# Course Action Planner CAP (Inclusive Education Framework for Action)

Programme: Sample

Head of Department/Institute:

Course Director:

Programme Lead for Inclusive Education: Sample

Date:

Critical Friend:

# Course Directors/Module Leaders

This form is a reflective tool to look at all aspects of protected characteristics and identities, underpinned with a commitment to Universal Design for Learning (UDL). Reflect on certain groups of students who may be excluded. The curriculum content needs to cover Equality, Diversity, and Inclusion (EDI) aspects. The more diverse the content, the more it will reflect the needs of the student body.

This exercise is being undertaken in a non-judgemental way to help improve our programmes and outcomes for students.

Part A

**1. Data and Evaluation**

<https://www.sgul.ac.uk/study/widening-participation/st-georges-access-and-participation-plan>

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| **Aspect** | **Reflect on the data in**  **your Annual**  **Programme Review**  **Form** | **Actions (or support needed)** |
| 1. **Data and Evaluation**   Reflect on assessment/award outcomes across all assessments from an EDI perspective and identify gaps in the outcomes.  Involve students in the formative and summative annual review of your programme looking at content and attainment from an ethnic diversity perspective. |  |  |

**2. Inclusive Curriculum – Content (EDI content is a golden thread threaded throughout the whole programme).**

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| **Aspect** | **Please provide details** | **Action (or support needed)** |
| 1. **“Decolonisation\*” (or Diversification)**   Consider the following content (this list is not exhaustive, and you are not expected to reflect on all of these):   * Public Health Inequalities * Research Inequalities * Diversified learning materials (including problematic history of the discipline) * Co-creation and co-teaching as part of credit framework * Assessable EDI content * Social model of disability * Opportunities to discuss different perspectives within and outside the UK related to equality and diversity (e.g., race, neurodiversity, international students) * Transgender Care MOOC resources * Mind the Gap resources * Use of inclusive language (e.g., pronoun use, gender inclusive. Gender neutral questions in exam, skin colour) * Allyship and Advocacy Training as part of the curriculum (e.g., challenging racist, and homophobic patients) | Include details of discipline specific reading lists and how the curriculum has been critically reviewed to ensure that is diverse. |  |
| 1. **Identifying Barriers to success**   Open forum  Consider setting up a forum for students for talk and transform opportunities i.e., where students can talk freely about their student life, and any barriers or discrimination that they are facing.  Removing barriers  Identify and eliminate discrimination and barriers (internal or external) to student participation in the curriculum e.g., provide materials in advance to all students.  Be clear on what they need to succeed  Articulate the hidden curriculum for  students so that they are aware of what  they need to know that may not be explicit  in the curriculum  (Including at application stage) |  |  |
| 1. **Support of Special Needs (SoSN) and Personal Circumstances**   Support proactive action planning for  Students where care need or difference  has been identified  (e.g., SpLD, homeless, poor living and  studying conditions, language  difficulties) | *We recognise that some of these aspects may be outside of the Course Team’s power.* |  |
| 1. **Co-creation**   Consider opportunities to collaborate with reps and Student Advisors to design or deliver teaching that addresses inequalities | *Include examples of co-teaching or student led projects.* |  |
| 1. **Diversified Reading List**   Engage with library and students to  create more diverse reading lists |  |  |
| 1. **Social Justice**   Consider ways to underpin student’s  role as agents for change against  social and public health inequalities  (e.g., lack of a permanent address,  poor living and working conditions,  isolation, uncertain immigration  status, exploitation, language  difficulties, poverty,  and hunger) |  |  |

**3. Inclusive Learning, Teaching and Assessment Design (Mode of delivery - consider how you deliver your learning, teaching, and assessment)**

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| **Aspect** | **Strengths** | **Action (or support needed)** |
| 1. **Learning and Teaching**   A variety of engagement modes and techniques, and representation to support the diversity of student body.  Refer to [UDL: The UDL Guidelines (cast.org)](https://udlguidelines.cast.org/)  Have an engagement strategy that supports diversity.  Encourage discussion from students with diverse backgrounds and include topics where personal experience and views are expressed. | Include details of any local level Learning & Teaching Strategy/approach |  |
| 1. **Assessment**   Joined up assessment strategy/approach across programme (i.e., consistent approach to assessment criteria).  Reflect on assessment design from an EDI perspective and ensure assessment is:   * Transparent * Scaffolded (formative opportunities for students to self-monitor and self-assess) * Individual and Peer Review Opportunities * Choice of assessment (where possible e.g., introduce some choice between written or verbal presentations) * Authentic (where possible i.e., meaningful for the students in the future post-graduation) * Clear and encouraging feedback | Inclusive assessment is still an emerging area for the university. Please share details of any work undertaken to date.   1. Student experience 2. Assessment content |  |

