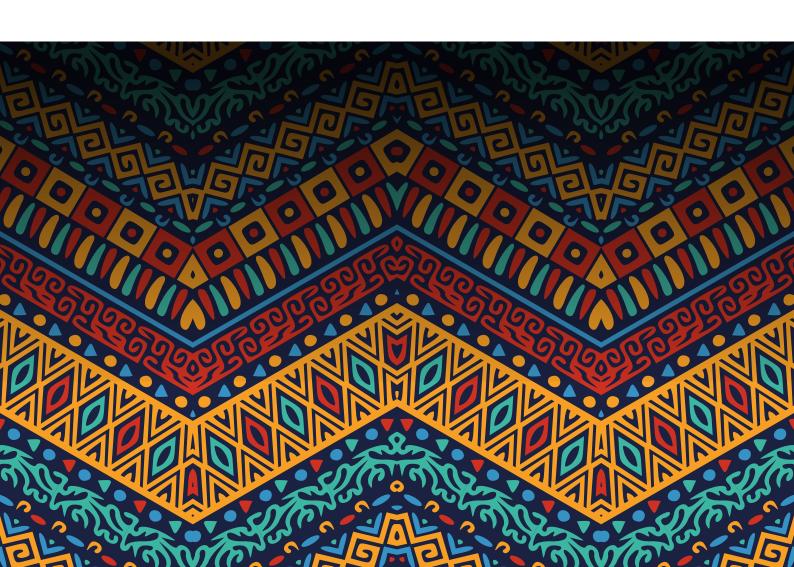CAITE

Decolonising DMU Toolkit

Inclusive Curriculum Checklist and Guidance

2021-22

Inclusive Curriculum Checklist and Guidance

Introduction

The aim of this checklist is to support module leaders within DMU in ensuring that their modules align to equality, diversity and inclusion agendas in all aspects of the academic cycle. An inclusive curriculum aims to ensure that all students are able to participate fully and have an improved learning experience, including those with protected characteristics under the Equality Act 2010.

Module leaders are likely to use this checklist in different ways based on the module content, however, it is important that this review is annually completed when carrying out Module Evaluation Plans. Good practice items identified through this process should be shared within Schools and Faculties.

Content: To what extent does your module…

Item	Fully Demonstrated	Partially Demonstrated	Not Demonstrated	Please provide some information on how this item is being met and what actions will be taken to improve
Uses materials which portray different perspectives within and outside of the UK related to ethnic diversity and a range of cultural perspectives, without conforming to stereotypes.				
Have resources lists that contain authors from a diverse range of backgrounds including those from different ethnicities or identities and from outside of the UK				
Utilize case studies / examples of patients or people who represent those from ethnically diverse backgrounds and identities.				

Teaching and Supporting Learning: To what extent does your module…

Item	Fully Demonstrated	Partially Demonstrated	Not Demonstrated	Please provide some information on how this item is being met and what actions will be taken to improve
Have a strategy that follows up students who are not engaging or attending sessions and why.				
Allow for small group work to consist of diverse groups from different ethnicities, identities and educational backgrounds and the expression of personal views & experiences.				
Have learning outcomes that provide flexibility to consider protected characteristics where relevant & possible.				
Encourages students to think critically and raise awareness of different perspectives on issues relating to diversity.				

Teaching and Supporting Learning: To what extent does your module…

Item	Fully Demonstrated	Partially Demonstrated	Not Demonstrated	Please provide some information on how this item is being met and what actions will be taken to improve
Ensures that teaching covers diverse patients / people.				
Have an appropriate range of teaching approaches, including methods to actively engage all students, including those with different learning styles, for classroom activities.				
Ensures work-based placements and DMU Global trips have been reviewed in relation to equality and diversity issues (where appropriate).				

Assessment: To what extent does your module…

Item	Fully Demonstrated	Partially Demonstrated	Not Demonstrated	Please provide some information on how this item is being met and what actions will be taken to improve
Include an appropriate range of assessments to meet all students' needs.				
Provide students with the opportunity to engage in formative assessments prior to all summative assessments.				
Offer individualised feedback to students.				

Assessment: To what extent does your module…

Item	Fully Demonstrated	Partially Demonstrated	Not Demonstrated	Please provide some information on how this item is being met and what actions will be taken to improve
Provide students with the opportunity for peer feedback.				
Ensure student feedback contains clear actions and/or signposting for further development.				
Ensure that assessments utilizing person scenarios are drawn from underrepresented ethnicities and groups while avoiding stereotypes.				

Useful Resources

Why do we need to develop an inclusive curriculum?

Decolonising DMU: A Working Position
https://decolonisingdmu.our.dmu.ac.uk/about/decolonising-dmu-a-working-position/

Chimamanda Ngozi Adichie - The danger of a single story
https://www.youtube.com/watch?v=D9Ihs241zeg

To decolonise the curriculum, we have to decolonise ourselves
https://wonkhe.com/blogs/to-decolonise-the-curriculum-we-have-to-decolonise-ourselves/

Clark, I (Jul 20, 2018) Tackling Whiteness in the Academy
https://medium.com/@ijclark/tackling-whiteness-in-the-academy-f3b3c451936a

How can we decolonize our reading lists?

El Kadi, T.H. (2019) How diverse is your reading list? (Probably not very…).
https://fairplaygame.org/resources/

Global Social Thinkers website, includes shared reading lists
https://globalsocialtheory.org/resources/

NUS and Universities UK. (2019) Black, Asian and Minority Ethnic
Student Attainment at UK Universities: #closingthegap.
https://www.universitiesuk.ac.uk/what-we-do/policy-and-research/publications/black-asian-and-minority-ethnic-student

What are some general resources we can look at for more information on inclusive teaching practices?

Office for Students: Closing the Attainment Gap Project – Inclusive Curriculum
https://closingtheattainmentgap.co.uk/inclusive-curriculum/

Inclusive Curriculum Design – Higher Education Academy (contains both generic and subject-specific advice, the latter for a range of subjects)
https://www.advance-he.ac.uk/knowledge-hub/inclusive-curriculum-design-higher-education

Produced by Tania Webb and Zeenat Hassam