



In collaboration with:



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# Embedding equality and diversity in the curriculum

## Self-evaluation framework

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Dr Helen May and Professor Liz Thomas

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## Self-evaluation framework

### Guidelines

#### Introduction to the framework

This self-evaluation framework offers institutions, departments/services and individuals a tool by which to reflect upon the extent to which equality and diversity has been embedded in the design and delivery of the curriculum as well as identify future priorities.

The increasing diversity of the student body and strengthening of equality legislation in recent times has a number of repercussions for learning and teaching. The higher and further education sectors aspire to enable all students to develop academically, professionally and personally, to ultimately fulfil their potential. In the context of promoting equality and increased diversity, achieving this aspiration calls for a re-examination of the management, design and delivery of learning, teaching and assessment.

The framework has been written by the Higher Education Academy, in collaboration with Scotland Colleges, as part of a programme of work funded by the Scottish Funding Council.

#### Using the framework

The framework has been designed to be used flexibly by institutions to assist in the process of embedding equality and diversity within the curriculum. It can be used by staff, students, departments, services, or by cross-institutional teams representing the whole institution, as appropriate.

The framework is structured into eight strands, covering the management, design and delivery of the curriculum, as well as engagement of staff and students in that process. Those using the framework can choose to complete any or all of the strands as appropriate.

Within each strand, there are a series of items or statements, against which to review the extent to which they have been achieved. Two potential scales are offered on table I, incorporating an overall judgement or specific rating. Those completing the framework may choose to use either or both of these scales.

Alongside their rating, there is space to note any matters arising or evidence (whether quantitative or qualitative) used in judging levels of achievement. It is left open to those completing the framework to choose the depth at which they consider their responses and the detail of the evidence recorded.

Table 1: Levels of Achievement

Overall judgement	Rating	Further details
Fully achieved	8	Yes this is externally recognised or validated
	7	Yes this is fully achieved and evaluation of impact is routinely sought and acted upon
	6	Yes but evaluation of impact has yet to be fully implemented
Partially achieved	5	Yes but work is in progress to extend responsibility to a wider group of staff, students, programmes or sites
	4	Yes but work is in progress engaging a limited number of staff, students, programmes or sites
Working towards	3	No but comprehensive plans are in place
	2	No but draft plans are in place
	1	No but there is awareness of the need for change
Not started	0	Not considered
	N/A	Not relevant

Answers to frequently asked questions on the framework are provided on the Academy's website: [www.heacademy.ac.uk/resources/detail/ourwork/inclusion/embedding\\_eandd\\_self\\_evaluation\\_framework](http://www.heacademy.ac.uk/resources/detail/ourwork/inclusion/embedding_eandd_self_evaluation_framework). Other queries can be directed to the Higher Education Academy by telephone: 01904 717500 or email: [inclusion@heacademy.ac.uk](mailto:inclusion@heacademy.ac.uk).

## Strand I: Institutional management and co-ordination

This strand considers how institutions organise, manage and co-ordinate work on equality and diversity in the curriculum.

1.1 The institution's definition and vision for equality and diversity in the curriculum are owned and understood by all staff, students and stakeholders.

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*Grade:*      *Evidence:*

1.2 The institution's corporate mission (or similar) demonstrates commitment to, and is informed by, equality and diversity.

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*Grade:*      *Evidence:*

1.3 The infrastructure ensures equality and diversity are effectively embedded in the curriculum for all programmes.

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*Grade:*      *Evidence:*

1.4 Senior management are committed to and effectively lead the development and embedding of equality and diversity in the curriculum.

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*Grade:*      *Evidence:*

1.5 Staff policies and procedures reinforce the institution's commitment to and individual responsibility for embedding equality and diversity in the curriculum.

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*Grade:*      *Evidence:*

1.6 Sufficient human, financial and physical resources have been committed to ensure that equality and diversity are embedded in the curriculum across the institution.

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*Grade:*      *Evidence:*

1.7 There are effective partnerships between departments and services which contribute to embedding equality and diversity in the curriculum.

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*Grade:*      *Evidence:*

1.8 Staff with relevant specialist expertise are given strategic responsibility for embedding equality and diversity in the curriculum across the institution.

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*Grade:*      *Evidence:*

1.9 The institution collects analyses and uses quantitative and qualitative data and research relating to access, retention, attainment and progression of all students.

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*Grade:*      *Evidence:*

1.10 The institution regularly monitors and evaluates the effectiveness and impact of policies and practices which embed equality and diversity in the curriculum.

