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**Unpacking your Hidden Curriculum:   
A Guide for Educators**

**Guide template**

Below is a editable version of a guide template we recommend staff work through to unpack the hidden curriculum. This three-step process works best if it is done collaboratively with teaching and professional support staff alongside students.

This is taken from the [full guide](https://www.qaa.ac.uk/docs/qaa/members/unpacking-your-hidden-curriculum-guide-for-educators), which is published on the QAA website.

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| **Subject-specific terminology**  What words and phrases do students need to know? | **Identifying gaps**  Where in the curriculum  is this explained or communicated to students? | **Uncovering the hidden curriculum**  How could this be more explicitly communicated to students? Do students all have access to this information? |
| **Examples** | | |
| Students have weekly Computer-Based Learning sessions, referred to as CBLs. Students need to know this acronym to understand the course. | This is mentioned in the first introductory welcome event. | We could work on making terminology more explicit  in module paperwork and lectures, for example, by reducing the use of acronyms or providing students with a jargon buster. |
| Students complete a critical review of a paper as part of an assessment. This is often referred to as a ‘crit’. Students need to understand this when making module choices. | Assessment criteria are available on the VLE and listed in the module catalogue. | We could ensure that we use consistent language in all modules when describing assessments. We ensure that we explain what is meant by ‘critical’ and provide exemplar assessments. |
| Students are expected to give a conference style presentation. | Assessment criteria are available on the VLE, but students don’t understand what is meant by a conference. | We could explain further what is meant by conference, and the behaviours that will ensure success. We could give example slides. |
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