



# INCLUSIVE CURRICULUM 2.0: BRIDGING INCLUSION AND EMPLOYABILITY AIMS THROUGH THE CURRICULUM

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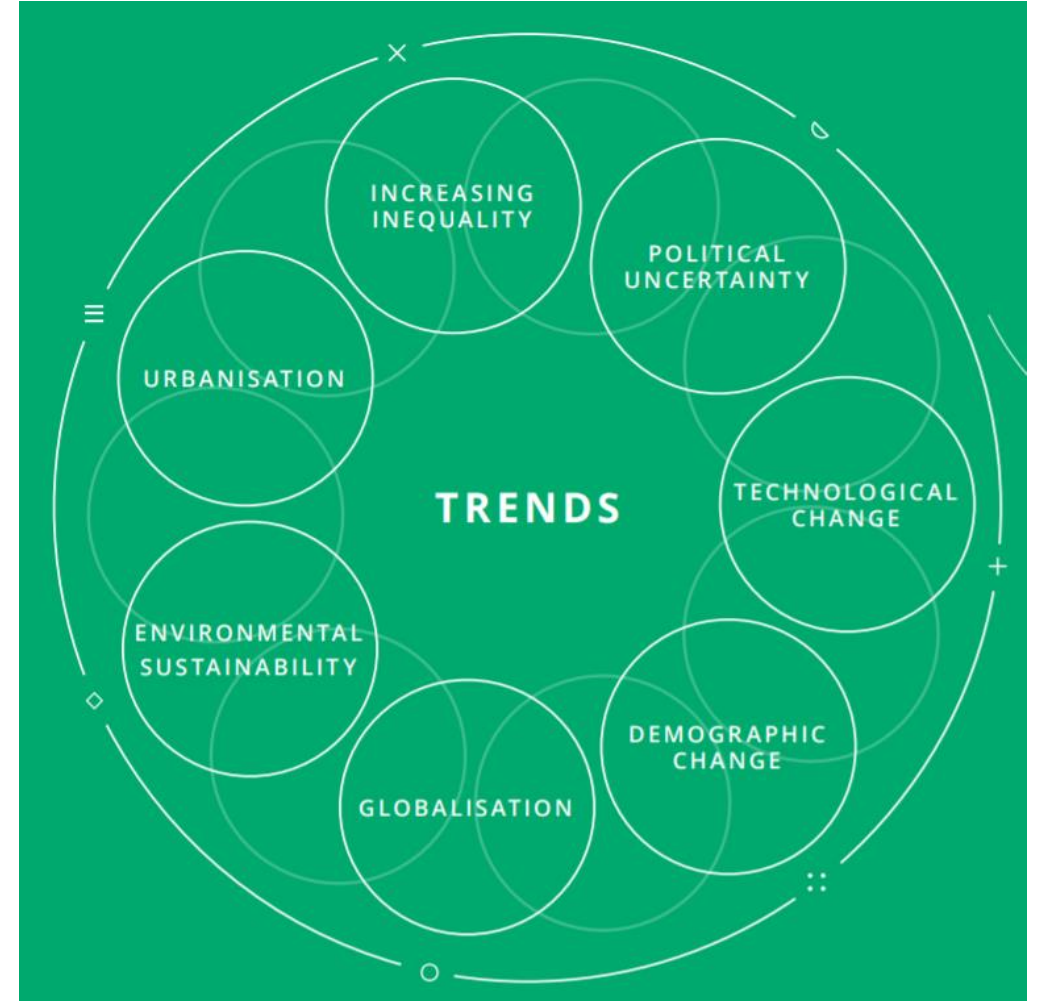
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# What is the Purpose of a Higher Education?