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*Grade:*      *Evidence:*

## Strand 2: Development of inclusive policies and procedures

This strand considers the policies and procedures, or the infrastructure, which facilitates and promotes the embedding of equality and diversity in the curriculum.

2.1 Relevant institutional, department and service policies promote and embed equality and diversity within the curriculum.

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*Grade:*      *Evidence:*

2.2 Staff recruitment, induction, development, review and progression have incorporated equality and diversity in the curriculum.

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*Grade:*      *Evidence:*

2.3 Relevant continuing professional development (CPD) is provided, to build staff capacity to embed equality and diversity in the curriculum.

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*Grade:*      *Evidence:*

2.4 Policies ensure the effective exchange of Inclusive practice and research across the institution and externally.

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*Grade:*      *Evidence:*

2.5      The impact of policies and procedures on equality is routinely assessed and inform curriculum design and delivery.

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*Grade:*      *Evidence:*

2.6      Staff, students and stakeholders work in partnership to develop policies and procedures which impact on equality and diversity in the curriculum.

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*Grade:*      *Evidence:*

2.7      There are standardised procedures for collection, analysis and use of student data.

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*Grade:*      *Evidence:*

### Strand 3: Curriculum design

This strand focuses on curriculum design, encompassing planning, validation, evaluation and review of programmes.

3.1 Learning outcomes and/or competence standards do not adversely impact upon or discriminate against particular students or groups.

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*Grade:*      *Evidence:*

3.2 Curriculum contents are sensitive and varied, informed by different social and cultural perspectives and builds on students' educational interests, experiences and aspirations.

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*Grade:*      *Evidence:*

3.3 Programmes provide a range of learning and teaching approaches that take account of the diversity of students and build effective working relationships.

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*Grade:*      *Evidence:*

3.4 Curriculum is designed to provide a range of assessment and feedback approaches.

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*Grade:*      *Evidence:*

3.5 The institution provides sufficient organisational flexibility in all programmes to accommodate student diversity and individual pathways.

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*Grade:*      *Evidence:*

3.6 Opportunities for students to engage in the design of the curriculum are provided.

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*Grade:*      *Evidence:*

3.7 Stakeholders inform the design, delivery and assessment of learning and teaching.

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*Grade:*      *Evidence:*

3.8 Programmes are routinely assessed to ensure that equality groups are not adversely affected.

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*Grade:*      *Evidence:*

3.9 Programmes make appropriate use of technology in the curriculum.

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*Grade:*      *Evidence:*

3.10 Staff have access to information, advice and guidance in order to design an inclusive curriculum.

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*Grade:*      *Evidence:*

## Strand 4: Curriculum delivery

This strand focuses on how the curriculum is delivered to be inclusive and promote the engagement of students in their learning.

4.1 Student induction and support are on-going to: increase staff understanding of students; make programme expectations explicit; and develop students' academic skills and capacities.

*Grade:* *Evidence:*

4.2 Learning is student-centred and interactive, engaging all students through a range of methods.

*Grade:* *Evidence:*

4.3 The materials, resources and examples provided positively embrace the diversity of students' backgrounds, interests, experiences and aspirations.

*Grade:* *Evidence:*

4.4 The programme provides a range of opportunities for staff and students to build effective working relationships over time.

*Grade:* *Evidence:*

4.5 Staff enable students to take responsibility for their own learning experience.

*Grade:* *Evidence:*

4.6 Peer interaction is promoted and facilitated through curriculum delivery.

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*Grade:*      *Evidence:*

4.7 Learning materials are available in sufficient time and in different formats.

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*Grade:*      *Evidence:*

4.8 Staff offer flexibility in curriculum delivery to enable all students to participate.

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*Grade:*      *Evidence:*

4.9 Staff review incorporates inclusive curriculum delivery.

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*Grade:*      *Evidence:*

## Strand 5: Academic assessment and feedback

This strand covers the way in which assessment and feedback are designed, implemented and managed to enable all students to demonstrate their potential.

5.1 Assessment processes are clear and transparent and available in advance to students.

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*Grade:*      *Evidence:*

5.2 Assessment criteria set by institution are fair, non-discriminatory and informed by a range of stakeholders.

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*Grade:*      *Evidence:*

5.3 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.

