

## Liverpool John Moores University

Title: Inclusive Curriculum Design and Evaluation  
Status: Definitive  
Code: **7002ACADEM** (126220)  
Version Start Date: 01-08-2021  
  
Owning School/Faculty: Education  
Teaching School/Faculty: Education

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**Academic Level:** FHEQ7      **Credit Value:** 20      **Total Delivered Hours:** 25  
**Total Learning Hours:** 200      **Private Study:** 175

### Delivery Options

Course typically offered: Semester 2

Component	Contact Hours
Workshop	25

**Grading Basis:** 50 %

### Assessment Details

Category	Short Description	Description	Weighting (%)	Exam Duration
Presentation	poster	Presentation of a core aspect of an inclusive curriculum development or innovation in form of a poster or narrated power point	75	
Practice	observatio	teaching observation and associated reflection	25	

### Aims

*To enable staff to critique and enhance their skills in inclusive curriculum design and*

evaluation

## Learning Outcomes

After completing the module the student should be able to:

- 1 Critically examine the implications of a diverse student population on academic practices
- 2 Critically explore the factors that influence inclusive curriculum design
- 3 Deconstruct mechanisms that support an inclusive curriculum.
- 4 Consider the impact and influence of regulatory and advisory frameworks on Higher Education, including the UK Professional Standards Framework.

## Learning Outcomes of Assessments

The assessment item list is assessed via the learning outcomes listed:

poster/powerpoint	1	2	3	4
teaching observation	1	2	3	4

## Outline Syllabus

*Effective practice in course design*

*Supporting diversity and inclusivity in the curriculum*

*Principle of constructive alignment*

*Quality assurance and frameworks: validation and annual monitoring*

*Inclusive virtual learning environments*

*Alternative pedagogies and the effectiveness/viability of approaches within different discipline and student contexts.*

*Educational innovation and enhancement.*

## Learning Activities

Workshops, peer learning groups and learning from colleagues, work-based experiential learning, use of VLE, independent study and research.

## Notes

The module focuses on the importance of the curriculum for the delivery of inclusive practice in higher education. Participants will develop strong learning design skills built around Biggs' model of constructive alignment and the principles of universal design in higher education (Burgstahler). Sessions will focus on supporting student diversity in the achievement of strong student outcomes. This module contributes to the Advance HE accredited CPD 'Advance HE Fellowship Programme'. Outcomes have been mapped to the UK Professional Standards Framework (UKPSF) Descriptor 2.

