

A large, shiny red spherical sculpture is suspended in the air above a modern university atrium. The atrium features a white, multi-story building with large windows and a glass-enclosed staircase. Several people are visible in the background, some walking and some sitting on the stairs. The overall atmosphere is bright and modern.

NARROWING THE AWARDING GAP

THROUGH THE ADOPTION OF AN INCLUSIVE CURRICULUM FRAMEWORK

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My story is about... BAME undergraduate home students and the degree awarding gap



“Universities transform lives. Going to university leads to new ways of seeing the world, to new horizons and networks, and to significantly enhanced job opportunities.

But not everyone benefits in the same way.

Fewer students from socially and economically disadvantaged backgrounds go to university, and when they do they tend not to do as well as their more privileged peers.”

Nicola Dandridge, Social Mobility Advisory Group Report 2016

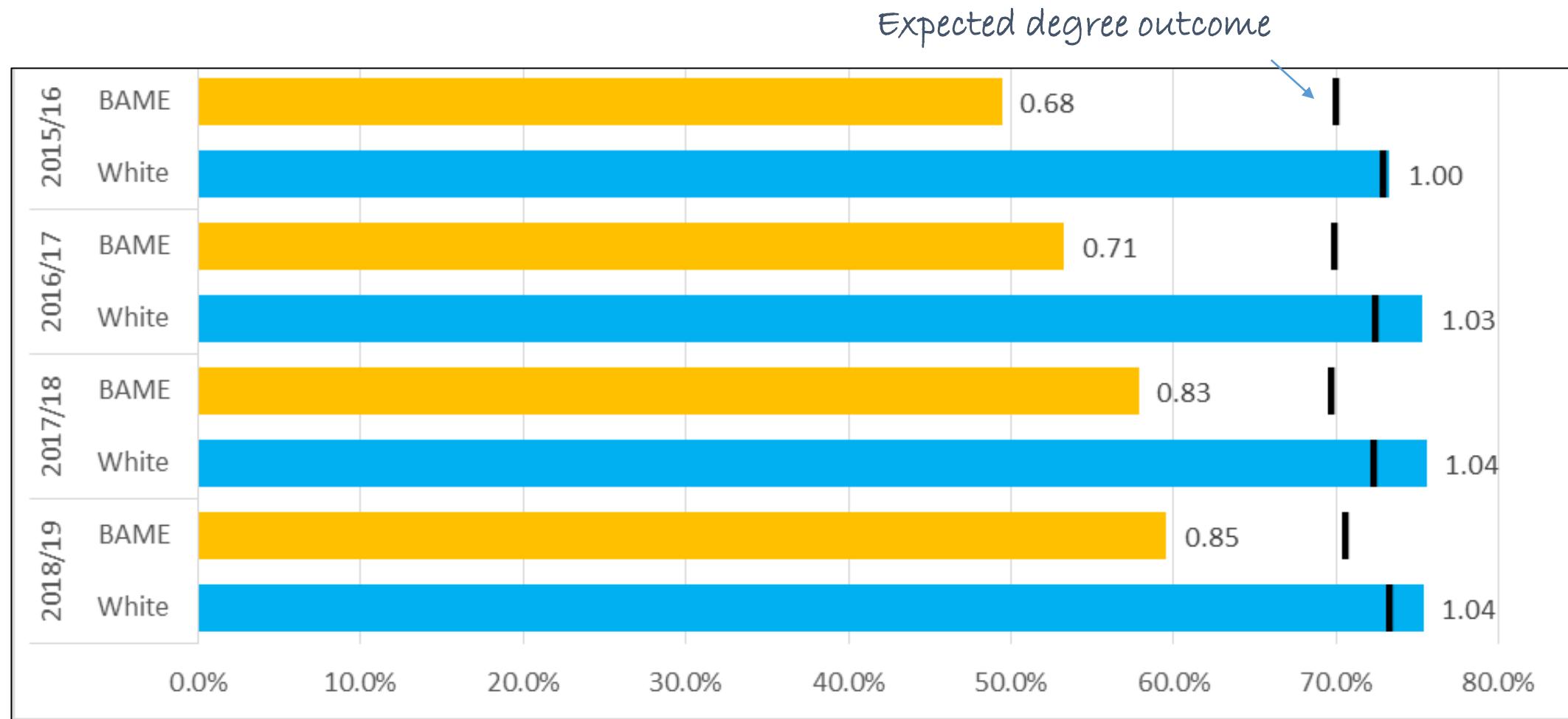


**The problem:
The Black, Asian and Minority Ethnic awarding gap is 13.2%**
Equality Challenge Unit 2019

My story is about...



To shine a powerful light....



My story is about...



Be systematic - complex issues require research informed approaches

- **Improve institutional processes**
- **Enhance knowledge and skills of staff**
- **Better support student success**

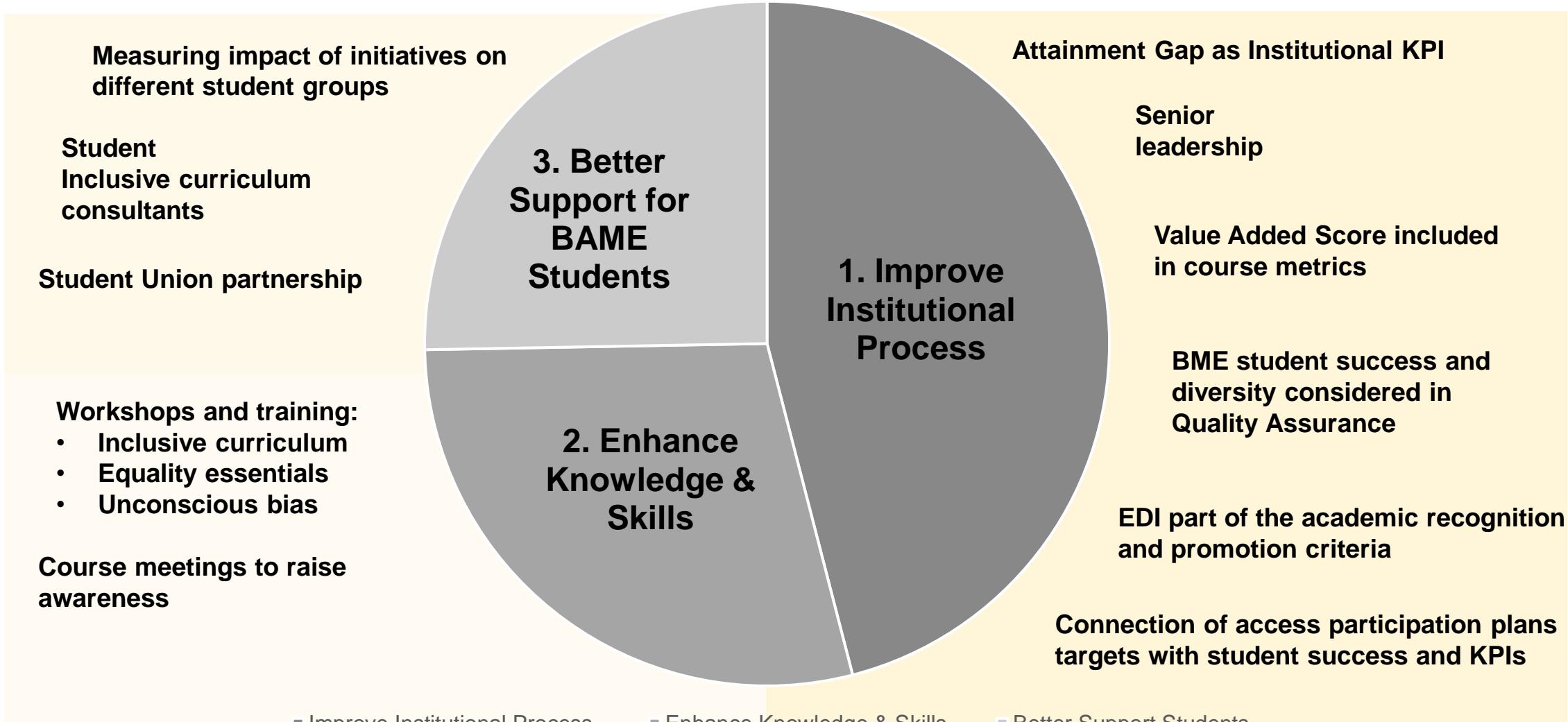
Adopt a **multifaceted longitudinal** approach to institutional change that takes account of cultural complexity

