**10 curriculum development points**

(source: HEA Embedding E&D in the curriculum)

1. Learning outcomes and/or competence standards do not adversely impact upon or discriminate against particular students or groups.
2. Curriculum content is sensitive and varied, informed by different social and cultural perspectives and builds on students’ educational interests, experiences and aspirations.
3. Programmes provide a range of learning and teaching approaches that take account of the diversity of students and build effective working relationships.
4. Curriculum is designed to provide a range of assessment and feedback approaches.
5. The institution provides sufficient organisational flexibility in all programmes to accommodate student diversity and individual pathways.
6. Opportunities for students to engage in the design of the curriculum are provided.
7. Stakeholders inform the design, delivery and assessment of learning and teaching.
8. Programmes are routinely assessed to ensure that equality groups are not adversely affected.
9. Programmes make appropriate use of technology in the curriculum.
10. Staff have access to information, advice and guidance in order to design an inclusive curriculum.

**See about resources for**[**Subject Specific Inclusive Curriculum Design**](http://www.st-andrews.ac.uk/hr/edi/inclusivecurriculum/practice/design/)**:** <https://www.st-andrews.ac.uk/hr/edi/inclusivecurriculum/practice/design/>

Source: University of St Andrews: 10 curriculum design points provided by Advance HE <https://www.st-andrews.ac.uk/hr/edi/inclusivecurriculum/curriculum-design/>