# Inclusivity evaluation process

* **Literature review**: Review of literature on inclusive higher education principles and practices, needs of LSES learners, Universal Design for Learning research.
* **Student data analysis**: Analysis of SIPU data to identify target units with high numbers of LSES students. Chosen units were from Primary Education, Australian Studies, Sociology, Philosophy, Anthropology, and the cross-coded AIX160 *Introduction to University Study*.
* **Unit audits**: Units audited against [Universal Design for Learning](http://udloncampus.cast.org/home#.WbnVq9Fx3IU) (UDL) principles.
* **Curriculum review**: Unit curricula reviewed against guidelines for teaching the relevant discipline inclusively in [Higher Education Academy Guidelines](https://www.heacademy.ac.uk/system/files/resources/introduction_and_overview.pdf).
* **Interviews**: Unit chairs interviewed.
* **SWOT**: Strengths, weaknesses, opportunities and threats analysis to help frame recommendations.
* **Collaboration**: Liaison with professional staff from Library, Student Academic and Peer Support, and Career Education to scope actions.
* **Action plans**: Scoped plan of action for each unit, including modifications to learning outcomes, content, teaching methods, assessments and online resources to better meet needs of students from LSES backgrounds.