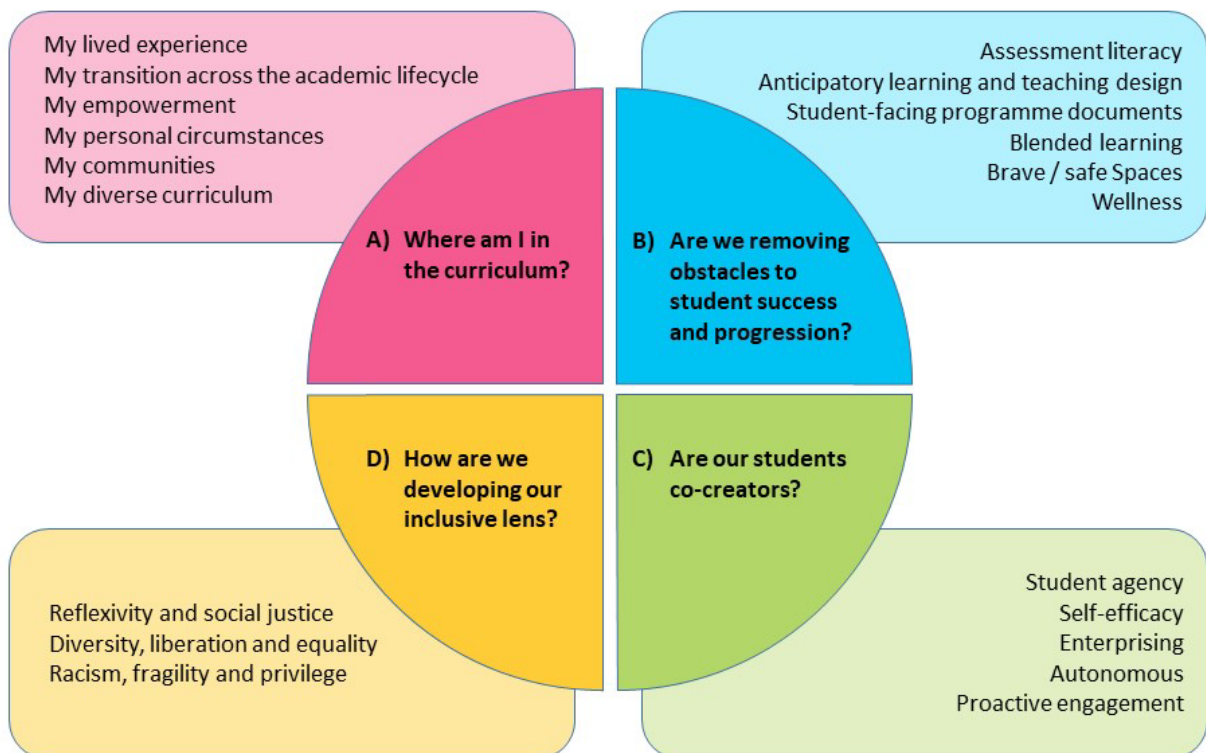


Inclusive Framework: curriculum design and delivery

The information provided here gives more detail about each of the principles and sub-principles of the University's Inclusive Framework: curriculum design and delivery. The full version of the Framework can be accessed at <https://canvas.wlv.ac.uk/courses/9918/pages/inclusive-framework>.



Key Principle A - Where am I in the curriculum?

This principle is about designing and delivering courses which are informed by students' lived experiences and interests. It is about recognising our 'audience' and tailoring our design and delivery to meet their diverse needs. Our students are not one amorphous group.

A1 My lived experience:

Students bring with them a wealth of lived experiences. Forging intentional links between students' lived experiences and the curriculum leads to a learning and teaching experience which is relevant, reliable and meaningful for all our students. Programme strategy should forge links between the curriculum and the student lived experience across modules/levels of study/delivery.

A2 My transition across the academic cycle:

We are aligning our students' prior educational experience to our curriculum design and delivery by identifying gaps between prior education experience and current programme requirements. We are also considering transitional points and aligning developmental support to address identified gaps.

A3 My empowerment:

Our programmes are developing students to secure positions in the workforce, mindful that a large proportion of them are first generation entrants into higher education. Programmes develop soft skills, confidence-building exercises, co-curricular activities and embed active student engagement activities.

A4 My personal circumstances:

Flexibility is built into programme design and delivery (blended, on-campus, off campus and on-line) to support accessibility for our diverse body of students. Many students juggle personal commitments in addition to their commitments as students and digital poverty/IT access can be problematic for some students. Learning and teaching should enable student engagement irrespective of personal circumstances.

A5 My communities:

Programmes foster students' sense of belonging by recognising that they bring with them their identities and interests from their personal communities (local, regional, national and international) and we endeavour to forge these links in our design and delivery. Also considerations of role models/guest speakers in communities of interest to students.

A6 My diverse curriculum:

A diverse programme offer that thinks critically about current knowledge, power relations and positionality both in academia and practice. Programmes to consider diverse perspectives, for example, relating to ethnicity, disability, gender, class, sexuality, social justice, including the questioning of dominant western models. This supports students to develop a critical social justice lens.

