1. KentVision Code and title of the module

UELT8330 The Inclusive University

## Division and School/Department or partner institution which will be responsible for management of the module

Division of Education (Centre for the Study of Higher Education)

## The level of the module (Level 4, Level 5, Level 6 or Level 7)

Level 7

## The number of credits and the ECTS value which the module represents

15 credits (7.5 ECTS)

## Which term(s) the module is to be taught in (or other teaching pattern)

Autumn, Spring or Summer

## Prerequisite and co-requisite modules and/or any module restrictions

None

## The course(s) of study to which the module contributes

Optional for the following courses:

Postgraduate Certification in Higher Education.

Not available as an elective module.

## The intended subject specific learning outcomes. On successfully completing the module students will be able to:

8.1 Through critical engagement with literature and theory, demonstrate a broad understanding of the social, political and educational developments that have resulted in national, institutional, and discipline-specific initiatives designed to promote inclusivity in higher education. (UKPSF V4)

8.2 Explain and critically apply key issues, concepts and theories relevant to the promotion of inclusion. (UKPSF A6, V1, V2, V3, V4)

8.3 Demonstrate a comprehensive understanding of a diverse range of learner experiences in higher education and their implications for inclusivity in universities. (UKPSF K3, V1, V2)

8.4 Critically evaluate policies or practices related to curriculum design, teaching, assessment, or student support, drawing on theories, concepts and/or evidence relevant to the promotion of inclusion in higher education (UKPSF A1, A2, A3, A4, A5, K2, K3, K5, V1, V2, V3, V4)

(Note: parenthetical information refers to professional accreditation requirements)

## The intended generic learning outcomes. On successfully completing the module students will be able to:

9.1 Exercise initiative and personal responsibility in identifying ways to better support diverse students’ learning.

9.2 Make decisions in complex and unpredictable teaching and learning situations that take into account the needs of diverse learners.

9.3 Independently continue their professional development and learning related to inclusivity in teaching in their own discipline.

## A synopsis of the curriculum

This module explores the implications of widening participation, and increased diversity of students for teaching, learning, curriculum. We will interrogate what it means to create an inclusive university, considering historical contexts, legal, policy and ethical requirements, particular aspects of our own subject areas, and key theories that underpin praxis. We will critically reflect on recent English policies to address under-representation, awarding gaps, and experience gaps. You will learn from the lived experiences of students and staff, as well as reflect upon your own experiences as teachers and learners to consider the impact of curriculum and teaching reform in your subject area.

## Reading list

## The University is committed to ensuring that core reading materials are in accessible electronic format in line with the Kent Inclusive Practices.

## The most up to date reading list for each module can be found on the university's [reading list pages](https://kent.rl.talis.com/index.html).

## Contact Hours

Private Study: 135

Contact Hours: 15

Total: 150

## Assessment methods

13.1 Main assessment methods

* Critical report (3000 words)

13.2 Reassessment methods

* Like for like

## Map of module learning outcomes (sections 8 & 9) to learning and teaching methods (section 12) and methods of assessment (section 13)

**Module learning outcomes against learning and teaching methods:**

| **Module learning outcome** | 8.1 | 8.2 | 8.3 | 8.4 | 9.1 | 9.2 | 9.3 |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Private study | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Workshops | **x** | **x** | **x** | **x** |  |  |  |

**Module learning outcomes against assessment methods:**

| **Module learning outcome** | 8.1 | 8.2 | 8.3 | 8.4 | 9.1 | 9.2 | 9.3 |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Critical report | **x** | **x** | **x** | **x** | **x** | **x** | **x** |

## Inclusive module design

The Division recognises and has embedded the expectations of current equality legislation, by ensuring that the module is as accessible as possible by design. Additional alternative arrangements for students with Inclusive Learning Plans (ILPs)/declared disabilities will be made on an individual basis, in consultation with the relevant policies and support services.

The inclusive practices in the guidance (see Annex B Appendix A) have been considered in order to support all students in the following areas:

a) Accessible resources and curriculum

b) Learning, teaching and assessment methods

## Campus(es) or centre(s) where module will be delivered

Canterbury

## Internationalisation

Through readings and discussion in workshops, we will consider inclusion and disparities from a global perspective, which will provide tools for students to critique challenges and policy response in England. Racial diversity in UK HE is situated within a wider history of colonialism that continues to have an influence today. Learning outcomes 8.1, 8.2, 8.4 all depend upon this international perspective and will be assessed in the critical report.

**DIVISIONAL USE ONLY**

**Module record – all revisions must be recorded in the grid and full details of the change retained in the appropriate committee records.**

| Date approved | New/Major/minor revision | Start date of delivery of (revised) version | Section revised  (if applicable) | Impacts PLOs (Q6&7 cover sheet) |
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