

# 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**

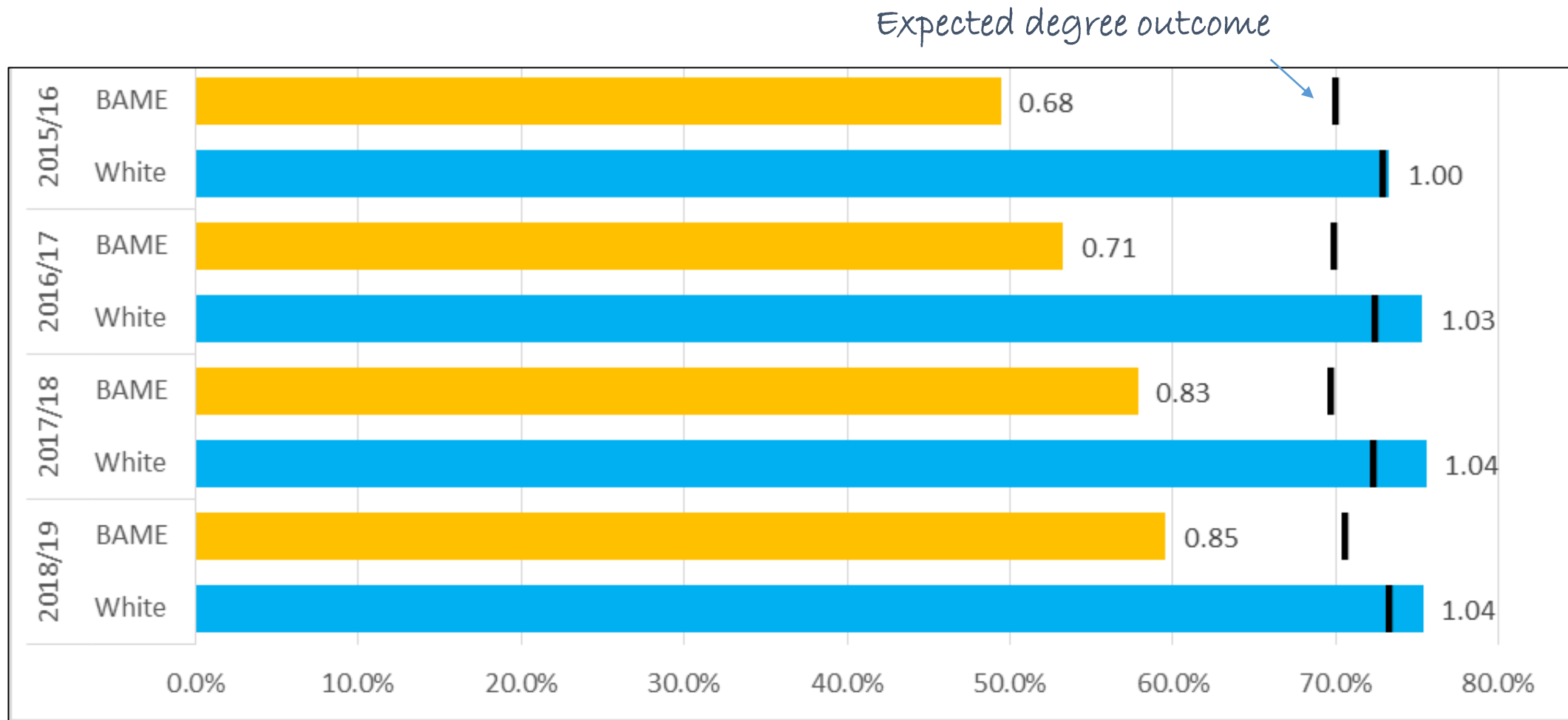


**The problem:**  
**The Black, Asian and Minority  
Ethnic awarding gap is 13.2%**  
Equality Challenge Unit 2019

# My story is about...



# To shine a powerful light....



# My story is about...



# Be systematic - complex issues require research informed approaches

- **Improve institutional processes**