Explore issues of **race and racism** with staff – challenging perceptions

An inclusive approach “Necessitates...equity considerations being **embedded** within **all** functions of the institution and treated as an ongoing process of quality enhancement.

Making a shift of such magnitude requires **cultural and systemic change** at both the **policy and practice** levels.

An Institutional Approach



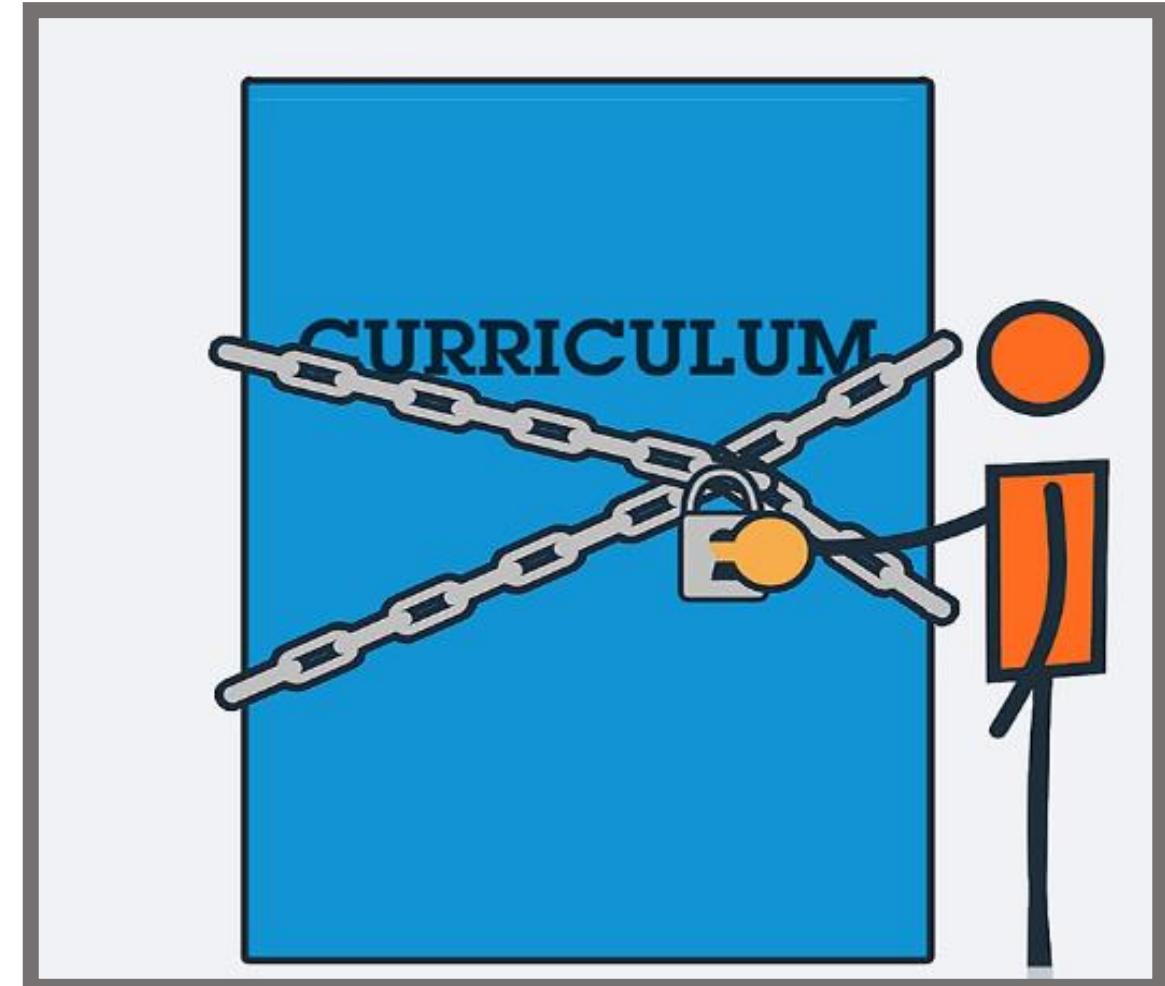
