

## HOSPITALITY, LEISURE SPORT AND TOURISM

### Principles of inclusive curriculum design

Anticipatory  
Flexible  
Accountable  
Collaborative  
Transparent  
Equitable

### Generic considerations

- cost and financial considerations;
- embedding student and staff well-being;
- promoting student engagement;
- use of technology to enhance learning;
- responding to different approaches to learning;
- avoiding stereotypes and celebrating diversity;
- making reasonable adjustments.

### Introduction

It is the responsibility of the every member of staff within HE to respond to the requirements of equality legislation. The basic principle that can and should be universally responded to is that **it is attitudes, barriers and other forms of discrimination within the system rather than individual characteristics or deficits that are the cause of disadvantage**. Employing an inclusive approach is underpinned by the adoption of other principles of inclusive curriculum design, summarised in the adjacent text box and discussed in the introduction section of this guide available at [www.heacademy.ac.uk/assets/documents/inclusion/disability/ICD\\_introduction.pdf](http://www.heacademy.ac.uk/assets/documents/inclusion/disability/ICD_introduction.pdf)

May and Bridger assert, in respect of developing an inclusive culture, “making a shift of such magnitude requires cultural and systemic change at both policy and practice levels” (2010: 2). In essence this change is represented by a shift in focus from responding to the ‘needs’ of individuals or specific groups of students to an approach that anticipates and plans for the *entitlements* of the evolving student population. Thus the onus is on institutions and subject communities to change and adapt their policies and practice rather than expect this of individual or specific groups of students.

There are many generic considerations of inclusive curriculum design, summarised in the adjacent text box, which are discussed in the introduction section. The focus of this section is on subject-specific considerations for those in those subjects aligned to hospitality, leisure, sport and tourism. Here examples of innovation and effective practice are provided to demonstrate that effective practice for one group can and should be effective practice for all. The examples, resources and ideas included in this and other subject guides have come from the sector. They were obtained directly in response to a general request made to the sector during 2010, from a review of the HEA Subject Centres or from recommendations made by colleagues teaching in the specific subject.

Where there are examples in other subject guides that may be particularly relevant or worth reviewing for further adaptation these are flagged. However, notably inspiration and ideas for curriculum design can come from many sources, therefore reading strategies employed and ideas in other subject areas can be a useful source of new ideas.

## **Inclusive curriculum design: subject-specific considerations**

### Ensuring clarity of course content

Communicating the outcomes of inclusive curriculum design decisions is particularly important in subjects that students can explore from a variety of perspectives. The broad subjects Hospitality, Leisure, Sports and Tourism (HLST) can incorporate a range of subsidiary subjects. In addition tutors can approach the subject from different perspectives. Enabling students studying one of these discipline areas to make informed decisions is dependent on clearly named and described programmes and modules. The QAA benchmark (QAA, 2008) suggests typical coverage when degree programmes include the words 'science', 'management' and 'studies' in their title. To ensure students do not arrive with unrealistic expectations it is important for providers to describe clearly the programme's focus including content and how it maps onto particular career pathways.

### Increasing topicality and relevance of course content

All four HLST subjects have the potential for addressing agendas of worldwide significance – globalisation, social responsibility, sustainable environments – as well as using topical events such as the 2012 Olympics or international cities of culture to provide a curriculum focus. Black (2004) explores with practical examples, the internationalising of Oxford Brookes University's School of Hospitality, Leisure and Tourism Management curriculum. It is possible to extend many of these ideas to ensure this inclusive approach meets the entitlement of all students to a relevant curriculum. This may be achieved by:

- referring to international research and applying theory in an international context – or research relating to gender, age, race, sexual orientation or faith and religion can allow students to consider topics from a range of perspectives;
- using international material in case studies and other assignments;
- using small group discussions of international aspects – building group work into a course can support discussion of

- topics of interest that students can present to their peers and thus cover a wider range of issues;
- requiring the demonstration of international knowledge in assessments – or other groups, for instance consideration of solutions for disabled athletes;
- encouraging foreign language study and study abroad – an inclusive approach will ensure that students unable or unwilling to spend time abroad such as those with caring responsibilities have other opportunities to acquire these skills or ensure they are not compulsory;
- promoting cultural sensitivity and diversity – building in time in the curricula to explore with students how the group will achieve this goal and how to extend this sensitivity to all;
- recruiting international students and drawing on their experience in class – but recognising that any one individual does not represent others who may come from their country, or share another characteristic;
- introducing international exchange and other forms of exchange as a mechanism for enhancing employability;
- offering international internships – and exchanges with industry/employers to increase interaction with people whose insights can assist with future curriculum development.

(Adapted from Black, 2004: 7)

The Languages, Linguistics and Area Studies subject guide provides other examples of responding to students interests.

