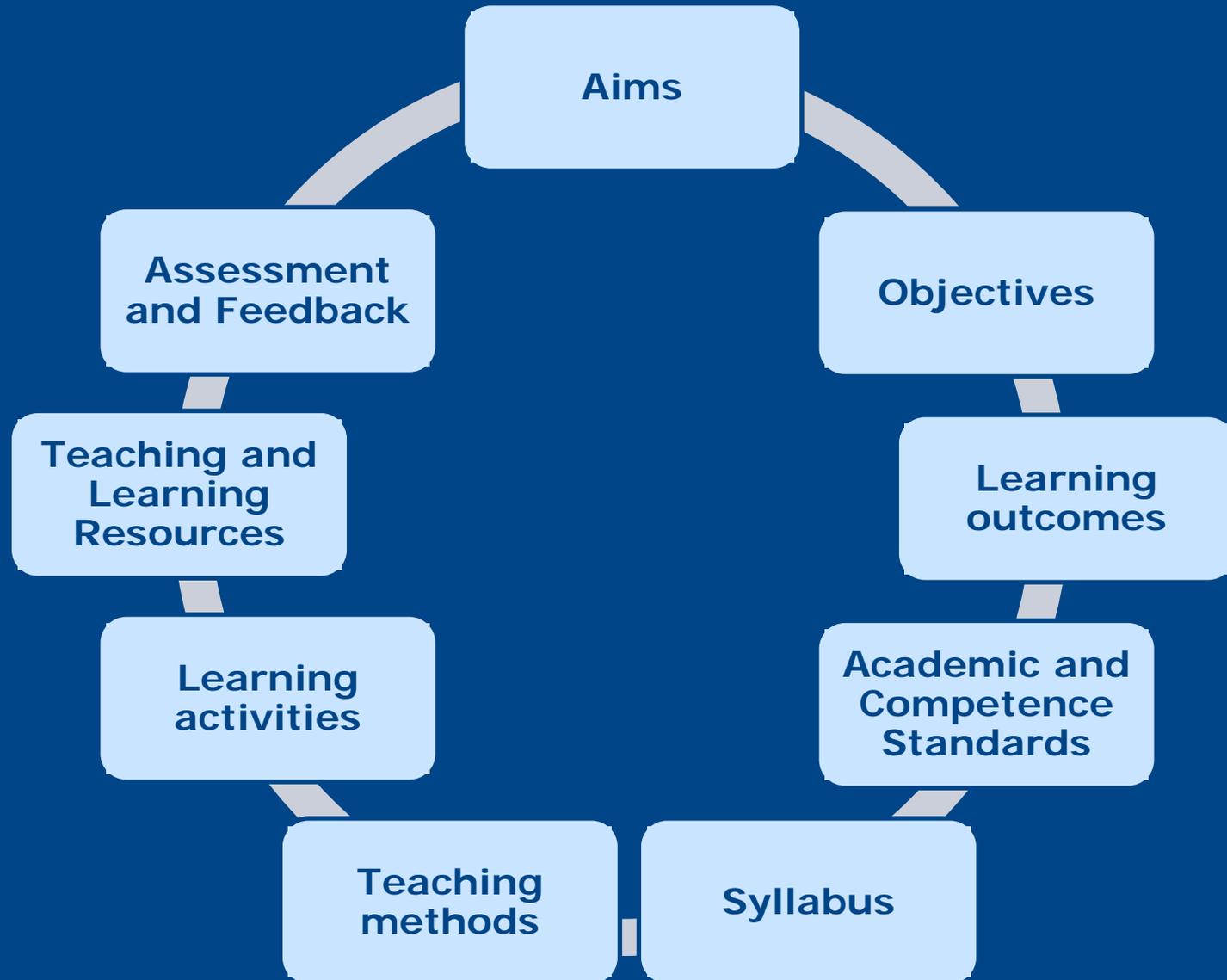
What do we mean by an inclusive curriculum?

The design and delivery of teaching, learning and assessment methods that allow all students to engage meaningfully with the curriculum and achieve their full potential

Don't make assumptions



Elements of the Curriculum



Universal Educational Design



Photograph by Christian A. Calmeyer
(<http://www.flickr.com/photos/chrisac/3043274497/>)

Universal Educational Design

Aim to design multiple approaches to support students':

- **Understanding**
(of the curriculum)
- **Engagement**
(with the curriculum)
- **Demonstration**
(of knowledge, skills, etc.)