# VUCA 21<sup>st</sup> Century



# Linking Employability Development to Inclusive Teaching & Learning



# INEQUALITY

UNEQUAL ACCESS TO OPPORTUNITIES



# EQUALITY

EVENLY DISTRIBUTED TOOLS & ASSISTANCE



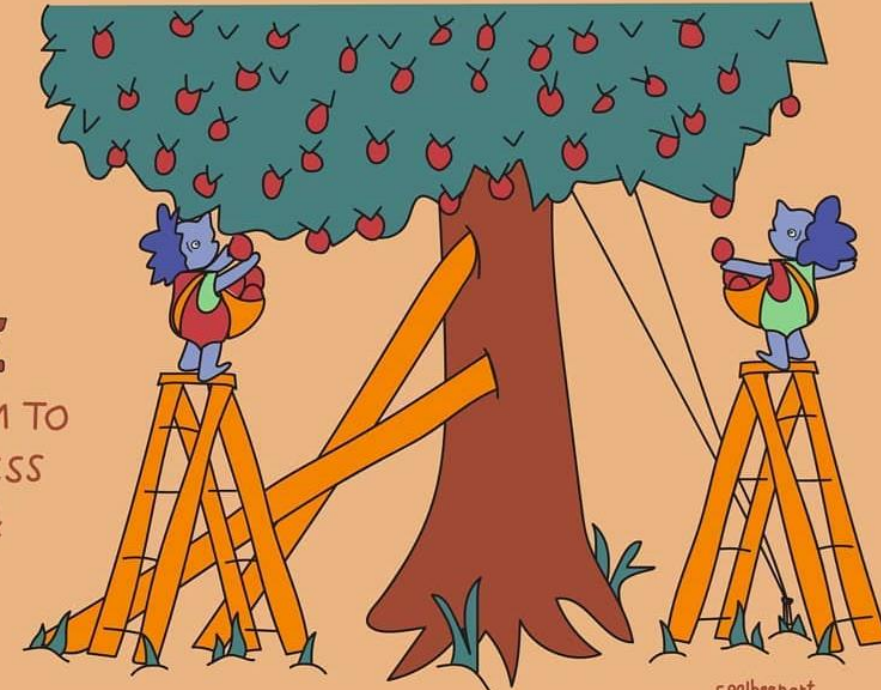
# EQUITY

CUSTOM TOOLS THAT IDENTIFY & ADDRESS INEQUALITY



# JUSTICE

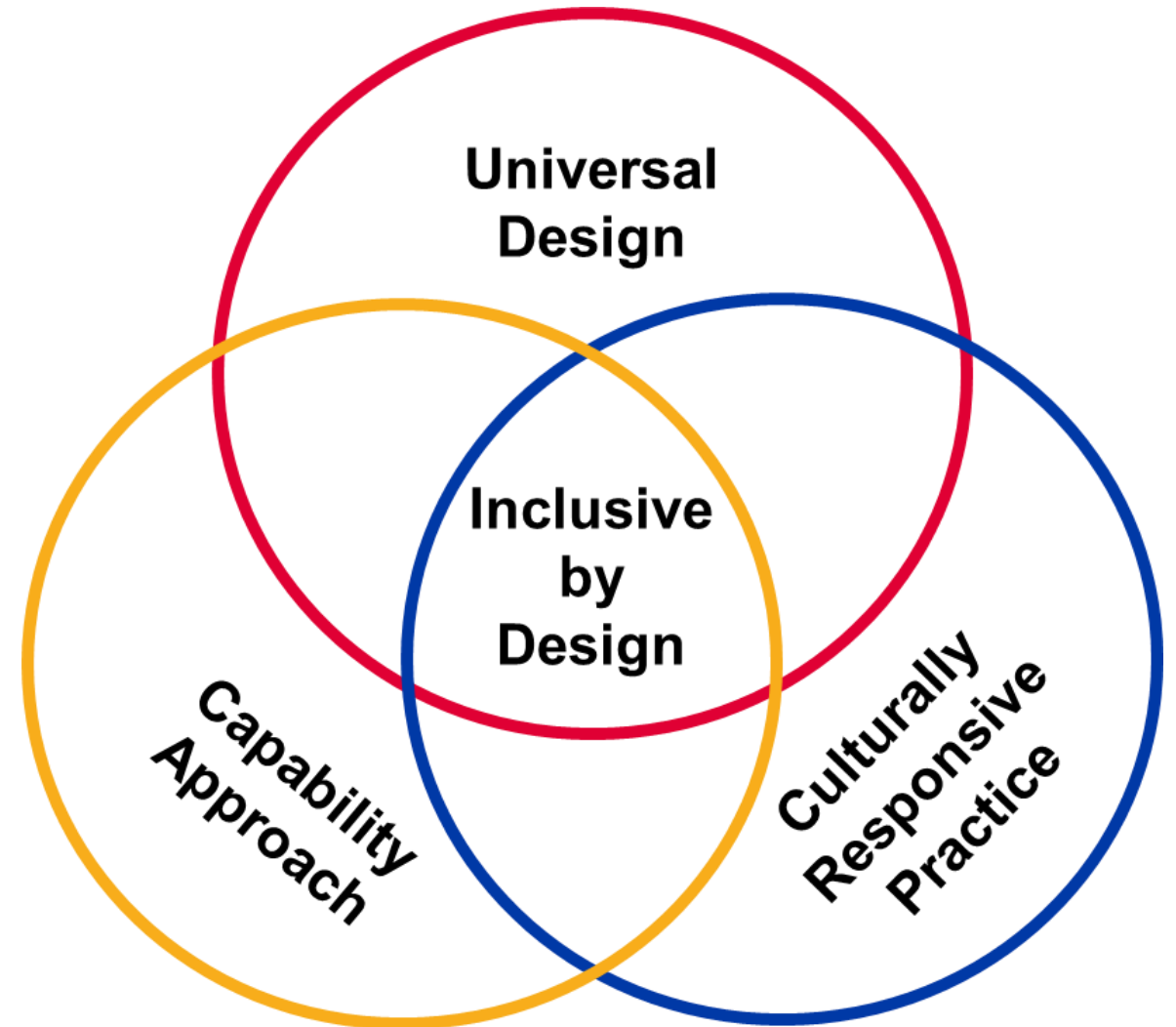
FIXING THE SYSTEM TO OFFER EQUAL ACCESS TO BOTH TOOLS & OPPORTUNITIES



# The Two Ways of Approaching Inclusion

**Individual:** Supporting students from underrepresented backgrounds by ensuring individualised support is in place and/or learning activities and assessments are designed to specifically support specific learners.

**Structural:** Ensuring the curriculum is inclusive by recognising the experiences and needs of a diverse student body through the intentional programmatic design of the course and its modules, so that it is accessible and culturally responsive and incorporates a range of inclusive and high-impact pedagogies, assessment methods, and learning activities.



# Being Inclusive by Design

The focus of this approach is on tackling structural inequities by examining and addressing the structure and practices of the curriculum to build a robust and inclusive core that enables all students to feel able to access, engage with, contribute to, and benefit from their degree programme.

## What priorities do your students have?

- Often universities studies and one of many priorities students today are managing.
- Do you know what other priorities are currently taking up their time and energy and how this might impact their engagement?

## Who do they want to engage with?

- Thinking about different pedagogies and/or learning activities - should this be the educator, a peer, or an external partner such as an industry professional?

01

## Who are your students?

- Do you know your students' demographics and their educational backgrounds?
- What impact would this insight have on how design your curriculum? I.e. the content, pedagogies, and assessment methods you use.

02

03

## How do they want to engage?

- In our now hybrid learning environments, it is useful to consider what needs to be engaged with in-person and what can be engaged with online. This should be intentionally designed and explicitly communicated with students, so that they are aware of the 'why'.

04

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## What might prevent them from engaging?

- Are the content, pedagogies, and assessment methods accessible?
- Do they allow for all students to feel able to engage?
- What can be implemented to minimise disengagement and maximise engagement?

