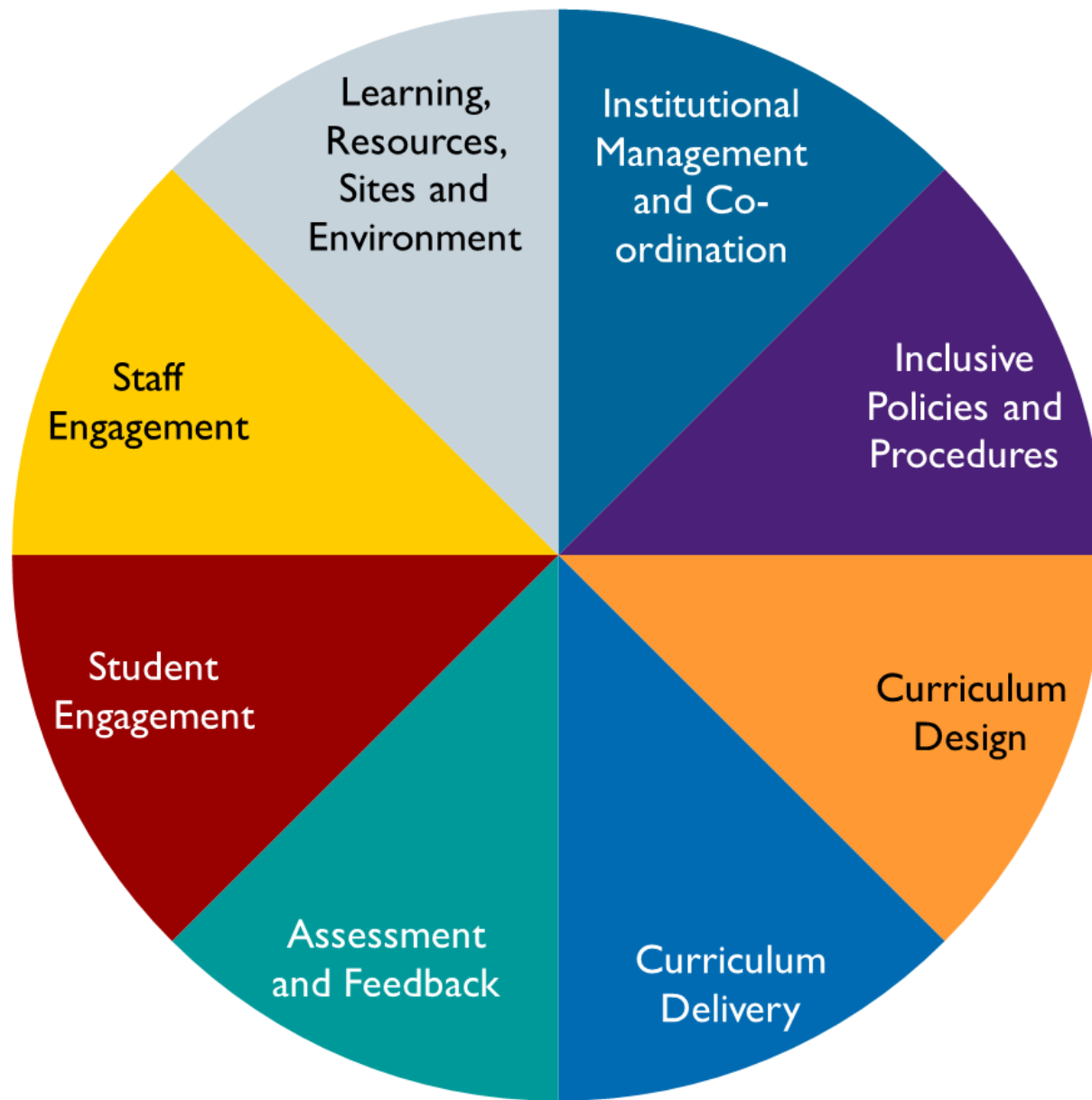


Embedding Equality and Diversity in the Curriculum A Framework

Based on May, H. & Thomas, L. 2010. *Embedding Equality and Diversity in the Curriculum: Self Evaluation Framework*. The Higher Education Academy



Institutional Management and Co-ordination

- 1] The institution's definition and vision for equality and diversity in the curriculum are owned and understood by all staff, students and stakeholders.
- 2] The institution's corporate mission (or similar) demonstrates commitment to, and is informed by, equality and diversity.
- 3] The infrastructure ensures equality and diversity are effectively embedded in the curriculum for all programmes.
- 4] Senior management are committed to and effectively lead the development and embedding of equality and diversity in the curriculum.
- 5] Staff policies and procedures reinforce the institution's commitment to and individual responsibility for, embedding equality and diversity in the curriculum.
- 6] Sufficient human, financial and physical resources have been committed to ensure that equality and diversity are embedded in the curriculum across the institution.
- 7] There are effective partnerships between departments and services which contribute to embedding equality and diversity in the curriculum.
- 8] Staff with relevant specialist expertise are given strategic responsibility for embedding equality and diversity in the curriculum across the institution.
- 9] The institution collects, analyses and uses quantitative and qualitative data and research relating to access, retention, attainment and progression of all students.
- 10] The institution regularly monitors and evaluates the effectiveness and impact of policies and practices which embed equality and diversity in the curriculum.