Supporting students' Understanding (of the curriculum)



VIEW

Words

Outcome

Task

Design

SEARCH



Go

About

List of words

Display as:

Keyword:

advanced search ▾ clear all

Accountability Achieve Adapt Advanced

Ameliorate Analyse Apply Appraise Appreciate Argue

Assess Authority Autonomy Aware Basic Clarify

Coherent Collect Combine Comment Communicate

Compare Competing Complete Complex Conceptualise

Conclude Conflict Connect Consolidate Consultancy Contradictory

Contribute Convey Create Creative Current Deal

Decision-making Define Defined

Demonstrate Deploy Describe Design Determine

Develop Devise Diagnose Direct Discriminate Discuss Display

Enhance Enquire Established Practice Evaluate

Execute Explore Extend Familiar/Unfamiliar

Flexibility Formulate Generalise Generate Graphical Group

Guide Hypothesise Identify Implement Improve Incorporate

Independent Inform Initiate Initiative Innovate

Integrate Interact Interpersonal Interpret Investigate

Judge Knowledge Lead Limited Locate

Maintain Manage Master Measure Meet Obligations

Meet Standards Minimal Modify Multiple Negotiate New

Non-routine Novel Numerical Obtain

Operational Context Organise Original Performance

Recently viewed words: Autonomy Advanced

Analyse

 expand all

examine in detail the constitution or structure of

Related terms: Diagnose Discuss Judge Reflect Reformat Research Review

Category	Description (1)	
SEEC	Analyses a range of information using pre-defined principles, frameworks or criteria. [Cognitive skills: analysis and evaluation]	3
Category	Description (1)	4
CQFW/QCF	Analyse, interpret and evaluate relevant information and ideas. [Knowledge and understanding]	
Category	Description (9)	5
CQFW/QCF	Analyse, interpret and evaluate relevant information, concepts and ideas. [Knowledge and understanding]	
FHEQ	[able to] use a range of established techniques to initiate and undertake critical analysis of information, and to propose solutions to problems arising from that analysis	
SEEC	Undertakes complex and non-routine performance tasks. Analyses performance of self and others and suggests improvements. [Performance and practice: performance]	
FHEQ	[able to] effectively communicate information, arguments and analysis in a variety of forms to specialist and non-specialist audiences, and deploy key techniques of the discipline effectively	
SCQF	Undertake critical analysis, evaluation and/or synthesis of ideas, concepts, information and issues which are within the common understandings of the subject/discipline [Generic cognitive skills, SCQF Level 8]	
NICATS	Analyse, reformat and evaluate a wide range of information	
NICATS	Generate ideas through the analysis of information and concepts at an abstract level	
SEEC	Analyses a range of information comparing alternative methods and techniques. Selects appropriate techniques/criteria for evaluation and discriminates between the relative relevance and significance of data/evidence collected. [Cognitive skills: analysis and evaluation]	
SEEC	Identifies, analyses and communicates principles and concepts recognising competing perspectives. [Cognitive skills: conceptualisation and critical thinking]	
Category	Description (8)	6
FHEQ	[demonstrated] an ability to deploy accurately established techniques of analysis and enquiry within a discipline	
SCQF	Identify and analyse routine professional problems and issues [Generic cognitive skills, SCQF Level 9]	

Describability



Home



Vocabulary



Write



Describe



Basket

ABOUT DESCRIBABILITY

Describability is a demonstrator website which is free to use for students and educators. It is designed to help users understand common academic terms as well as providing support for writing learning outcomes.

The academic words and their uses have been curated by the team at CogenT – a project funded by JISC