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

- **Enhance knowledge and skills of staff**

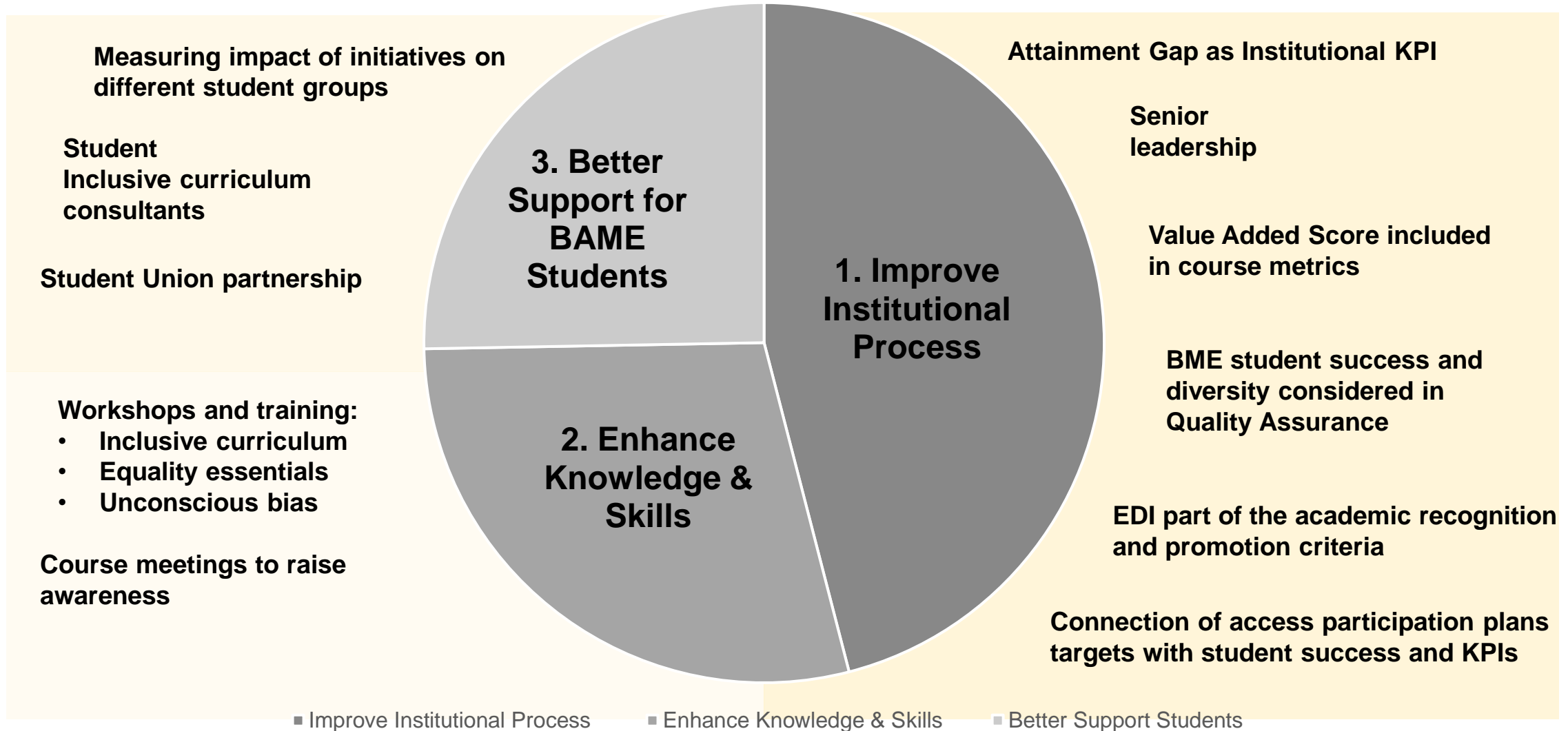
Explore issues of **race and racism** with staff – challenging perceptions

- **Better support student success**

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.