# Three Key Questions for Programme Teams

**What is the world we are preparing students for?**

“Fluidity, fuzziness, instability, fragility, unpredictability, indeterminacy, turbulence, changeability contestability: these are some of the terms that mark out the world of the twenty first century”

Barnett and Coate (2005:53)

**What do they need to be able to do in this world?**

“It is also a twenty-first century reality that such [wider] skills are in ever greater demand, while those of specific subjects are likely to erode at an increasing rate as technology advances. (...) employers are seeking 'change makers' as much as those who can adapt to change.”

Lines (2012: 7-8)

**What do we want them to be able to do in this world?**

“to evaluate information critically and convert it into knowledge and action; to solve problems by collaborating with people from different backgrounds and cultures and to combine entrepreneurial creativity and technological know-how with humanistic values and vision”

Lines (2012:8)

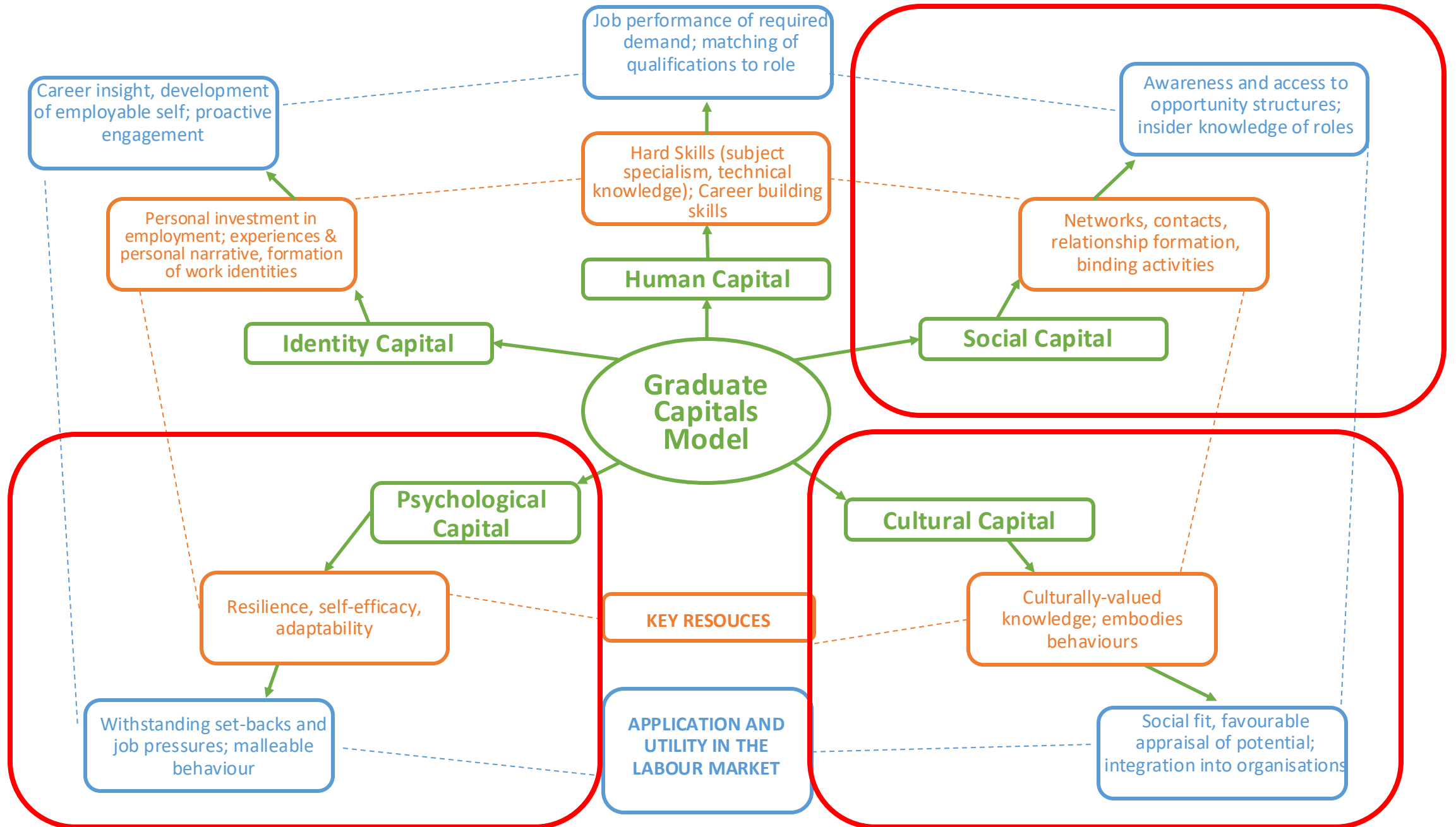


# (Employ)ability: Skills for Lifelong Success



“Employability is (...) about learning and the emphasis is less on ‘employ’ and more on ‘ability’, the emphasis is on developing critical, reflective abilities, with a view to empowering and enhancing the learner. Employment is a by-product of this enabling process.

*Harvey (2003:3)*



# Ways of Learning



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## Learning About

- Through standalone in-curricular workshops e.g. on presentation skills, teamworking, leadership etc.