■ Improve Institutional Process

■ Enhance Knowledge & Skills

■ Better Support Students

What is an inclusive curriculum?

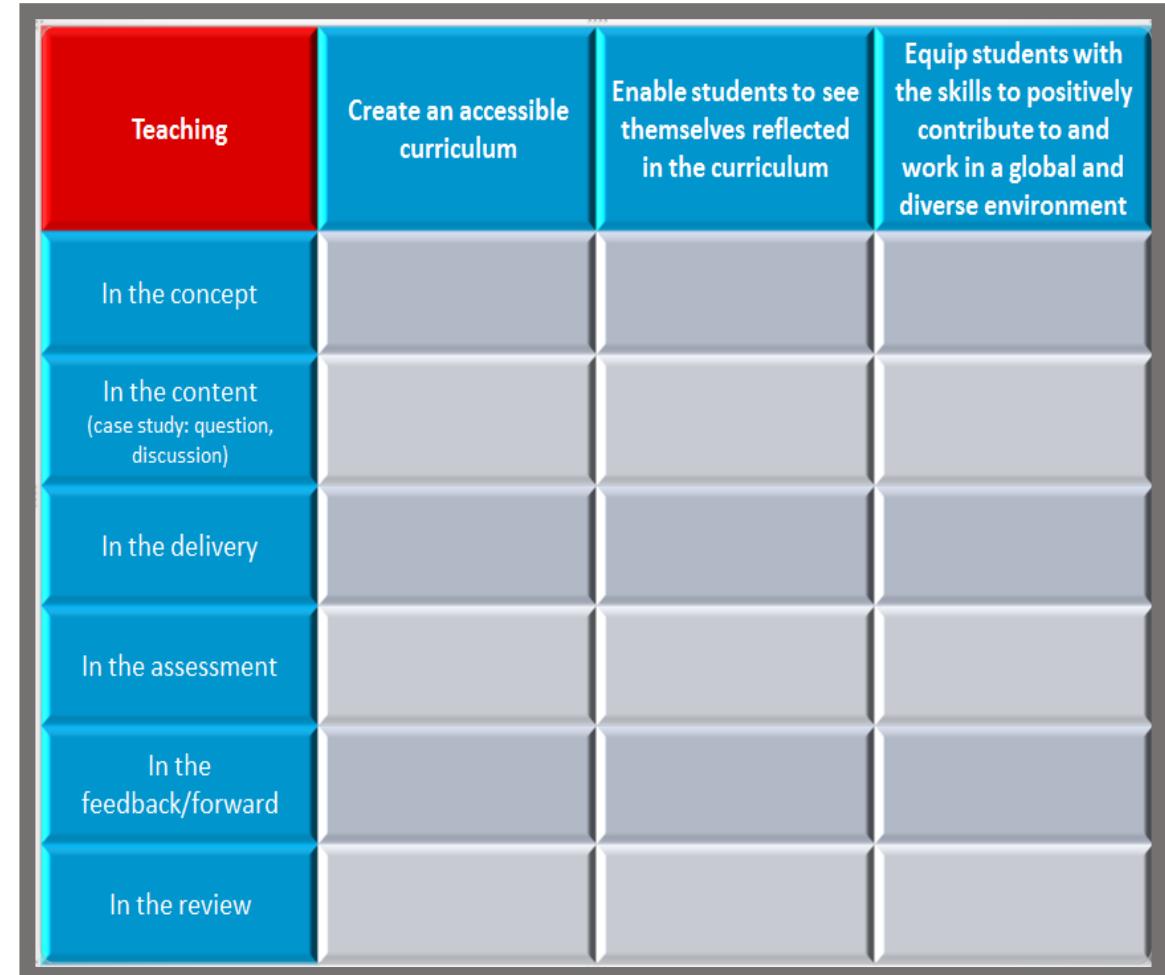
“Inclusive learning and teaching in higher education refers to the ways in which **pedagogy, curricula** and **assessment** are designed and delivered to engage students in learning that is **meaningful, and accessible** to all”
(Hocking, 2010: 1)



