



## Exploring the Role of Generative AI in Creating an Inclusive Business Curriculum through Staff Development and Collaboration

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### Abstract

The concept of inclusivity in higher education has evolved in response to widening participation agendas and the need to address persistent attainment gaps among ethnic-minoritised and other disadvantaged student groups (May & Bridger, 2010; Berger & Wild, 2017). The rapid emergence of Generative Artificial Intelligence (GenAI) tools, such as ChatGPT, is challenging traditional assessment practices (Moqbel & Al-Kadi, 2023), while offering new opportunities for inclusive curriculum design and delivery (Nilson et al., 2024).

This project investigates how GenAI might be harnessed to support inclusive curriculum and assessment practices within a large UK Business School, through staff development and cross-disciplinary collaboration. It explores four key questions:

1. What are the critical considerations for integrating GenAI into curriculum and assessment?
2. How is GenAI currently used across Business School disciplines, and what benefits have emerged?
3. What are the perceived staff development needs?
4. What are the implications for designing a CPD programme to support GenAI integration across the Business School and beyond?

Using a mixed-methods, pragmatic approach, the study combines a narrative literature review with internal and external case studies. This paper presents initial findings from the literature review and preliminary insights from a staff survey currently underway across the Business School. These early findings will inform the development of a staff development framework aimed at supporting ethical, inclusive, and pedagogically sound integration of GenAI into curriculum and assessment design.

### Keywords

artificial intelligence, inclusive business curriculum, staff development

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