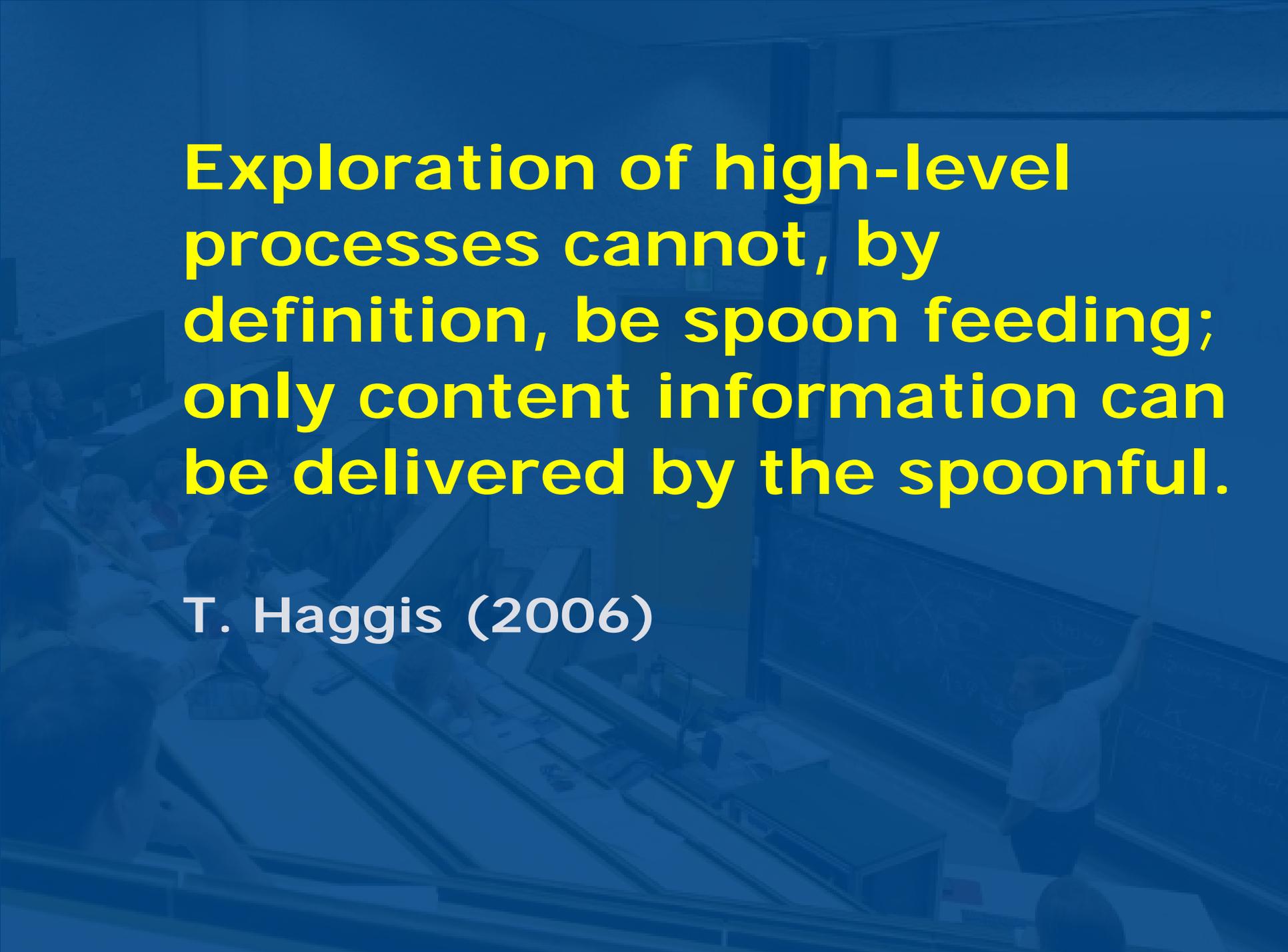
VIEW VOCABULARY

If you are looking for a word to use to describe academic or professional capability; or you would like to know more about a word that someone else has used this is a good place to start.



WRITING A LEARNING OUTCOME

<http://www.describability.co.uk/>

A blue-tinted photograph of a classroom. In the foreground, several students are seated at desks, looking towards the front of the room. In the background, a teacher is standing at a whiteboard, pointing at it. The overall scene is dimly lit, with the blue tint dominating the color palette.

Exploration of high-level processes cannot, by definition, be spoon feeding; only content information can be delivered by the spoonful.

T. Haggis (2006)

Supporting students' Engagement (with the curriculum)



Supporting students' Demonstration (of knowledge, skills, etc.)



Assessment Approaches

- **Contingent**
 - “Special arrangements” (e.g. extra time, amanuensis, separate room). Essentially assimilation into an existing system
- **Alternative**
 - Generally offered as an option for a few students (e.g. viva voce instead of a written assignment)
- **Inclusive**
 - Flexible range of assessment methods made available to all, which are capable of assessing the same learning outcomes in different ways

BRINGING IT ALL TOGETHER

Introducing the HEAR



The final report of the Burgess
Implementation Steering Group

HEAR

Higher Education Achievement Report

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Employability Hub

All the latest information from the [Employability Team](#)

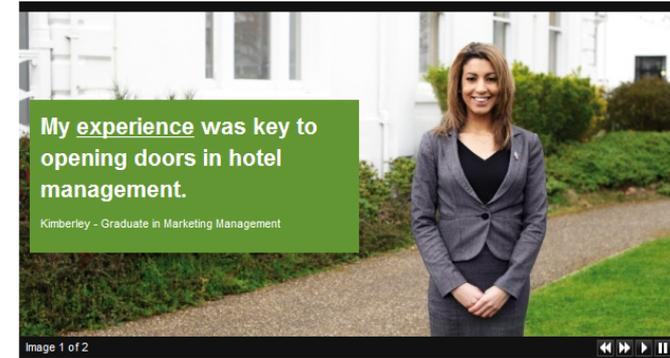


Image 1 of 2



01242 714795
careers@glos.ac.uk

The Careers team provides information, advice and guidance to support students in planning for their future career.



01242 715032
degreeplus@glos.ac.uk

Degreeplus is our exciting new initiative that will enable students to gain the skills they require to be successful in the



01242 714316
placements@glos.ac.uk

Placements are a key aspect of many of our undergraduate programmes. They offer students the opportunity to apply

Conclusions

- Reflect upon the question: what features, or the processes of interaction, are preventing some students from accessing the curriculum effectively?
- Aim to design multiple approaches to support students':
 - Understanding
 - Engagement
 - Demonstration
- Small changes can make a big difference

Thank You

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