



# Nottingham Trent University Leadership

## Professor Eunice Simmons

### Promoting inclusivity in the curriculum



#### Profile

- 30,000 students
- 3 urban campuses in Nottingham
- 1 rural campus with 250 ha farm

### About the project

NTU has made significant progress in the area of environmental sustainability and through its Green Academy project it is ensuring this continues to influence the curriculum. The University is keen to move on to tackle areas covered by other SDGs – particularly around equality and inclusion. This new project – within the University's Curriculum Refresh – aims to challenge bias and assumptions in the curriculum – across all subject areas. Under NTU's Success for All priority the University has invested in a team of 8 Educational Developers – all new staff. A developer is embedded in each academic School and they have been transformational in helping academics reflect on how their courses match up to the ambition of an inclusive curriculum.

### Project partners

The Trent Institute for Learning & Teaching and the NTU Centre for Academic Development & Quality

### The results

The project is enabling Schools to have detailed conversations about assumptions of prior learning, appropriateness of assessments, inherent bias and new approaches to tackle this. The expertise of the educational developers mean the academics do not have to seek all of the solutions themselves.

### The problem

Differential access, progression and attainment for WP students and others from less advantaged backgrounds is a sector wide issue. NTU has above average recruitment of BAME students and those from less affluent backgrounds but an attainment gap persists unless the student undertakes a work placement.

### The approach

Developed a 'bottom up' Trent Institute for Learning & Teaching which supports academics to innovate. Created the framework for a total Curriculum Refresh over 2 years and within this a specific focus on inclusive education is progressing.



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# Finalist's case study



## Our goals

The goal is to reduce and eventually eliminate the progression and attainment gaps evident between some groups of students.

## Obstacles and solutions

Staff not interested in changing modules or courses.	Showing staff evidence of differential attainment.
Time to amend courses	Longitudinal project over 2 years with significant support from the Centre for Academic Development & Quality
Lack of expertise amongst staff	Recruitment of expert team of Educational Developers
Resentment from Schools' staff	Ed. Developer team managed and coached by ethnographer to enable them to work closely in each of the different academic cultures

## Performance and results

In each School an increased engagement with this issue. Some initial success around reducing gaps for different groups.

## The future

### Lessons learned

The approach of using a new staff member embedded in the School and managed by a central department has worked well.

### Top 3 learnings from implementing your project

1. Tackle shortage of staff time by bringing expert help in.
2. Include students in discussions and proposals to make changes to curriculum.
3. Use technology (a micro site) to speed up practice exchange.

### Sharing your project

Hosting of sector workshops and conferences – this has brought more than 75 institutions into the University just for this topic

### What has it meant to your institution to be a Green Gown Award finalist?

The recognition of the Green Gown panel has doubled our motivation for this work as it endorses the value of it for our university and the sector.

### Further information

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