

Title: **Achieving inclusivity: a change model for interrogating the curriculum.**

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Session Learning Outcomes

By the end of this session, delegates will be able to:

- Understand how, utilising a change model, can achieve more culturally relevant curricula;
- Experience opportunities and challenges of a change project model;
- Appreciate the benefits of utilising a change model as a means of reviewing and driving curriculum development within an increasing diverse UKHE.

Session Outline

The call for the provision of inclusive curricula within UKHE is increasingly strident (Ahmed 2012, Coleman 2015). In responding to this Educators are supported by legislation and Government guidance ((Equality Act 2010). Like their colleagues across the UK Educators in Wales need, when planning curricula, to be mindful of students with protected characteristics such as race or sexual orientation. However, lecturers in Wales need to be cognisant of additional legal requirements concerning the Welsh Language: the Welsh Language Act (1993) requires that both the Welsh and English languages be treated on an equal basis. Lecturers in Welsh HEIs therefore, have to appreciate how this bilingual requirement will manifest itself within their institutions and when working with individual students.

The Educational Development Team, concerned with how staff new to the Wales and the institution engaged with this additional legal expectation, sought to review its PgCert HE curriculum. Wanting to take a critical stance, and drawing on the work of critical writers including Ladson-Billings (1995) the author identified a model with which to interrogate the original curriculum offer. The model was subsequently adopted, operationalized and developments to the PgCert curriculum made. Since then the model has been used to periodically review the programme resulting in further adaptations. The usefulness of the model as an interrogation tool has prompted the author to question its potential value in other contexts.

This session will offer an overview of the model's theoretical underpinning (Camps 2015) before inviting delegates to consider its potential as a tool for curricula interrogation. Delegates are strongly encouraged to bring an overview of their training or educational programme to the session. Where delegates are not able to access their documentation they will be able to use examples provided.

Session Activities and Approximate Timings

The outline of the workshop is as follows;

Session segments	Contributor Input	Delegate activities	Timing
Introduction	❖ Outline of the session outcomes		2 mins
Contextualisation/ Exposition	❖ Exposition of the change project including the model adopted as a means to develop a strategy used to drive curriculum change.	Listening and contributing as desired	15 mins
Workshop	<p>Introduce workshop tasks and how these will offer participants opportunities to explore the usefulness of the model as a means to interrogate curriculum:</p> <p><u>Individual task:</u> identify a group (e.g. LGBT+/ bilingual lecturers) and , using the model, identify how/ where the current curriculum offering is situated in terms of inclusion.</p> <p><u>Pair work:</u> act as a critical friend to explore the observations of your peer.</p> <p><u>Table considerations:</u></p> <p>How useful might this model be in assisting colleagues to review and critique their curricula for its cultural relevance?</p>	<p>Using a programme overview engage with the workshop tasks (delegates will be able to use their own outlines or one provided by the session presenter).</p> <p><u>Individual task:</u> personal review+ critique utilising model.</p> <p>Notation on handout.</p> <p><u>Pair work:</u> acting as critical friend explore thoughts of peer.</p> <p>Notation on handout as required.</p> <p><u>Table considerations:</u></p> <p>Following discussions annotate thoughts on flipchart</p>	20 mins
Plenary and Conclusion	Challenges identified in utilising this model for review of inclusion within a curriculum. Construction of a bullet board of ideas.	Contributions	10 minutes
Post session:	Compilation and distributing of thoughts and tweets on Storify for participants to utilise for sharing and personal reflection.		Within 2 days.

References

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