Inclusive Curriculum Framework

Our principles:

- 1) Create an accessible curriculum
- 2) Enable students to see themselves and their backgrounds reflected in the curriculum
- 3) Equip students with the skills to positively contribute to and work in a global and diverse environment



Find out more [here](#)



Module	Create an accessible curriculum	Enable students to see themselves reflected in the curriculum	Equip students with the skills to positively contribute to and work in a global and diverse environment
In the concept			
In the content (learning outcomes, reading lists)			
In the delivery (learning and teaching strategy)			
In the assessment (assessment strategy)			
In the feedback (feedback strategy)			
In the review/evaluation (MRDP)			



Programme	Create an accessible curriculum	Enable students to see themselves reflected in the curriculum	Equip students with the skills to positively contribute to and work in a global and diverse environment
In the concept (programme specification)			
In the content (module offer)			
In the delivery (learning and teaching strategy)			
In the assessment (assessment strategy)			
In the feedback (feedback strategy)			
In the review/evaluation (revalidation/ISR)			



University	Create an accessible curriculum	Enable students to see themselves reflected in the curriculum	Equip students with the skills to positively contribute to and work in a global and diverse environment
In the concept (strategy, academic framework)			
In the content (portfolio offer)			
In the delivery (education strategy and co-curricular offer)			
In the assessment (assessment strategy, HEAR & institutional awards)			
In the feedback (feedback strategy)			
In the review (KPI's, QA & audit)			



Inclusive curriculum in practice

- Classroom practices were changed to enable female Muslim students to fully participate in physiotherapy education and demonstrating the ease of making accommodations that enables diverse groups of people to contribute fully to the workplace and society.
- Mumbai Dabba Wallahs is a logistics management case study which showcases excellence from the global south - the 6 Sigma award winning process of delivering home cooked food to office workers using an infallible coding system and distribution method.
- Taking Race Live took place over two 12 week semesters. In Semester 1 the project is introduced to students on participating modules in sociology and drama; staff take a turn at co-teaching on modules to provide students with theoretical perspectives from each discipline and opportunities to take part in field trips in teams.
- Business students completed a marketing project for the Royal Air Force where the students are charged with developing a recruitment strategy to improve the recruitment of men and women from Black and Minority Ethnic backgrounds

Inclusive curriculum in practice 2

- BAME alumni partnerships with university to increase guest speakers and live briefs relevant for BAME students
- Drama students seen as producers of knowledge, adding insight into decisions about the curriculum and choices of actors playing parts
- Fashion, Hair and Makeup - incorporates design histories that reflect BAME experiences, BAME scholars and BAME Alumni act as mentors, talking about their experiences in the industry. Students are taught Black make-up and hair as part of their learner journey from Level 4

My story is about.... The role of the inclusive curriculum in improving BAME outcomes

