### WHAT?  |  HOW?  |  WHY?
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Embed study skills  | Consider embedding academic study skills development into core modules. Skills@Library can advise further about teaching academic skills in the curriculum.  | This aids transition into Higher Education for all students, particularly those from non-traditional backgrounds or people who have not studied for a long time. It reduces the need for students with specific learning difficulties (SpLDs) to seek additional support¹ and refreshes the knowledge and approaches used by all students.  |
Make your curriculum inclusive  | Anticipate that a broad range of students will want, and are entitled, to access the course and their needs should be taken into account. Six key principles of inclusive curriculum design are to try to be: 1. Anticipatory 2. Flexible 3. Accountable 4. Collaborative 5. Transparent 6. Equitable²  | These principles reflect equality legislation and tie in with the ideas behind Universal Design for Learning³ so that accessibility for all is considered and built into modules from the very beginning.  |
Make your curriculum globally and culturally mobile  | Include ideas, concepts and reading lists that relate to the wider world including those that are presented by different communities. This relates to reading materials but also core themes. For instance the global south, feminist and LGBT literature.  | Incorporating perspectives towards subject matter and reading lists that deliver more nuanced and inclusive approaches will ensure that your course doesn't deliver narrow understandings, which may be out of step with current / innovative ideas. This may help to address contemporary problems and inequalities.⁴ This also responds to the needs of a multicultural and globally mobile student body.  |

¹ For further information see: [SDDU Design Inclusively](http://www.sdduonline.leeds.ac.uk/inclusiveteaching)
² For further information see: [SDDU Design Inclusively](http://www.sdduonline.leeds.ac.uk/inclusiveteaching)
³ For further information see: [SDDU Design Inclusively](http://www.sdduonline.leeds.ac.uk/inclusiveteaching)
⁴ For further information see: [SDDU Design Inclusively](http://www.sdduonline.leeds.ac.uk/inclusiveteaching)
### WHAT?

| Include diversity for positive change in student experience | Ensure that the curriculum incorporates intercultural perspectives and reflects the diversity of the students. Provide opportunities for students to interact with those from different backgrounds and with differing diversity profiles. | Being able to identify with the material being presented is likely to enhance learning by making it more memorable and relevant.⁵
Research shows that this enriches students’ knowledge and understanding of the world, making them more able to accept differing perspectives and improving problem solving abilities.⁶ |
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<td>Be culturally sensitive</td>
<td>Avoid activities which might culturally exclude students due to presumed knowledge of Anglocentric or Eurocentric references.</td>
<td>Ensuring all students feel included will provide a more positive learning experience for all. Using examples that people understand will aid their learning.⁷</td>
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### ACKNOWLEDGEMENTS

With thanks to Priska Scheonborn and Wendy Miller of Plymouth University for allowing us to use and adapt their series of guides: [https://www.plymouth.ac.uk/your-university/teaching-and-learning/inclusivity](https://www.plymouth.ac.uk/your-university/teaching-and-learning/inclusivity)

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The complete set of **Being Inclusive In...** guides is available at [http://www.sdduonline.leeds.ac.uk/inclusiveteaching](http://www.sdduonline.leeds.ac.uk/inclusiveteaching)
REFERENCES


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