**Inclusive Design Checklist: Learning, teaching and assessment**

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| **Preparing an inclusive curriculum demands our commitment to ensure all students, including those from protected characteristic groups and diverse backgrounds, can equally access the learning experience and achieve to their full potential.** |

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| **Content:****to what extent does your course curriculum…** | **Course****meets all****criteria** | **Course****meets most****criteria** | **Course****meets some****criteria** | **No****evidence****on our****course** | Please provide a brief statement explaining how this is being met and what actions will be taken to improve this area. |
| 1. Material (i.e. case studies) provide opportunities to promote discussion around ethnic diversity  |[ ] [x] [x] [x]   |
| 2. Champion opportunities to engage with ethnically diverse information sources |[ ] [x] [ ] [ ]   |
| 3. Have reading lists that are inclusive of authors from ethnically diverse backgrounds and of different genders |[ ] [ ] [ ] [ ]   |
| 4. Foster opportunities to develop student’s critical thinking in relation to ethnically diverse material |[ ] [ ] [ ] [ ]   |
| 5. Allow opportunity for consideration of social, economic, ethnicity, culture and nationality |[ ] [ ] [ ] [x]   |
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| **In teaching and****supporting learning:****to what extent does****your course…** | **Course****meets all****criteria** | **Course****meets most****criteria** | **Course****meets some****criteria** | **No****evidence****on our****course** | Please give a brief statement explaining how this is being met and what actions will be taken to improve this area. |
| 6. Have an engagementstrategy - that follows up students who are not attending or engaging |[ ] [ ] [ ] [ ]   |
| 7. Have an engagement strategy for those struggling with disability related absence |[ ] [ ] [ ] [ ]   |
| 8. Ensure small working groups encompass students from a range of different backgrounds |[ ] [ ] [ ] [ ]   |
| 9. Encourage discussionfrom students with diverse backgrounds and includetopics where personalexperience and viewsare expressed |[ ] [ ] [ ] [ ]   |
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| **Assessment:****to what extent does****your course…** | **Course****meets all****criteria** | **Course****meets most****criteria** | **Course****meets some****criteria** | **No****evidence****on our****course** | Please provide a brief statement explaining how this is being met and what actions will be taken to improve this area. |
| 10. Consider the spread of module assessments |[ ] [ ] [ ] [ ]   |
| 11. Consider the timing of assessments and the impact on students for religious observances or with caring responsibilities  |[ ] [ ] [ ] [ ]   |
| 12. Offer a range of assessment types and incorporate opportunities for students to practise any new formats |[ ] [ ] [ ] [ ]   |
| 13. Consider the format of assessments to ensure these are accessible (see [JISC guide](https://www.jisc.ac.uk/guides/making-assessments-accessible)) |[ ] [ ] [ ] [ ]   |
| 14. Frame learning outcomes to ensure these are measurable (see [module guidance](https://www.hud.ac.uk/media/universityofhuddersfield/content2013/services/registry/Module_Specification_Guidance-January2014.doc)) and do not exclude anyone unnecessarily |[ ] [ ] [ ] [ ]   |
| 15. Offer opportunities for students to interact with the feedback process both before and after formative assessment |[ ] [ ] [ ] [ ]   |
| 16. Offer opportunities forstudents to reflect onfeedback and marks  |[ ] [ ] [ ] [ ]   |
| 17. Offer individualised and peer feedback |[ ] [ ] [ ] [ ]   |
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| For related guidance on building inclusivity into course design please use the links below:* [Validation Checklist](https://www.hud.ac.uk/media/assets/document/registry/validationprocess/ValidationChecklistSeptember20209.docx) (Section 2)
* [Reading Lists Policy](https://www.hud.ac.uk/media/policydocuments/Reading-Lists-Policy.pdf)
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