

Inclusive Curriculum Guide

Introduction

LJMU's Strategic Plan (2017-22) commits us to being a "university that cultivates an inclusive and accessible academic environment: we will embed inclusion into teaching and assessment structures, develop scholarly activity in the area of inclusion, and review the accessibility of our resources and delivery approaches." Similarly, the LJMU Inclusive Practice Strategy (2016-20) aims to "promote best practice in supporting student learning and seek to build a national and international reputation for inclusive learner support."

Inclusion is not an uncomplicated ideological construct (Hodkinson and Vickerman, 2016); but should be understood specifically in the context of pedagogy, curriculum design, assessment practices, and quality enhancement processes. Wider mechanisms to support inclusion such as disability support and Skills provision can complement inclusive curriculum design, but fundamentally inclusion relies on teaching and assessment approaches.

LJMU policies re inclusion

1. [Strategic Plan \(2017-22\)](#)
2. [Inclusive Practice Strategy \(2016-20\)](#)
3. [Curriculum Design Guide](#) (in particular principle 2 from page 32)
4. [Equality and Diversity Policy](#)
5. [Alternative Assessment Policy](#)

LJMU research groups

LJMU's Inclusive Practice Strategy aims to create research groups with a focus on e.g. race, disability etc. An LGBT group has been established. Staff interested in creating similar groups should contact Mel Jones (Researcher Development Advisor, Leadership and Development Foundation: M.Jones@ljmu.ac.uk)

- LGBT research group (contact Dr Michael Birchall for information: M.G.Birchall@ljmu.ac.uk)

Useful external links

Dundee University - [Inclusive curriculum checklist, guidance and good practice example](#)

Higher Education Academy - [Subject specific HEA guides to inclusive curriculum \(2011\)](#)

Equality Challenge Unit - [Case Studies: Learning from Disability Equality Schemes in Higher Education](#)

Higher Education Academy - [Inclusive curriculum design](#)

Leeds University - [online resources to support CPD](#)

Plymouth University - [Guide to Creating an Inclusive Learning Environment](#)

MMU - [CPD re disability e.g. SpLDs](#)

University of Strathclyde - [Creating an Accessible Curriculum For Students With Disabilities](#)

Joel Petrie

Leeds Beckett University - [The Centre for LGBTQ+ Inclusion in Education](#) -

Inclusion scholarship (LJMU)

Carey, P., 2012. Exploring variation in nurse educators' perceptions of the inclusive curriculum. *International Journal of Inclusive Education*, 16(7), pp.741-755.

Goodman, R.L. and Burton, D.M., 2010. The inclusion of students with BESD in mainstream schools: Teachers' experiences of and recommendations for creating a successful inclusive environment. *Emotional and Behavioural Difficulties*, 15(3), pp.223-237.

Hodkinson, A. and Devarakonda, C., 2009. Conceptions of inclusion and inclusive education: A critical examination of the perspectives and practices of teachers in India. *Research in Education*, 82(1), pp.85-99.

Hodkinson, A., 2010. INCLUSIVE AND SPECIAL EDUCATION: Inclusive and special education in the English educational system: historical perspectives, recent developments and future challenges. *British journal of special education*, 37(2), pp.61-67.

[Hodkinson, A. & Vickerman, P. \(2016\). *Inclusive Education*. London: Routledge](#)

[Macgregor, George and Spiers, Alex and Taylor, Chris \(2009\) *Exploring the Efficacy of Audio Email Feedback in Information Management Assessment \(ExAEF Project\): Final Report*](#)

LJMU Innovations in Practice Journal

Harrison, P.A. and Collins, H., 2019. Supporting Liverpool's Roma community: an illumination via Bourdieu's theory of capital. *Innovations in Practice*, 13(1), pp.10-15.

Penny, H., 2019. Race for equality: reflections of a students' union officer. *Innovations in Practice*, 13(1), pp.16-21.

Mistry, V., 2018. Book review of *Black British Students* (2018) by Amanda Arbouin. *Innovations in Practice*, 12(2), pp.76-78.

LJMU Learning and Teaching Conference, Liverpool (2019)

Brereton, F., Donovan Hall, L., Mason, L. & Crawford, E. (2019) Student Identities and Inclusive Practice – JMSU Equality Reps. LJMU Learning and Teaching Conference, Liverpool

Gee, R. (2019) Adapting to the changing needs of our students: A new model for student Mental Health and Wellbeing. LJMU Learning and Teaching Conference, Liverpool

Griffin, C. & Nevitt, M. (2019) Inclusivity on the campus – an estates perspective. LJMU Learning and Teaching Conference, Liverpool

Joshi Jariwala, J., Lou-Hing, J. & Brice, L. (2019) Are we inclusive? Exploring disability: visible and hidden. Developing an understanding and marketing it! LJMU Learning and Teaching Conference, Liverpool

Murphy, R. & Turner, J. (2019) All in, or all out? Recording of lectures in the School of Sport and Exercise Sciences. LJMU Learning and Teaching Conference, Liverpool

Otaye, L. & Akinsanya, M. (2019) Closing the attainment gap between BME students and their white peers through creating an inclusive culture. LJMU Learning and Teaching Conference, Liverpool

Robert, F. & Seng Kiat, K. (2019) Inclusive learning through international mobility across partners: a case study of home and collaborative student experience. LJMU Learning and Teaching Conference, Liverpool

Joel Petrie

Shillito, C. (2019) Pioneering outreach initiatives to support care experienced young people. LJMU Learning and Teaching Conference, Liverpool

Tolan, F. (2019) Decolonising feminism: embedding gender equality in quality higher education. A developing UK-India-Pakistan partnership. LJMU Learning and Teaching Conference, Liverpool

Inclusion scholarship (general)

Fuller, M. Bradley, A. & Healey, M. (2004). Incorporating disabled students within an inclusive higher education environment, *Disability & Society* 19, 5, 455-468.

Gibson, S. (2012). Narrative accounts of university education: sociocultural perspectives of students with disabilities. *Disability & Society*, 27, 3, 353-369.

Rickson, M. (2010). *Disability equality in higher education: a synthesis of research*. York: Higher Education Academy.

Riddell, S., Tinklin, T. & Wilson, A. (2005). *Disabled Students in Higher Education: Perspectives on Widening Access and Changing Policy*. Oxon: Routledge.