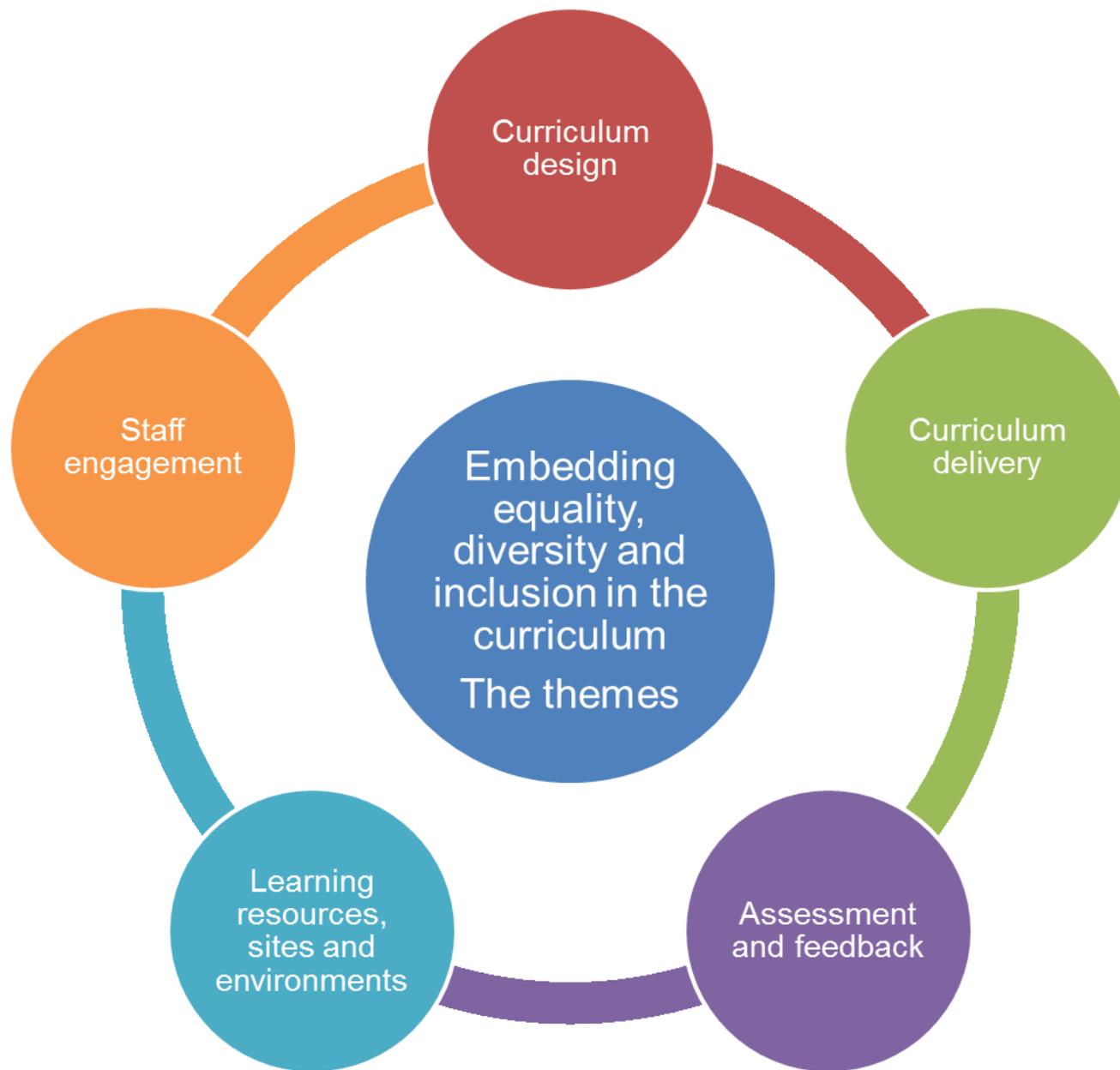




Embedding equality, diversity and inclusion in the curriculum

A programme standard

Updated and adapted from May, H. and Thomas, L. (2010) *Embedding Equality and Diversity in the Curriculum: Self Evaluation Framework*. Higher Education Academy and Scotland's Colleges.



Embedding EDI in the curriculum

A programme standard

Curriculum design

Embedding equality, diversity and inclusion into the development processes for and the final configurations of a programme of study, the various pathways a learner might take in traversing it, and the knowledges with which they will interact along the way.