- More passive form of learning
- Achieves surface-level knowledge

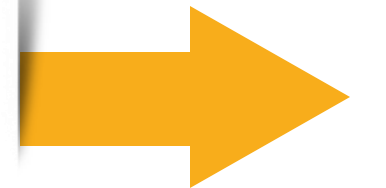
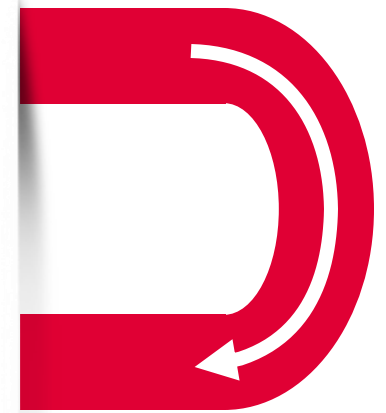


03

## Learning Through

- Through real-world projects and work-based learning
- This is more active, enabling students to understand how their theoretical learning can be applied to affect real-world change
- Achieves deep learning

02



# Pedagogies for Employability

High-impact pedagogies and assessment methods that achieve deep learning through active engagement with real-world implications.

## **Problem-based Learning**

PBL is a teaching method in which complex, real-world problems are used to promote student learning of concepts and principles. This pedagogy poses the problem first and then asks students to develop the knowledge and skills required to solve this as opposed to presenting this theoretical learning first.

## **Design Thinking**

Design thinking is a structured, human-centred approach to problem-solving. The process follows: 1) identify challenge, 2) gather information (empathy), 3) generate potential solutions (ideate), 4) refining ideas (prototype), and 5) testing solutions (test). Can be applied in any subject area.

## **Authentic Assessment**

Authentic assessment aims to reproduce the tasks and performance criteria typically found in the world of work. Research has found that these types of assessments have a positive impact on student learning, autonomy, motivation, self-regulation and metacognition - abilities highly related to employability.