**4. Data and Evaluation: Transparency report** [**https://www.sgul.ac.uk/for-students/student-support/report-bullying-or-harassment**](https://www.sgul.ac.uk/for-students/student-support/report-bullying-or-harassment)

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| **Aspect** | **Strengths** | **Action (or support needed)** |
| * 1. Facilitate early reporting on harassment or discrimination |  |  |

**5. Monitoring: Governance and accountability**

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| **Aspect** | **Strengths** | **Action (or support needed)** |
| 1. Embed inclusive education into all committees as a standing pro-forma agenda item for Committees (including Course Committees, and Board of Examiners) |  |  |

**6. Employer: Placements or Work-based Learning**

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| **Aspect** | **Strengths** | **Action (or support needed)** |
| 1. **Duty of Care**  * Keep students safe in reporting of issues related to practice partners e.g., students will not be examined or signed off by someone that they have made a complaint against * Identify clear leads within a placement for reporting and supporting issues * Identify underreporting (where groups of students are not using formal channels to report issues) |  |  |
| 1. **Practice Education Pre-Placement training**   Implement pre-placement training e.g., bystander and and allyship training for practice education staff and students. |  |  |

**7**. **Learning environment: Support** [**https://www.sgul.ac.uk/study/life-at-st-georges**](https://www.sgul.ac.uk/study/life-at-st-georges)

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| **Aspect** | **Strengths** | **Action (or support**  **needed)** |
| 1. Signpost support mechanisms for students at the start, middle, and end of each term within core teaching (e.g., Study+, Report and Support tool, Students Union, Counselling Services) |  |  |

**8. Network of Community and Partners**

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| Aspect | **Strengths** | **Action (or**  **support**  **needed)** |
| 1. Involve Experts by Experience (Service Users and Carers)/Industry experts/Community in student recruitment and selection process (e.g., interviews) | Outline process for Recruitment and Selection |  |
| 1. Ensure diversity of representation in student interview process (Reflective of diverse identities and protected characteristics such as community, race, faith, sexuality etc.) | Outline process for Interviews |  |
| 1. Community engagement in curriculum creation and delivery |  |  |

# Course Directors/Module Leaders

Any other comments

# Resources:

[Inclusive Education (sgul.ac.uk)](https://www.sgul.ac.uk/about/our-education-centres/centre-for-innovation-and-development-in-education/inclusive-education)

[Universal Design for Learning: Inclusive Assessment & Feedback (cit.ie)](https://tlu.cit.ie/contentFiles/files/Lisa_Paddent_-_UDL_Inclusive_Assessment_%26_Feedback.pdf)

[Making feedback inclusive | Centre for Teaching and Learning (ox.ac.uk)](https://www.ctl.ox.ac.uk/inclusive-feedback)

# Heads of Department/Institute or Centre Head

Part B

**Staff development** [**https://www.sgul.ac.uk/about/our-education-centres/centre-for-innovation-and-development-in-education/shine/shine**](https://www.sgul.ac.uk/about/our-education-centres/centre-for-innovation-and-development-in-education/shine/shine)

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| **Aspect** | **Strengths** | **Action (or support needed)** |
| * 1. **a) Staff development** Consider opportunities for staff to apply for HEA (Higher Education Academy) status/ SHINE Fellowship via CIDE and academic promotion | *Include details for staff development.* |  |

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| **Aspect** | **Please provide details** |
| **b**) **Staff Recruitment and Selection**  Consider ways to attract and retain ethnically  diverse staff |  |
| * 1. **Lived experience**   Invite guest speakers and industry  professionals from marginalised backgrounds  as short-term measures to address a lack of  diversity |  |
| **d) Protocols**  Consider and signpost protocols if any  colleagues or students use inappropriate  language with respect to those who are  disabled or hold religious beliefs or use language which is racist, sexist, homophobic or ageist |  |
| **e) Away Days**  Support ways of sharing expertise in inclusive aspects of education at various opportunities (e.g., Away Days, staff development opportunities) |  |