Key Principle B – Are we removing obstacles to student success and progression?

This principle acknowledges that our students come onto our programmes with a diverse range of knowledge and skills. Understanding the knowledge and skills that they possess and developing them to meet programme requirements are essential for the success of our students.

B1 Assessment Literacy:

Preparation for assessments should be ongoing throughout modules. This should be supported through detailed assessment marking criteria/rubrics written from the student perspective, assessment unpacking, formative assessments and feedback/feedforward comments. Ongoing discussions relating to academic integrity are important to ensure that students understand good academic practice and the importance of acknowledging the work and ideas of others.

B2 Anticipatory learning and teaching design:

Programme design and delivery to be proactive in considering the entitlements of all prospective and existing students; for example, offering alternative forms of learning that are not predominantly based on text or reading. Anticipating learning support requirements for seen or unseen disabilities will reduce the need for reactive and individualised responses that can arise when inclusive issues have not been considered at the design phase. Building optionality and choice of assessments where possible.

B3 Student –facing documents:

Many of our students are first in family into higher education study. They may not be familiar with 'academic jargon and discourse' and standards such as the Quality Assurance Agency for Higher Education (QAA) and Professional, Statutory and Regulatory Bodies (PSRB). Explanation of relevant terminology is essential so that documentation is inclusive and accessible. Course and Module Specification Templates, module guides, and text on Canvas need to be written for the student audience. Assignment briefs should be reviewed for clarity and ease of understanding.

B4 Blended learning:

Programmes are designed and delivered to cater for students' differing learning styles and access to different learning environments. Ensuring these are considered during blended learning is essential to the success of our student engagement. Learning and teaching activities are accessible online and at any time (asynchronous/synchronous)

B5 Brave/Safe spaces:

Programmes provide opportunities for discussion within safe and brave spaces. Building trust and creating safe environments where students can feel free to express and share concerns. Staff to be vigilant about hate speech, aggressive behaviour, micro-aggressions, etc.

B6 Wellness:

Our programmes are structured to take into consideration our students' wellness and are responsive to understand how student obstacles can impact on mental health and wellbeing. For example, building resilience strategies across programmes or scaffolding and staggering assessments to reduce potential stress. Bringing in [Togetherall](#) into each module and explicit signposting of services across the programme.

Key Principle C- Are our students co-creators?

The programme curriculum design and delivery should encapsulate our students as co-creators. By having this central to the philosophy of design and delivery on our programmes means that our curriculum is invested in by our students, where they are proud to be part of the process of curriculum design and delivery. Student voice is central to this.

C1: Student Agency:

Programmes foster student agency through adopting teaching and learning activities that are meaningful and relevant to learners, driven by their interests, and often learner-initiated, with appropriate guidance from tutors Student agency gives students voice and often, choice in what and how they learn.

C2: Self-efficacy:

Programmes promote students' belief in their capacity to execute behaviours necessary to produce specific performance attainments. Self-efficacy reflects confidence in our students' ability to exert control over their own motivation, behaviour and social environment.

C3: Enterprising:

Programmes support students to have or show initiative and resourcefulness. Being enterprising gives students a strong 'can-do' mind-set, enabling them to handle an uncertain future. This also links to entrepreneurship and crucial life skills like problem solving, teamwork and empathy, all valuable employability skills.

C4: Autonomous:

Students are enabled to take control of their own learning, independently or in collaboration with others. An autonomous learner will take more responsibility for learning and is likely to be more effective than a learner who is reliant on the lecturer.

C5: Proactive engagement:

Programmes involve students as active partners in pedagogical planning and delivery processes/activities. This includes content and assessment ownership by our students. This may challenge traditional hierarchical models of expertise and conventional conceptions of students as subordinate to the expert tutor, but adopting an active and participatory role in learning enhances students' learning processes and outcomes.

Key Principle D - How are we developing our Inclusive lens?

We need to be working to re-envision our curriculum and research practices in recognition of the truth that every field of study, without exception is shaped by the identities, histories and societies that individuals belong to. Acknowledging these histories and realities in the curriculum is the first step towards decolonisation.

D1 Reflexivity and social justice:

Our programmes develop students into graduates who have sound reflexivity underpinning their work as scholars and practitioners. This means that our learning and teaching activities support the development of skills of reflexivity, reflection, and critical application of disciplines to the social world.

D2 Diversity, liberation and equality:

Our programme retention strategies will focus on making all our students feel welcomed. Diversity will not be restricted to a reading list; rather liberation, diversity and equality are embedded into the curriculum. Our inclusive learning and teaching environment (blended learning) will foster liberation, diversity, and equality.

D3 Racism, fragility and privilege:

This involves us intentionally facilitating/inviting programme-based discussions which will support reflections around racism, fragility, and privilege in the application of a discipline to various social contexts. It involves challenging traditional, Eurocentric, male-dominated curricula and to ensure that the work of marginalised scholars re: race, sexuality, gender and disability are fairly represented in the curricula.