

Name of Policy	Principles of Inclusive Curriculum	
Description of Policy	Inclusive curriculum is defined as an approach to course and unit design and to teaching and learning practice which aims to improve access and successful participation in education of groups traditionally excluded from tertiary education. The benefits of an inclusive curriculum also extend to international students.	
<input type="checkbox"/> New Policy	<input checked="" type="checkbox"/> Revision	

Date of Approval	14 May 2008
Review Date	May 2011
Approved By	Academic Board
Officer Responsible	Pro-Vice-Chancellor (Academic Affairs)
Contact Officer:	Administrative Officer, Secretariat

PRINCIPLES OF INCLUSIVE CURRICULUM

Inclusive curriculum is defined as an approach to course and unit design and to teaching and learning practice which aims to improve access and successful participation in education of groups traditionally excluded from tertiary education. The benefits of an inclusive curriculum also extend to international students.

Principles of Inclusive Curriculum

Inclusive curriculum:

- values the culture, background and experience of all students;
- is inclusive of gender, culture, Australian Indigenous history and culture and differences related to disability and socio-economic background;
- acknowledges that any curriculum decision is a selection rather than a complete "truth";
- makes explicit the rationales underpinning course design; and
- is responsive to the knowledge base of the students and staff.

Policy Review

The University may make changes to this policy from time to time to improve the effectiveness of its operation. In this regard, any staff member who wishes to make any comments about this policy may forward their suggestions to the Pro-Vice-Chancellor (Academic Affairs).

Further Assistance

Any staff member who requires assistance in understanding this policy should first consult his/her nominated supervisor who is responsible for the implementation and operation of these arrangements in the work area. Should further advice be needed, the staff member should contact the Director, Institute for the Advancement of Teaching and Learning.