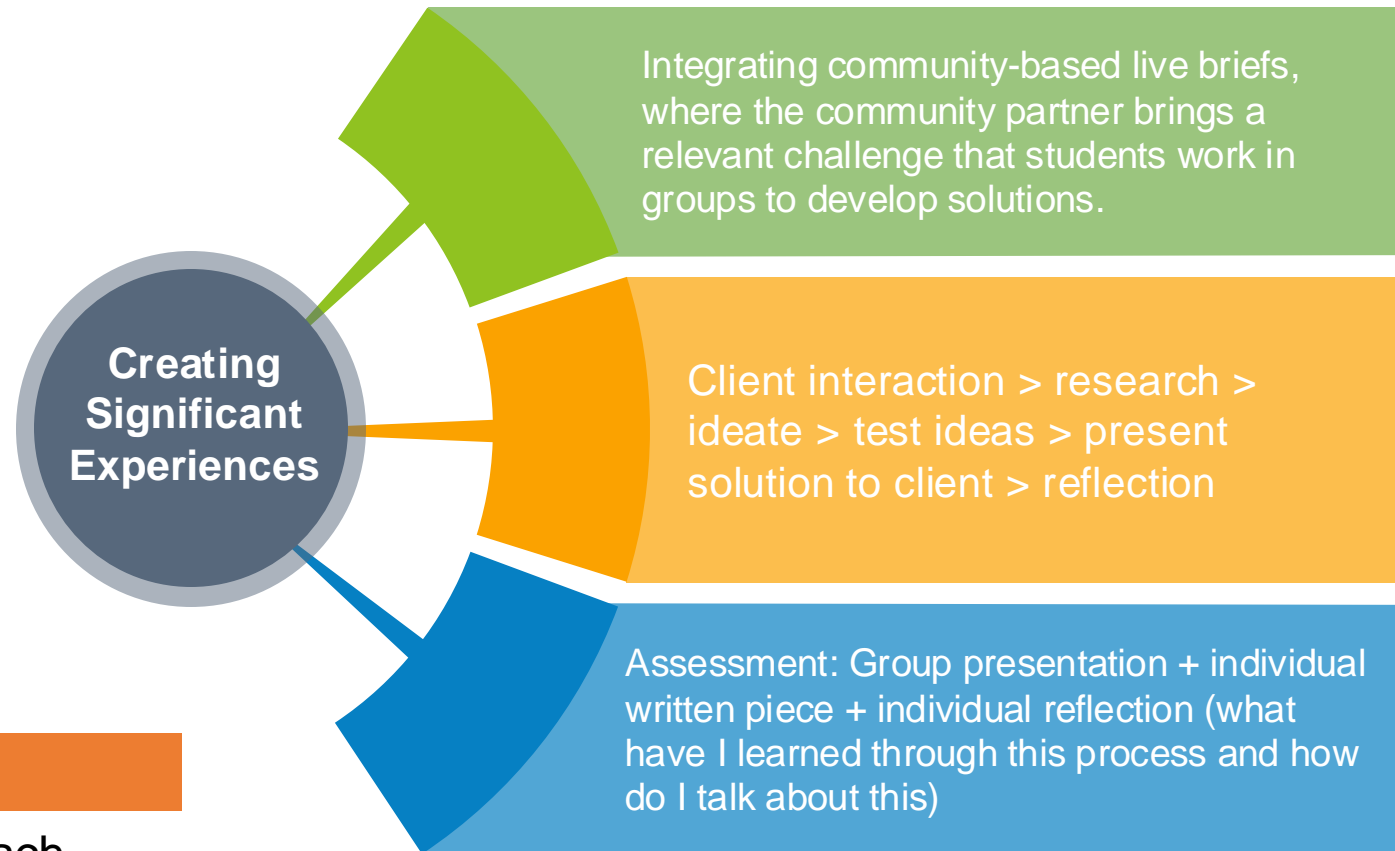
# Example: Real-World Live Briefs

## Benefits of Community & Industry-engaged Learning:

- Application theoretical learning across modules – could be a synoptic assessment
- Development of **social capital**, as students work with external partners
- Development of **cultural capital**, through research of the context for external partner
- Development of **psychological capital**, through high impact pedagogy i.e. PBL
- Develop civic competency, depending on external partner e.g. can be linked to SDGs