Inclusive Policies and Procedures

- 1] Relevant institutional, department and service policies promote and embed equality and diversity within the curriculum.
- 2] Staff recruitment, induction, development, review and progression have incorporated equality and diversity in the curriculum.
- 3] Relevant continuing professional development (CPD) is provided, to build staff capacity to embed equality and diversity in the curriculum.
- 4] Policies ensure the effective exchange of inclusive practice and research across the institution and externally.
- 5] The impact of policies and procedures on equality is routinely assessed and informs curriculum design and delivery.
- 6] Staff, students and stakeholders work in partnership to develop policies and procedures which impact on equality and diversity in the curriculum.
- 7] There are standardised procedures for collection, analysis and use of student data.

Curriculum Design

- 1] Learning outcomes and/or competence standards do not adversely impact upon or discriminate against particular students or groups.
- 2] Curriculum content is sensitive and varied, informed by different social and cultural perspectives and builds on students' educational interests, experiences and aspirations.
- 3] Programmes provide a range of learning and teaching approaches that take account of the diversity of students and build effective working relationships.
- 4] Curriculum is designed to provide a range of assessment and feedback approaches.
- 5] The institution provides sufficient organisational flexibility in all programmes to accommodate student diversity and individual pathways.
- 6] Opportunities for students to engage in the design of the curriculum are provided.
- 7] Stakeholders inform the design, delivery and assessment of learning and teaching.
- 8] Programmes are routinely assessed to ensure that equality groups are not adversely affected.
- 9] Programmes make appropriate use of technology in the curriculum.
- 10] Staff have access to information, advice and guidance in order to design an inclusive curriculum.

Curriculum Delivery

- 1] Student induction and support are on-going to: increase staff understanding of students; make programme expectations explicit; and develop students' academic skills/capacities.
- 2] Learning is student-centred and interactive, engaging all students through a range of methods.
- 3] The materials, resources and examples provided positively embrace the diversity of students' backgrounds, interests, experiences and aspirations.
- 4] Programmes provide a range of opportunities for staff and students to build effective working relationships over time.
- 5] Staff enable students to take responsibility for their own learning experience.
- 6] Peer interaction is promoted and facilitated through curriculum delivery.
- 7] Learning materials are available in sufficient time and in different formats.
- 8] Staff offer flexibility in curriculum delivery to enable all students to participate.
- 9] Staff review incorporates inclusive curriculum delivery.

Assessment and Feedback

- 1] Assessment processes are clear, transparent and available in advance to students.
- 2] Assessment criteria set by the institution are fair, non-discriminatory and informed by a range of stakeholders.
- 3] A range of assessment and feedback approaches are routinely used in order to maximise opportunities for students' learning and provide more than one way for a student to demonstrate they have met learning outcomes or competence standards.
- 4] Programmes include early formative assessment points and provide timely, accessible and helpful feedback.
- 5] Assessment systems and procedures are sufficiently flexible.
- 6] There are opportunities throughout the assessment cycle for students to enter into formative dialogue with staff about their assessed work.
- 7] Assessment support offered through student support and development services is relevant to students' programmes.
- 8] Monitoring or verification procedures ensure consistency and comparability of assessment practices across modules, programmes, departments and sites.

Student Engagement

- 1] Commitment to, and accountability for, on-going student engagement is reflected in institutional policies, procedures and practices.
- 2] Policies and procedures promote the on-going engagement of students in decisions about the curriculum.
- 3] There is a range of opportunities for students to engage in the planning, design and delivery of the curriculum.
- 4] Student contributions and perspectives are valued as co-contributors to the curriculum.
- 5] Students are provided with information, training and/or resources to enable them to carry out their engagement roles effectively.
- 6] A range of incentives are provided to encourage students to participate over time in the opportunities provided.
- 7] Students understand how their previous contributions have been used and their continued engagement is facilitated.
- 8] The uptake of engagement opportunities by particular student groups is monitored and evaluated.

Staff Engagement

- 1] Staff work collaboratively, at both the institutional and department/service level, to embed equality and diversity in the curriculum.
- 2] Staff involved in learning and teaching actively embed equality and diversity into curriculum planning, design and delivery, informed by evidence.
- 3] Staff recruitment and induction processes promote responsibility for equality and diversity in the curriculum.
- 4] Staff advance their understanding and application of equality and diversity in curriculum design and delivery.
- 5] Individual staff performance and impact in relation to equality and diversity in the curriculum is monitored and reviewed.
- 6] Institutional reward, recognition and progression procedures formally recognise staff contributions to equality and diversity in the curriculum.
- 7] Senior managers lead and champion work in equality and diversity in the curriculum.
- 8] Staff with specific expertise in equality and diversity promote, facilitate and advise on the embedding of equality and diversity in the curriculum.

Learning Resources, Sites and Environment

- 1] Timetabling arrangements are flexible to allow students to participate fully (providing accessible locations and transfer time between sessions/sites) and take account of students' commitments and responsibilities.
- 2] Learning resources are non-discriminatory, socially and culturally diverse and fully accessible.
- 3] Information technology systems are fully accessible, proactive and sufficiently flexible to embrace changing technology, course demands, student entitlements and teaching approaches.
- 4] The physical environment is fully accessible to all students.
- 5] An anticipatory approach is taken to building projects and adaptations to maximise accessibility and flexibility.
- 6] Learning is offered in a range of sites and modes to offer accessibility and flexibility to students.
- 7] All institutional sites embed equality and diversity in the curriculum, including distance learning, partner institutions, work-based providers, professional placements and fieldwork.

Notes

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