

UCL BME Attainment Gap Project

What does an Inclusive Curriculum look like?

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Welcome and introductions

Your name, your role



Workshop overview

1. What is an inclusive curriculum? Definitions
2. Why is it important to create inclusive curricula?
3. What you already do: what works
4. What you plan to do: actions to enhance inclusiveness

UCL Context: average 3% Attainment Gap



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Your definition of an inclusive curriculum

10-minute activity

- Please start by doing **three minutes** of individual free writing – a ‘mind dump’. Write whatever comes to mind to help you shape your definition
- Look back at your text and share essentials with colleagues on your table – **5 mins**
- Formulate your shared definition of an inclusive curriculum and write it on your flip chart paper – **2 mins**

Comparing definitions

- This is our definition based on resources from:
<https://www.heacademy.ac.uk/individuals/strategic-priorities/retention/bme-attainment-gap/inclusive-curriculum>

An inclusive curriculum is universal and intended to improve the experience, skills and attainment of all students including those in protected characteristic groups. It aims to ensure that the principles of inclusivity are embedded within all aspects of the academic cycle: curriculum and module design, teaching and learning practice, and assessment.

Why is it important to create inclusive curricula?

Please discuss and identify at least one factor from your table.

(2 mins)

Whole group discussion of factors

Summary – ‘Why Bother?’

From: <https://www.heacademy.ac.uk/individuals/strategic-priorities/retention/bme-attainment-gap/inclusive-curriculum>

- Social justice/ethics
- ‘TEF’ and metrics/ranking
- Professional development

What do you already do to enhance the inclusivity of your curricula?

- Brainstorm round your tables
- Any examples?

What you plan to do: Actions to enhance inclusiveness

10 mins

- Please see the handout and consider your own context and discipline
- What would you like to do?
- Please plan an action or two

Your Actions

Questions and discussion



References

Fogg, P. (2007). A dozen teaching tips for diverse classrooms. *The Chronicle of Higher Education*, 54(9), B12. Retrieved from <https://search.proquest.com/docview/214659623?accountid=14511>