



**UCL**

# Inclusive Curriculum Health Check

# An inclusive curriculum aims to improve the experience, skills and attainment of all students, including those in protected characteristic groups, by ensuring that all students, regardless of background, are able to participate fully and achieve at equal rates.

This guide is designed to support UCL staff to reflect on how to embed the principles of inclusivity in all aspects of the academic cycle. All higher education institutions are reviewing their activity to

support student success and fair outcomes for all students. This document will be reviewed for each programme through the UCL Annual Student Experience Review (ASER) process.

**Use this checklist to reflect on how to embed the principles of inclusivity in all aspects of the academic cycle.**

<b>Content:</b> to what extent does your programme curriculum	Programme meets all criteria	Programme meets some criteria	No evidence on our programme	Please give a brief statement explaining how this is being met and what actions will be taken to improve in this area.
Create opportunities to discuss different perspectives within and outside the UK related to ethnic diversity				
Use material that explores different data, models and theories related to ethnic diversity – even within an historical context				
Have reading lists and resources that contain a diverse range of authors including those from different ethnicities, from outside the UK and from non-academic sources where relevant				
Develop students' critical thinking and awareness of different perspectives on issues relating to diversity in ethnicity, culture and nationality				
Allow students to gain an understanding of how different factors e.g. social, economic, ethnicity influence outcomes and perspectives				

<b>In teaching and supporting learning: to what extent does your programme</b>	<b>Programme meets all criteria</b>	<b>Programme meets some criteria</b>	<b>No evidence on our programme</b>	Please give a brief statement explaining how this is being met and what actions will be taken to improve in this area
Have an engagement strategy - that follows up those not attending or engaging				
Ensure that allocation of students to small group work enables the creation of ethnically diverse groups from different educational backgrounds				
Encourage discussion from students with diverse backgrounds and include topics where personal experience and views are expressed				

<b>Assessment: to what extent does your programme</b>	<b>Programme meets all criteria</b>	<b>Programme meets some criteria</b>	<b>No evidence on our programme</b>	Please give a brief statement explaining how this is being met and what actions will be taken to improve in this area
Offer a variety of forms of assessments ensuring that all students have the chance to practise new forms of assessments				
Offer formative assessments before all summative assessments ensuring that all students have the chance to practise new forms of assessments				
Offer individualised and peer feedback				
Offer opportunities for students to reflect on feedback and marks				
Involve students – apart from the ASER process – in the formative and summative annual review of your programme looking at content and attainment from an ethnic diversity perspective				

# UCL is undertaking a three-year project to address the disparities in attainment and experience of UK undergraduate BME and white students at UCL.

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Analysis of UCL data shows that there is a small but statistically significant discrepancy in the rate of good degrees achieved, despite entering UCL with the same high entry qualifications. Although UCL students tend to perform well above national benchmarks, whether they are from a white or BME background, the discrepancy between the groups, known as an 'attainment gap', has persisted for the past few years.

Research has shown that developing a curriculum that is more inclusive is successful in reducing the attainment gap by allowing all students to relate to and engage more with academic material and assessments.

This document is based on a framework developed by Kingston University. It has been introduced to support a more inclusive learning environment at UCL.

## What you need to do?

- Download an editable version of this form and further guidance at [www.ucl.ac.uk/bme-attainment](http://www.ucl.ac.uk/bme-attainment).
- Complete the form on behalf of your programme prior to the ASER process and include it in your ASER return.
- Make the inclusive curriculum an agenda item at your third term faculty teaching committee.
- Review your health check for the next year at your first faculty teaching committee.

For more information about the resources and support available, please visit [www.ucl.ac.uk/bme-attainment](http://www.ucl.ac.uk/bme-attainment).