### Encouraging active learning and student engagement

Case studies provide an ideal opportunity for embedding inclusive issues (content) into the practical and people-focused nature of HLST subjects. They can involve a range of teaching styles and formats in which to present material that encourage active learning and engagement by all students. Although they can be text-based they often include multiple resources that enable students with different learning approaches to engage more fully. Examples include: visual – photographs; auditory – radio and podcasts; and kinaesthetic – artefacts relating to the case e.g. an x-ray or a role-player representing a complaining customer. Case studies represent ‘real-life or life-like situations’ that are ideal for hospitality and tourism encouraging all students to make links between theory and practice and providing a firm foundation for developing students’ inclusive response to diversity they may encounter in the future.

“A simple case study consists of a scenario (the context), a statement of the issues (the focus of the case), the task (the open problem), any resources needed for the task and

additional supporting materials (artefacts)” (Cox, 2009: 6). The case studies offered by Cox show how the same case may be relevant to HLST students. An example here is David Tenant (the actor playing the character ‘Dr Who’), whose slipped disc resulted in cancelling his theatre performance (Cox, 2009: 7), which students could consider from either a physiology (sports) or a customer service (leisure) perspective.

Cox suggests the benefits of case-based learning result because they provide:

- motivation for students, showing how the material directly relates to the real world and their future careers;
- a chance for students to select and apply range of techniques (adapted from Cox, 2009: 9).

See also the Built Environment, and Materials subject guides for examples of using case studies.

### [Linking seminar preparation to assessment](#)

To increase student engagement in seminar preparation Oxford Brookes University introduced a ‘cue card’ system for a Retail Management module. Students had the chance to submit ‘cue cards’ with notes on at the end of a seminar, meaning they did not need to memorise facts, which was particularly helpful for students with exam anxiety; at the start of the exam students received their cards for reference and a reminder of key points. The approach required the tutor to review the exam questions and revise the instructions for students to make clear that copying of ‘cue card’ notes was insufficient. The benefits of this inclusive approach include: positive encouragement for learning throughout the module, reduced anxiety for students less confident about memorising for exams, and flexibility regarding note-taking (Whyatt, undated).

### [Supporting transition into higher education using sports films](#)

At Liverpool John Moores University, curriculum design of the ‘*Using movies to stimulate learning in sport subjects*’ module supported transition into first year by providing a common stimulus addressing core course themes, which students could discuss (Cock *et al.*, 2008). Feedback from students suggests it was a popular approach that stimulated interest in sport and challenged how they thought about sport. To ensure this approach is inclusive:

- think about the films chosen;
- consider the sports covered;
- avoid the portrayal of stereotypes.

Case studies offer an ideal opportunity to challenge stereotypes, for instance:

- *Million Dollar Baby* – a women in boxing;
- *Out: The Glen Burke Story* – a gay baseball player.

When selecting case studies remember to take account of the student profile and consider who might be excluded because of age, gender, cultural experience, faith and/or sexual orientation. While it is not necessary to cover all groups and interests it is worth encouraging students to consider the messages the films portray and how these might influence people's engagement in sport. Working in groups students can be asked to generate alternative storylines to address what they perceive are the exclusionary messages.

Inclusive delivery is also important; for example, ensuring subtitles for films/DVD. Considering delivery issues at the design and development stage of a new module can save a lot of time and avoid individual adaptation. Questions asked as part of the validation procedure can raise awareness of the need to adopt an anticipatory approach as well as making reasonable adjustment.

### Using online delivery to enhancing currency and flexibility

The global context of sport requires students to engage critically with policies, practices and protocol from around the world to enable them to appreciate the cultural context of their own experience.

Loughborough University encourage HLST students to access and critically engage with online policies relevant to sport. The online delivery of real-life, topical material increases the activity's relevance and potential usefulness. This might be developed further to use international sports polices that would provide a way of involving international students and allowing them to compare their home countries response with initiatives within the UK. As Kay notes, online resources:

- have an immediacy and 'real-life' relevance that positively influences students' response;
- are flexible and responsive to current affairs;
- contribute to students' broader political awareness and engagement as well as their subject-specific expertise (adapted from Kay, undated).

The Education subject guide includes examples of students auditing resources online and in groups.

## Integrating less familiar or popular content

Alongside the substantive focus of HLST topics students will often need to engage in subjects that are either less familiar or popular.

Leeds Metropolitan University use role play to engage students in the financial and economic aspects of their Sports and Leisure programme (Saipé, undated). Students working in groups research and select companies which they 'buy fantasy shares in' and track their progress. Financial and economic concepts become embedded within the task, which has increased relevance due to the freedom students have to choose the companies in which they will invest.

Incorporating a discussion about the value systems for students' opposing the task's gambling aspect would be a way of enhancing the module's inclusiveness.