Embedding Equality and Diversity in the Curriculum
A Framework

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.
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