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*Grade:*      *Evidence:*

5.4 Programmes include early formative assessment points and provide timely, accessible and helpful feedback.

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*Grade:*      *Evidence:*

5.5 Assessment systems and procedures are sufficiently flexible.

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*Grade:*      *Evidence:*

5.6 There are opportunities throughout the assessment cycle for students to enter into formative dialogue with staff about their assessed work.

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*Grade:*      *Evidence:*

5.7 Assessment support offered through student support and development services is relevant to students' programmes.

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*Grade:*      *Evidence:*

5.8 Monitoring or verification procedures ensure consistency and comparability of assessment practices across modules, programmes, departments and sites.

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*Grade:*      *Evidence:*

## Strand 6: Student engagement

This strand covers how the institution could work in partnership with students in the management of learning and teaching and the design and delivery of the curriculum. Consideration should be given to the provision of opportunities for all students, including those from particular equality groups.

6.1 Commitment to, and accountability for, on-going student engagement is reflected in institutional policies, procedures and practices.

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*Grade:*      *Evidence:*

6.2 Policies and procedures promote the on-going engagement of students in decisions about the curriculum.

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*Grade:*      *Evidence:*

6.3 There is a range of opportunities for students to engage in the planning, design and delivery of the curriculum.

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*Grade:*      *Evidence:*

6.4 Student contributions and perspectives are valued as co-contributors to the curriculum.

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*Grade:*      *Evidence:*

6.5 Students are provided with information, training and/or resources to enable them to carry out their engagement roles effectively.

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*Grade:*      *Evidence*

6.6 A range of incentives are provided to encourage students to participate over time in the opportunities provided.

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*Grade:*      *Evidence:*

6.7 Students understand how their previous contributions have been used, and their continued engagement is facilitated.

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*Grade:*      *Evidence:*

6.8 The uptake of engagement opportunities by particular student groups is monitored and evaluated.

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*Grade:*      *Evidence:*

## Strand 7: Staff engagement

This strand considers how the institution enables and encourages staff, from different departments, services, sites and providers, to embed equality and diversity into the curriculum.

7.1 Staff work collaboratively, at both the institutional and department/service level, to embed equality and diversity in the curriculum.

*Grade:*      *Evidence:*

7.2 Staff involved in learning and teaching actively embed equality and diversity into curriculum planning, design and delivery, informed by evidence.

*Grade:*      *Evidence:*

7.3 Staff recruitment and induction processes promote responsibility for equality and diversity in the curriculum.

*Grade:*      *Evidence:*

7.4 Staff advance their understanding and application of equality and diversity in curriculum design and delivery.

*Grade:*      *Evidence:*

7.5 Individual staff performance and impact in relation to equality and diversity in the curriculum is monitored and reviewed.

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*Grade:* *Evidence*

7.6 Institutional reward, recognition and progression procedures formally recognise staff contributions to equality and diversity in the curriculum.

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*Grade:* *Evidence:*

7.7 Senior managers lead and champion work in equality and diversity in the curriculum.

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*Grade:* *Evidence:*

7.8 Staff with specific expertise in equality and diversity promote, facilitate and advise on embedding of equality and diversity in the curriculum.

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*Grade:* *Evidence*

## Strand 8: Learning resources, sites and environment

This strand considers the learning resources, sites of learning and the physical environment in which learning takes place to ensure that they embed equality and diversity.

8.1 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.

*Grade:*      *Evidence:*

8.2 Learning resources are non-discriminatory, socially and culturally diverse and fully accessible.

*Grade:*      *Evidence:*

8.3 Information technology systems are fully accessible, proactive and flexible to embrace changing technology, course demands, student entitlements and teaching approaches.

*Grade:*      *Evidence:*

8.4 The physical environment is fully accessible to all students.

*Grade:*      *Evidence:*

8.5

An anticipatory approach is taken to building projects and adaptations to maximise accessibility and flexibility.

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*Grade:*      *Evidence:*

8.6

Learning is offered in a range of sites and modes to offer accessibility and flexibility to students.

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*Grade:*      *Evidence:*

8.7

All institutional sites embed equality and diversity in the curriculum, including distance learning, partner institutions, work-based providers, professional placements and field work.

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*Grade:*      *Evidence:*

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[www.heacademy.ac.uk](http://www.heacademy.ac.uk)  
[enquiries@heacademy.ac.uk](mailto:enquiries@heacademy.ac.uk)

The Higher Education Academy  
Innovation Way  
York Science Park  
Heslington  
York YO10 5BR

01904 717500

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