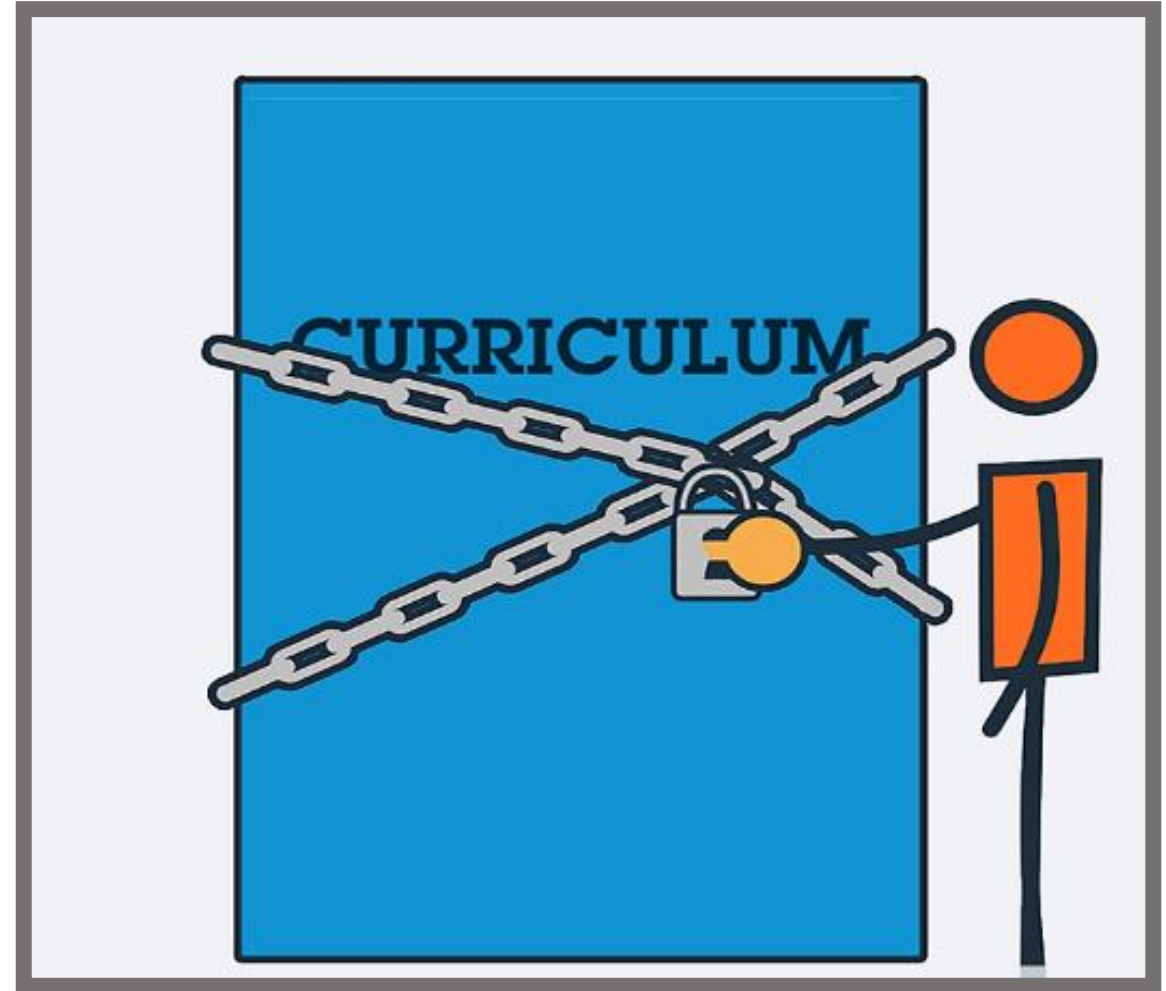
# An Institutional Approach





# 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](#)

Teaching	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 (case study: question, discussion)			
In the delivery			
In the assessment			
In the feedback/forward			
In the review			



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

