

2. Inclusive Learning

A course should provide accessible learning opportunities for all because every student must have an opportunity to succeed.

Consideration of different student contexts, and removal of barriers to learning and attainment, is fundamental to course design and management. We must ensure our courses are designed to enable all students to engage and complete their studies with a positive outcome. An inclusive course must be planned and managed to appropriately support, develop, and challenge each student. Assessment methods, learning environments, teaching approaches and resources should all be examined to ensure they are clear to all learners and treat students equitably.

All students benefit from studying in an inclusive course community. Inclusive assessment methods that enable all students to demonstrate their learning outcomes will reduce the need for alternative assessments. Embedded opportunities for students to share their diverse perceptions and experiences, and learning activities and case studies that involve them working with a range of perspectives and standpoints, should help students to build connections to see the benefit of inclusive practice and the new perspectives it brings.

Reflective questions for course teams

Is inclusive learning planned and managed?

1. Have you included a clear statement related to inclusive **approaches** within your student-facing course documents?
2. Do you consider how **timetables** may affect different students? Do you seek and engage with student feedback about the course timetable?
3. Do you have a systematic process for the course team to consider the **clarity** of assessment criteria and the calibration and moderation of marking processes? Are all members of the course team involved and aware of it?
4. Does your course have a consistent language and structure across all its course materials and online spaces, that students can easily navigate? Do you regularly review the appropriateness of the language and imagery used in your course and module materials? Are the teaching materials and **resources**, provided to students, developed using best practice advice on accessibility and inclusivity?
5. Does your course **content** represent a diversity of contributors with consideration given to gender, sexual orientation, religion and belief, disability, age, socio-economic background, race and ethnicity? Do you consult with students about curriculum content?
6. Do you review the dates and timings of your assessment launch and submission dates with consideration of religious and/or **cultural obligations** and observances?

Are all students supported in an inclusive learning community?

7. How do you identify and refer a student in need of **support** appropriately and in a timely manner? Is there an effective system in place for tailoring support to those who have RAPs? Have you consulted with academic support services about how best to support international students on your course?
8. Does your course design consider students' **prior learning** and lived experiences (e.g. of international students or students from underrepresented groups)?
9. Do you establish clear ground rules for respectful communication? Do you work to provide a stimulating but safe environment for all students to share different perspectives?

Are there opportunities for all students to develop and be challenged?

10. Do your chosen learning activities engage students in a range of views, **perspectives** and cultural contexts? Do you facilitate managed contextualised discussions as part of the classroom activity. Do you facilitate contextualised discussions and meaningful dialogue as part of classroom activities? Do you manage free speech and meaningful dialogue in a learning environment in which all students feel safe to contribute?
11. Do you provide opportunities and clear ground rules for behaviour in groupwork activities?
12. Are there clear connections between learning opportunities and course assessments? Has the appropriate preparation and scaffolding for assessment been designed so that all students feel supported and prepared for assessment?
13. If the course involves experiential learning, are there clear embedded and accessible **opportunities** for all students to engage with quality and equality checked placements and internships? Is there a clear process to prepare and support all students in placement/internship learning environments?

For further reading on [Inclusive Learning](#), see the associated Talis Reading List. For case studies, resources and further support developing inclusive learning on your course contact CLT.