



DE MONTFORT
UNIVERSITY
LEICESTER

DECOLONISING
DMU

Decolonising DMU Toolkit

Inclusive Curriculum Checklist

2025

Inclusive Curriculum Checklist and Guidance

Introduction:

The aim of this checklist is to support programme and module leaders within DMU in ensuring that their programmes/ modules align to equality, diversity and inclusion agendas in all aspects of the academic cycle. An inclusive curriculum aims to ensure that all students are able to participate fully and have an improved learning experience, including those with protected characteristics under the Equality Act 2010. Programmes and module leaders are likely to use this checklist in different ways based on programme and/or module content, however, it is important that this review is annually completed when carrying out the Annual Enhancement Review. Good practice items identified through this process should be shared within Schools and Faculties.

The checklist could also be used when designing or revising new programmes/modules. The checklist will help inform the design and implementation of inclusive practice.

Note ***“Inclusion means that every student is valued at their institution irrespective of their background, life experiences, personal and protected characteristics. An inclusive environment is one where students are encouraged to share their thoughts and ideas, and feel safe to raise issues or concerns with staff without any fear or apprehension”*** (QAA 2021).

Remember when considering student diversity it can encompass a range of factors, which could include:

- Race and ethnicity
- Gender and sexuality
- Socioeconomic status
- Age
- Prior educational experience
- Nationality and immigration status (international students)
- Disability
- Neurodiversity
- Geographic location

If you would like support in completing the checklist and/or support in developing inclusive practice, please contact the Inclusive Education Lead, Dr Hardeep Basra, hardeep.basra@dmu.ac.uk.

Content: To what extent does your programme/ module...

Item	Fully Demonstrated	Partially Demonstrated	Not Demonstrated	Please provide some information on how this item is being met and what actions will be taken to improve
Uses materials which portray different perspectives within and outside of the UK related to ethnic diversity and a range of cultural perspectives, without conforming to stereotypes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Have resources lists that contain authors from a diverse range of backgrounds including those from different ethnicities or identities and from outside of the UK.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Utilize case studies / examples, where appropriate of patients or people who represent those from ethnically diverse backgrounds and range identities such as sexual orientation and gender diversity.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Teaching and Supporting Learning: To what extent does your programme/ module...

Item	Fully Demonstrated	Partially Demonstrated	Not Demonstrated	Please provide some information on how this item is being met and what actions will be taken to improve
Have a transition (induction) strategy to help support students at Level 4 to transition effectively into university life and one which helps to foster a sense of belonging.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Have a strategy that follows up students who are not engaging or attending sessions and why.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Where appropriate, include active learning strategies, such as small group work to consist of diverse groups from different ethnicities, identities and educational backgrounds and the expression of personal views & experiences.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Have learning outcomes that provide flexibility to consider protected characteristics where relevant & possible.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Encourages students to think critically and raise awareness of different perspectives on issues relating to diversity and sustainability.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Provide opportunities for peer interaction in the classroom, such as sharing lived experiences.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

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Teaching and Supporting Learning: To what extent does your programme/ module...

Item	Fully Demonstrated	Partially Demonstrated	Not Demonstrated	Please provide some information on how this item is being met and what actions will be taken to improve
Ensures an appropriate range of diverse teaching approaches are used to support the needs of your students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Have an appropriate range of teaching approaches, including methods to actively engage all students, including those with different learning styles, such as neurodiverse students, disabled and international students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Ensures work-based placements and DMU Global trips have been reviewed in relation to equality and diversity issues.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Have all staff engaged with appropriate CPD that supports them in developing inclusive teaching and learning practices (e.g. Postgraduate in Certificate in Empowering Education, Introduction to Empowering Education, Decolonising DMU Toolkit and Decolonising DMU Module).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Provides frequent opportunities for students to provide feedback on the content, assessment and overall student experience.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Assessment: To what extent does your programme/ module...

Item	Fully Demonstrated	Partially Demonstrated	Not Demonstrated	Please provide some information on how this item is being met and what actions will be taken to improve
Include an appropriate range of assessments to meet all students' needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Ensure assessment information/briefs considers the use of language, accessibility and links to academic support skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Provide students with the opportunity to engage in formative assessments prior to all summative assessments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Are assessment submission dates planned using the cultural calendar to ensure you are responsive to the religious and cultural needs of a diverse cohort.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Offer individualised feedback to students which helps them inform future assessments?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Provide students with the opportunity for peer feedback.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

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Assessment: To what extent does your programme/ module...

Item	Fully Demonstrated	Partially Demonstrated	Not Demonstrated	Please provide some information on how this item is being met and what actions will be taken to improve
Is there a clearly defined structure of assessment support for students who fail or have deferrals?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Clear guidance on the use of AI. Including explicit guidance on the use of correction/translation tools.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Ensure student feedback contains clear actions and/or signposting for further development.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Provide clear guidance on Block delivery and resit information in clear and accessible manner. This includes key information on when resits can take place and the number of attempts.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Ensure that assessments utilizing person scenarios are drawn from underrepresented ethnicities and groups while avoiding stereotypes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	



Useful Resources

Why do we need to develop an inclusive curriculum?

Decolonising DMU: A Working Position

<https://decolonisingdmu.our.dmu.ac.uk/about/decolonising-dmu-a-working-position/>

Chimamanda Ngozi Adichie - The danger of a single story

<https://www.youtube.com/watch?v=D9lhs241zeg>

To decolonise the curriculum, we have to decolonise ourselves

<https://wonkhe.com/blogs/to-decolonise-the-curriculum-we-have-to-decolonise-ourselves/>

Clark, I (Jul 20, 2018) Tackling Whiteness in the Academy

<https://medium.com/@ijclark/tackling-whiteness-in-the-academy-f3b3c451936a>

How can we decolonize our reading lists?

El Kadi, T.H. (2019) How diverse is your reading list? (Probably not very...).

<https://fairplaygame.org/resources/>

Global Social Thinkers website, includes shared reading lists

<https://globalsocialtheory.org/resources/>

NUS and Universities UK. (2019) Black, Asian and Minority Ethnic Student Attainment at UK

Universities: #closingthegap.

<https://www.universitiesuk.ac.uk/what-we-do/policy-and-research/publications/black-asian-and-minority-ethnic-student>