Curriculum design

- ❑ Accessibility of and flexibility in programmes of study that allow students to input on their learning pathways and experiences.
- ❑ Accessibility of learning outcomes and / or competence standards.
- ❑ Considerations of EDI in learning outcomes and / or competence standards.
- ❑ Tackling of the impact of own identity beliefs, cultural assumptions and unconscious biases as part of the design process.
- ❑ Opportunities for students to co-create their curricula.
- ❑ Course content that facilitates exploration of themes of equality, diversity, inclusivity and cultural relativity.
- ❑ Course content that covers multiple perspectives, theoretical standpoints and contributions by people from multiple cultures and backgrounds.
- ❑ Incorporation of the embedding of EDI in the curriculum in classroom observation and peer review activities.

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Curriculum delivery

Embedding equality, diversity and inclusion into the methods by which curricula are taught, the materials and activities used to support learning, and the classroom cultures fostered by student-staff interactions.

Curriculum delivery

- ❑ Creation of accessible, safe and collaborative environments of mutual respect and honesty conducive to student learning.
- ❑ A range of teaching approaches and learning activities that are accessible and encourage active participation of all students.
- ❑ Knowledge of student cohorts and adaptation of curriculum delivery to cohort and individual requirements.
- ❑ Empowerment of students to take responsibility for their own learning and that of their peers, acting as partners in their learning experience.
- ❑ Opportunities for students to relate course content to their own experiences, encouraging the sharing of diverse perspectives and interpretations.
- ❑ Opportunities for students to work interactively in diverse and mixed groups.
- ❑ Integration of themes of equality, diversity and inclusivity into learning materials and activities.
- ❑ Accessible learning materials and resources available to students in advance of curriculum delivery.

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Assessment and feedback

Embedding equality, diversity and inclusion into the processes for and methods by which learner knowledge, understanding, abilities and/or skills can be appraised and in the processes for and mechanisms by which this appraisal is communicated, ensuring these promote and support continual improvement in learning.

Assessment and feedback

- ❑ A range of assessment approaches that are accessible, non-discriminatory and timely.
- ❑ A range of feedback approaches that are accessible, interactive, ongoing and timely.
- ❑ Incorporation of student choice in assessment practices.
- ❑ Opportunities to critically engage with equality, diversity and inclusivity themes in assessments that relate to real life scenarios.
- ❑ Preparation, engagement and support of students throughout the assessment process that develops their assessment literacy.
- ❑ Opportunities for students to act as partners in the assessment and feedback process.
- ❑ A programme-level approach to the design, development, understanding and coordination of assessment and feedback practices.
- ❑ Routine monitoring, review and sharing of assessment practices that embed equality, diversity and inclusivity.

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Learning environment

Embedding equality, diversity and inclusion into the ways in which programme teams work with, manage and utilise the spaces in which learning takes place, the services through which learning is supported and the resources by which learning is enhanced.

Learning environment

- ❑ Assurance that all physical and virtual learning spaces are accessible, flexible and, where appropriate, reflective of student diversity.
- ❑ Utilisation of physical learning spaces to facilitate student access to and engagement with the curriculum.
- ❑ Utilisation of virtual learning spaces to facilitate student access to and engagement with the curriculum.
- ❑ Utilisation of accessible learning resources and technologies to enable student access to and engagement with the curriculum.
- ❑ Provision of additional / alternative learning resources and technologies where required to support access to and engagement with the curriculum.
- ❑ Liaison with internal learning partners to ensure learning spaces, resources, delivery and support reflect the programme's approach to EDI in the curriculum.
- ❑ Liaison with external learning partners to ensure learning spaces, resources, delivery and support reflect the programme's approach to EDI in the curriculum.

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Staff engagement

Coordinating and using staff development and management processes and activities to facilitate capacity, confidence and competence in the embedding of equality, diversity and inclusion in the curriculum, empowering all programme staff to develop relevant professional practice, enabling them to recognise that it is part of their role and to engage accordingly.