### TOP TIP:

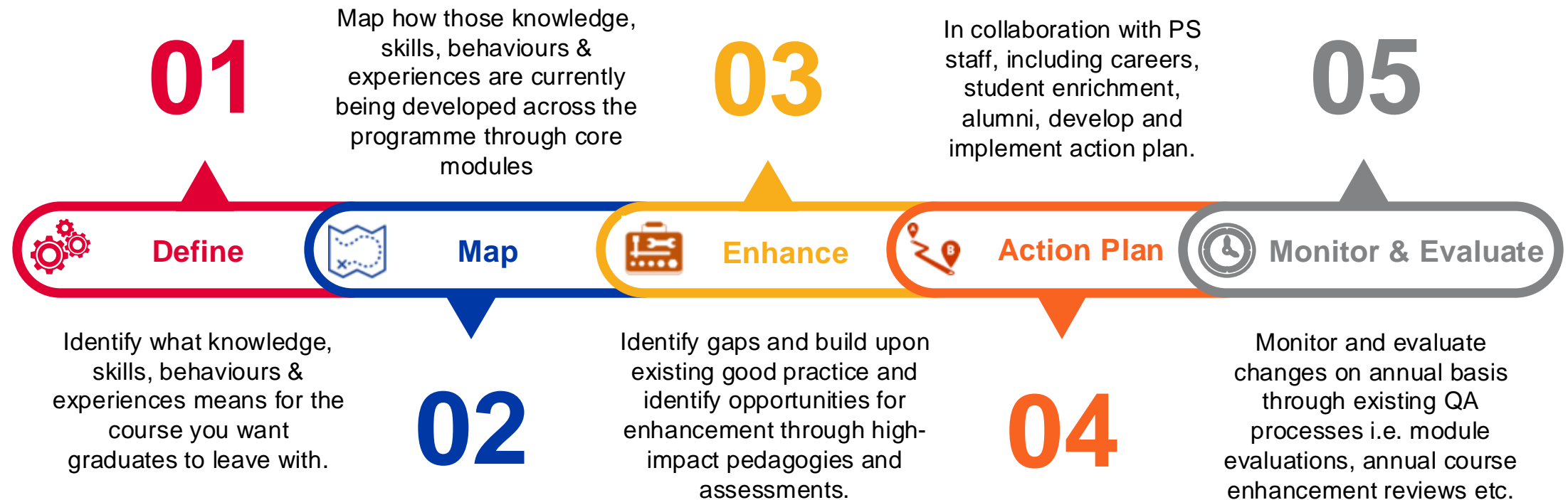
Introduce in First Year and build complexity at each level



