**INCLUSIVE CURRICULUM FRAMEWORK**

**MODULE REVIEW**

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| **Curriculum Area:** | **Representation: Who is present; who is not? Consider the content, examples used, visuals and who is asked to present** | **Balance: Are there missed opportunities to increase the inclusive content of the curriculum area?** | **Challenge: Where controversial topics or researchers are covered is the controversy highlighted and explained?** | **Diversity: does the curriculum area support working with diverse communities and service users?** |
| 1. In the content (e.g. learning outcomes, reading lists) |  |  |  |  |
| 1. In the delivery (are ***all*** students encouraged to contribute, are groups mixed, who are the presenters?) |  |  |  |  |
| 1. In the assessment (e.g. choice of assignment topics) |  |  |  |  |
| 1. In the review/evaluation (are students asked to comment on diversity?) |  |  |  |  |

Framework adapted from McDuff & Hughes (2015)[[1]](#footnote-1)

1. McDuff, A. and Hughes, A. (2015) Kingston’s Inclusive Curriculum Framework, Available at: http://www.kingston.ac.uk/aboutkingstonuniversity/equality-diversity-and-inclusion/our-inclusive-curriculum/inclusive-curriculum-framework/ [↑](#footnote-ref-1)