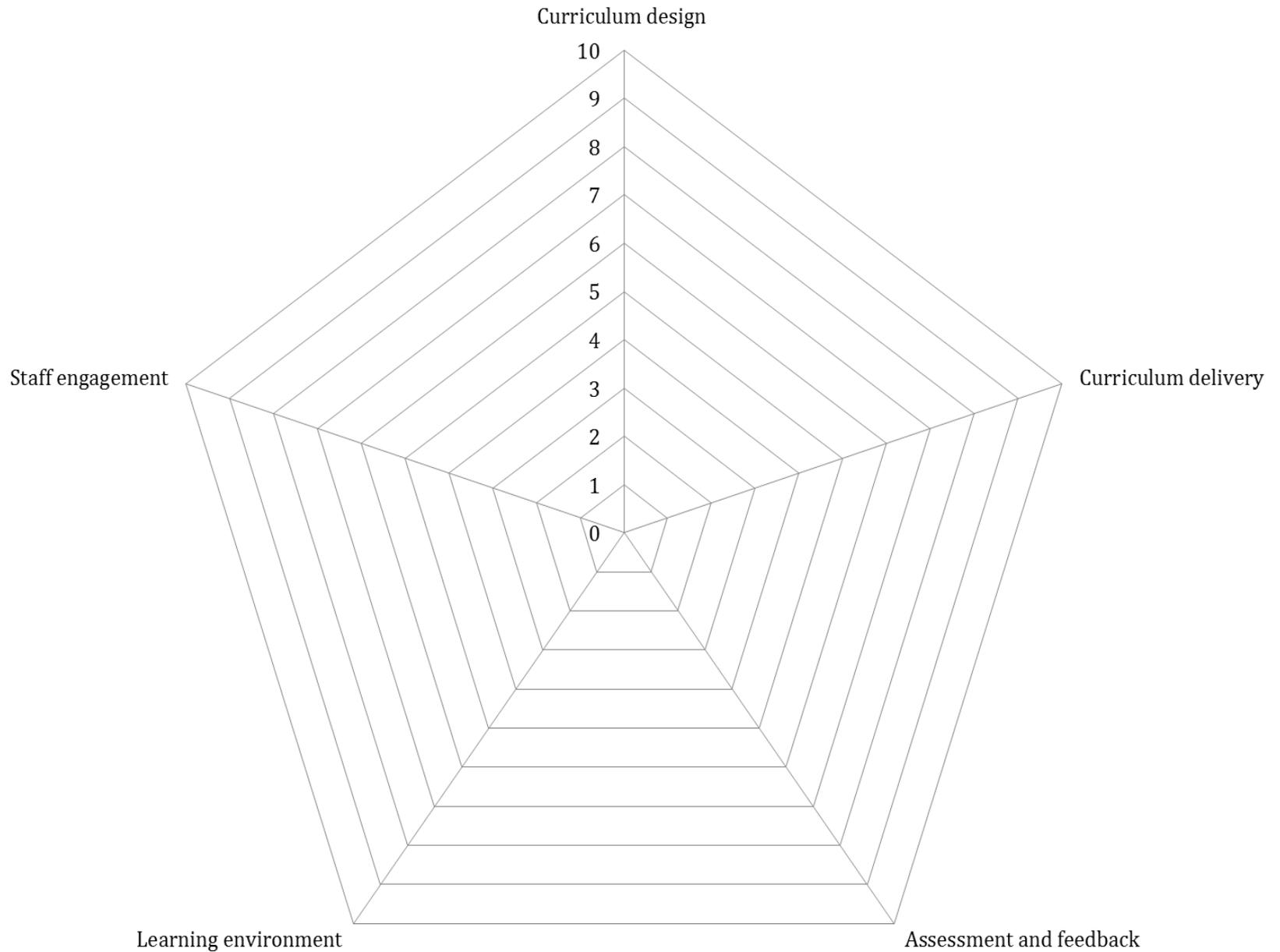
Staff engagement

- ❑ Engagement in and utilisation of continuing professional development in the embedding of EDI in the curriculum to enhance practice.
- ❑ Utilisation of relevant internal and external data for the embedding of EDI in the curriculum.
- ❑ Incorporation of relevant research, scholarship and information for the development of the embedding of EDI in the curriculum.
- ❑ Support for programme staff to trial and share outcomes of practices that embed EDI in the curriculum.
- ❑ A member of the programme team made responsible for oversight, promotion, facilitation and advice on EDI in the curriculum.
- ❑ Promotion of staff responsibility for EDI in the curriculum within recruitment and induction processes.
- ❑ Recognition of staff contributions to EDI in the curriculum through reward, recognition and progression procedures.
- ❑ Monitoring and review of individual staff and overall programme team performance and impact in relation to EDI in the curriculum.

Programme Standard Self-Evaluation Scale

Overall judgement My programme is:	Rating	Further details
Sustaining the embedding of EDI in the curriculum	10	We are leaders in our institutions and/or in the sector on the embedding of EDI in this theme
	9	We systematically evaluate our approach to EDI in relation to this theme
Enhancing the embedding of EDI in the curriculum	8	Our approach to EDI in relation to this theme is impacting on student experiences
	7	Our approach to EDI in relation to this theme is implemented across the programme
	6	We have a programme approach to EDI in relation to this theme which is mostly implemented
Developing the embedding of EDI in the curriculum	5	We are embedding EDI through this theme but it is not widespread
	4	We comply with the legal requirements in relation to this theme
Understanding the embedding of EDI in the curriculum	3	We have identified gaps in relation to this theme and have made plans for development
	2	We understand how to embed EDI through this theme and why it is important to do so
Not started embedding EDI in the curriculum	1	We have begun to think about this in our programme
	0	We have not yet started to think about this in our programme

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Notes

The logo for AdvanceHE, featuring a stylized 'A' composed of three colored dots (teal, purple, and orange) followed by the text 'AdvanceHE' in a bold, black, sans-serif font.

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For more information

www.advance-he.ac.uk

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