Areas of Analysis and Action:	1. Institutional management 2. Curriculum development 3. Inclusive teaching & learning 4. Feedback & assessment 5. Accessible & supportive learning environments 6. Staff engagement
Indicators:	**1. Institutional management** *(This strand considers how institutions organise, manage and coordinate work on equality and diversity in the curriculum including the policies and procedures, or the infrastructure, which facilitate and promote the embedding of equality and diversity in the curriculum), e.g.* ● Staff, students, and stakeholders work in partnership to develop policies and procedures which impact on equality and diversity in the curriculum. ● The institution's definition and vision for equality and diversity in the curriculum are owned and understood by all staff, students, and stakeholders. ● There are effective partnerships between departments and services which contribute to embedding equality and diversity in the curriculum. ● Relevant institutional, department and service policies promote and embed equality and diversity within the curriculum. ● The infrastructure ensures equality and diversity are effectively embedded in the curriculum for all programmes. ● Staff recruitment, induction, development, review and progression have incorporated equality and diversity in the curriculum. ● The institution collects analyses and uses quantitative and qualitative data and research relating to access, retention, attainment and progression of all students. ● The institution regularly monitors and evaluates the effectiveness and impact of policies and practices which embed equality and diversity in the curriculum. **2. Curriculum development** *(This strand focuses embedding equality and diversity 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 knowledge with which they will interact on the way), e.g.* ● Learning outcomes and/or competence standards do not adversely impact on or discriminate against particular students or groups. ● Content is co-created that is diverse, covering multiple perspectives and theoretical standpoints from multiple cultures and backgrounds, and that incorporates themes of equality, diversity and cultural relativity related to real world scenarios. Curriculum content builds on students' educational interests, experiences and aspirations. ● Stakeholders inform the design, delivery, and assessment of learning and teaching.

Curriculum development (cont.)

- Programmes provide a range of learning and teaching approaches that take account of the diversity of students and build effective working relationships.
- Programmes make appropriate use of technology in the curriculum.
- The institution provides sufficient organisational flexibility in all programmes to accommodate student diversity and individual pathways.
- Unconscious, cultural and disciplinary biases in the co-development of programmes are tackled that facilitate accessibility of and flexibility in learning journeys.
- Opportunities for students to engage in the design of the curriculum are provided.
- Staff have access to information, advice, and guidance in order to design an inclusive curriculum.
- Programmes are routinely assessed to ensure that equality groups are not adversely affected.

3. **Inclusive teaching & learning**
   (This strand focuses on embedding equality and diversity into the methods by which curricula are taught, the materials and activities used to support learning, and the classroom cultures shaped by student and staff interactions), e.g.
   - Student induction and support are on-going to: increase staff understanding of students, make programme expectations explicit, and develop students' academic skills and capacities.
   - Learning is student-centred and interactive, engaging all students through a range of methods. Principles of Universal Design for Learning (UDL) are applied.
   - The materials, resources and examples provided positively embrace the diversity of students' backgrounds, interests, experiences and aspirations.
   - Staff enable students to take responsibility for their own learning experience and that of their peers.
   - Staff offer flexibility in curriculum delivery to enable all students to participate.
   - Staff review incorporates inclusive curriculum delivery.

4. **Feedback & assessment**
   (Embedding equality and diversity 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 that these promote and support continual improvement in learning), e.g.
   - Assessment processes are clear and transparent and available in advance to students.
   - Assessment criteria set by the institution are fair, non-discriminatory and informed by a range of stakeholders.

Feedback & assessment (cont.)

- 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 competency standards. Modified assessment provisions (MAPS) are minimized.
- Programmes include early formative assessment points and provide timely, accessible and helpful feedback. Assessment systems and procedures are sufficiently flexible.
- There are opportunities throughout the assessment cycle for students to enter into a dialogue with staff in order to develop assessment literacy.
- Monitoring or verification procedures ensure consistency and comparability of assessment practices across modules, programmes, departments and sites.

5. **Accessible & supportive learning environments**
   (This strand is about embedding equality and diversity into how 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), e.g.
   - Co-creation of accessible and flexible physical and virtual learning spaces appropriate for diverse learning needs, utilising these to facilitate access to and engagement with the curriculum.
   - 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.
   - Appropriate learning resources and technologies are utilised to enable all learners to access and engage with the curriculum, providing additional and alternative resources when required.
   - Work with internal and external learning partners to ensure learning spaces, resources, delivery, and support reflects the programme's approach to embedding equality and diversity in learning, teaching and assessment practices and processes.
   - All institutional sites embed equality and diversity in the curriculum, including distance learning, partner institutions, work-based providers, professional placements and fieldwork.
   - Students are provided with information, training and/or resources to enable them to carry out their engagement roles effectively.
   - Students understand how their previous contributions have been used, and their continued engagement is facilitated.
   - The uptake of engagement opportunities by particular student groups is monitored and evaluated.

	6. **Staff engagement**
	(This strand considers how to coordinate and use staff development and management processes and activities to facilitate capacity, confidence and competence in the embedding of equality and diversity in the curriculum, empowering all programme staff to develop relevant professional practice, enabling them to recognise it as part of their role and to engage accordingly), e.g.
	● Staff take responsibility for students' academic development through curriculum delivery and extra-curricular activities and support them along their journey, thus building effective working student-faculty relationships.
	● Staff engage in continuing professional development in the embedding of equality and diversity in the curriculum, utilising this to enhance their practice.
	● Staff incorporate research, scholarship and information (including relevant institutional data) on the embedding of equality and diversity in the curriculum within their professional practice.
	● Staff reflect on and be supported to further their work to develop / lead / support the embedding of equality and diversity in the curriculum through recruitment, induction, review, recognition and progression activities.

Based on
May, Helen; Thomas, Liz, Embedding equality and diversity in the curriculum. Self-evaluation framework, The Higher Education Academy in collaboration with Scotland´s Colleges, Heslington 2010.
Hanesworth, Pauline, Embedding Equality and Diversity in the Curriculum: Standard matrix, The Higher Education Academy Scotland, Heslington 2017.