# A Programmatic Approach to Curriculum Design



# Employability Mapping *aka* Programmatic Curriculum Design

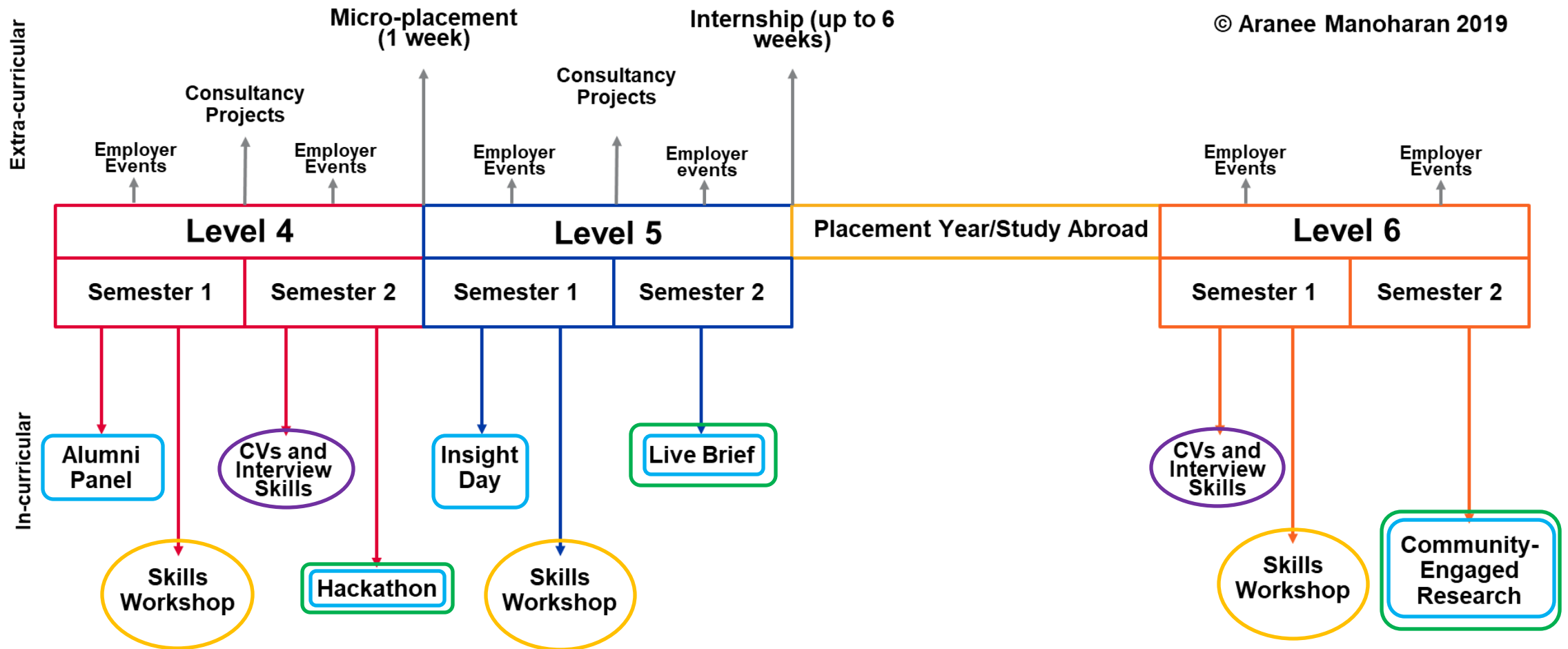


SKILLS

MODULE	Critical thinking/ analytical	Entrepreneurial thinking	Creativity and problem-solving	Project management	Information and research literacy	Financial literacy/ numeracy	Self- awareness/ reflection	Communication	Management, leadership and change	Presentation	Teamwork	Report writing	Commercial awareness
BS4202 (Organisations and Entrepreneurship)		Individual portfolio			Group report		Individual portfolio	Individual portfolio		Group presentation	Group report and presentation	Group report	Individual portfolio
BB4404 (Economics for Business)	Question Time session (?)							X				Individual report (newspaper articles)	
BB4402 (Business Statistics & IT)			Practical exam	Group website project		Practical exam					Group website project		
BM4704 (International Marketing)					Individual portfolio (marketing report)					Group presentation	Group presentation		Individual portfolio (marketing report)
BS5201 (Culture and International Business)	Online test; group assignment; exam				Online test; group assignment; exam			Online test; group assignment; exam				Group assignment	Online test; group assignment; exam
BA5807 (Financial and Management Accounting)	Exam and In- class test		Exam and In-class test			Exam and In-class test							Exam and In- class test
B05203 (International Business Operations)			Group report and presentation		Individual assignment			Group report and presentation		Group presentation	Group report and presentation	Group report	Individual assignment
BH5102 (Human Resource Management in an International Context)	MCOQ, Report, Presentation		MCOQ, Report, Presentation							Presentation		Report	MCOQ, Report, Presentation
BS6202 (International Business Practice)					Business Consultancy Group Report		Personal and Professional Development Log	Business Consultancy Presentation		Business Consultancy Presentation	Business Consultancy Group Report	Business Consultancy Group Report	
BS6203 (Entrepreneurship in an International Context)		Group business plan	SMEs internationalisation assignment					Group business plan			Group business plan	Group business plan	Group business plan
BS6204 (Global Corporate Citizenship and Sustainability)	Individual assignment							Group presentation		Group presentation	Group presentation	Individual assignment	Individual assignment
BS6201 (Strategic Management)	Home assignments (4, plus class participation), Individual assignment – Industry Analysis				Individual assignment – Industry Analysis		Business simulation reflection					Individual assignment – Industry Analysis	Individual assignment – Industry Analysis



# Student Development Journey





# Any Questions?

Keep in touch!

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