

The CfSJ: Curriculum Design Principles and Practices

There are six strands of practice underpinned by six cross cutting principles for inclusive pedagogy and inclusive assessment.

All curricula will align to the practices and the cross-cutting principles.

Cross-Cutting Principles

<p>Practice 1: Race Equity</p> <ul style="list-style-type: none"> • Adopt culturally sensitive practices aimed at eradicating the awarding gaps. • Develop and employ anti-racist and decolonial curricula and pedagogic practices which benefit all students.
<p>Practice 2: Mental Health and Wellbeing</p> <ul style="list-style-type: none"> • Create environments which support the whole person, ensuring inclusive and psychologically safe spaces. • Promote purposeful learning to instil meaning and a sense of fulfilment related to students place on their course, within the community and beyond.
<p>Practice 3: Internationalisation</p> <ul style="list-style-type: none"> • Facilitate international mobility both incoming and outgoing. • Use digital resources for engaging globally. • Empower and challenge students to develop a global outlook through academic discipline.

<p>1. Using clear, consistent, and accessible language and communication in teaching, learning and assessment.</p>
<p>2. Recognising our shared humanity and centering students' lived experiences in all aspects of teaching, learning and assessment and through decolonising the curriculum.</p>
<p>3. Providing multiple ways of accessing and participating in teaching, learning and assessment by offering students flexibility and choice</p>
<p>4. Valuing all forms of learning and assessment to promote greater social justice in the curriculum and in society.</p>
<p>5. Enhancing student success through relevance and applied learning in the curriculum.</p>
<p>6. Designing constructively aligned learning outcomes, learning activities, and assessment, that contribute positively to student wellbeing through incorporating scaffolded learning and foregrounding the intrinsic value of positive educational experiences.</p>

<p>Practice 4: Education for Sustainable Development</p> <ul style="list-style-type: none"> • Promote an understanding of the interconnected impact of human behaviour on the environment to inspire individual and collective responsibility for a socially just world. • Encourage global citizenship, a concern for people and place and empower people to challenge social injustice.
<p>Practice 5: Employability and Enterprise</p> <ul style="list-style-type: none"> • Embed reflective learning throughout the curriculum to enhance professional development and career readiness and awareness of the graduate job market. • Provide access to high quality, inclusive work based and Work Integrated placement learning opportunities. • Use our Graduate Attributes and Skills framework to inform professional development.
<p>Practice 6: Digital Pedagogy</p> <ul style="list-style-type: none"> • Equip students with relevant, transferable digital skills using digital technologies that are student centred purposefully and pedagogically driven. • Connect and empower individuals/communities through digital technologies supported by accessible and inclusive training.

Transition: Embed a scaffolded transition programme which supports the student journey to enhance student navigational capital