**QUALITY FRAMEWORK INCLUSIVE CURRICULUM CHECKLIST & GUIDANCE**

The aim of this checklist is to support reflection on the inclusiveness of the University’s programmes so that these take account of the protected characteristics under the Equality Act 2010[[1]](#footnote-1). As such, it is intended to be used during Programme Approval and Programme Review.

Programme teams are likely to address the checklist items in different ways, according to what is appropriate for their discipline. In whatever way the checklist is undertaken, the School Quality & Academic Standards Committee should satisfy themselves that programme teams have taken account of equality and diversity in an appropriate way.

Action points arising from approvals and reviews should be included in School Learning and Teaching Enhancement Reports.

**Guidance on completing the checklist is provided below. Inclusive Curriculum Checklist**

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| **Checklist items** | **Please provide an example to demonstrate how this has been achieved.** *(Please include cross reference to the Reflective Analysis where relevant.)* |
| 1. Curriculum development has taken account of a wide range of viewpoints representing the protected characteristics under the Equality Act 2010. |  |
| 1. Learning outcomes provide flexibility to take account of protected characteristics where relevant |  |
| 1. Curriculum content reflects an appropriate range of cultural perspectives. |  |
| 1. An appropriate range of teaching approaches is used. |  |
| 1. Strategies are in place to engage all students in class activities and to allow the student body to integrate with one another. |  |
| 1. Assessment methods take account of different student needs f |  |
| 1. Feedback given to students on their work is sensitive to the need to maintain the dignity of the individual. |  |
| 1. Where used, placements, internships and periods of learning abroad have been scrutinised in relation to equality and diversity issues. See under ‘Arranging Work Placements for Disabled Students’. <https://www.dundee.ac.uk/disabilityservices/resources/guidance/> |  |

Guidance note

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| **Checklist item** | **Comments and resources** |
| 1. Curriculum development has taken account of a wide range of viewpoints representing the protected characteristics under the Equality Act 2010. | Implicit to the Equality Act is the assumption that an individual or small group cannot easily envisage how policy and practice might affect or influence others falling within the protected characteristics. For this reason, a wide range of stakeholders should be involved in planning and developing the curriculum. Schools might consider involving groups representing protected characteristics to seek their views. |
| 2. Learning outcomes provide flexibility to take account of protected characteristics where relevant. | Where an opportunity presents itself, learning outcomes should include aspects relating to any of the protected characteristics. |
| 3. Curriculum content reflects an appropriate range of cultural perspectives. | The learning materials should embrace cultural diversity and encourage the exchange of knowledge through inclusive examples and language. The content should acknowledge and celebrate the contribution of people from all backgrounds, religions/beliefs, cultures and ages. |
| 4. An appropriate range of teaching approaches is used. | There should be suitable flexibility in curriculum delivery (including timetabling) and student choice. Methods of teaching should accommodate and value a variety of learning preferences and experiences. Mechanisms should be in place for anticipating and making reasonable adjustments to teaching and assessment methods, including fieldwork and work placements, to enable  students to achieve the intended learning outcomes through alternative routes where appropriate. |
| 5. Strategies are in place to engage all students in class activities and to allow the student body to integrate with one another. | For example:   * the organisation of group work should be sensitive to the needs of all groups within the student body, recognising different gender and cultural styles of working. * cohorts of students from specific cultural backgrounds should be encouraged to mix.   Discriminatory behaviour and comments should be challenged, whether the source is students, other staff, books or other learning materials. Students might be asked to identify and discuss such behaviour as part of their learning and assessment. |
| 6. Assessment methods take account of different student needs | Assessment methods should accommodate and value a variety of learning preferences and experiences. For example:   * assessment materials may need to be adjusted for learners with disabilities * assessed activities should enable all learners to give responses * questioning techniques should be sensitive to learners’ background, levels of ability, motivation and personality. * Assessed activities should consider diversity and personal circumstances of the audience, including disability, geographic location, socio economic challenges and communication styles   Timetabling of teaching and assessment should take account of  students’ cultural and religious beliefs, their geographic location, any socio economic challenges and how they might impact on their attendance patterns and/or their needs for resources. |
| 7. Feedback given to students on their work is sensitive to the need to maintain the dignity of the individual. | For example, critical feedback given in a group context is handled sensitively to sustain the individual’s self-respect and confidence. |
| 8. Where used, placements, internships and periods of learning abroad have been scrutinised in relation to equality and diversity issues. See:  <https://www.dundee.ac.uk/disabilityservices/resources/guidance/> | For example:   * where particular students are unable to participate in an activity, have appropriate alternative arrangements been made? * What training or guidance is given to non-University staff who may come in contact with students? * Has consideration been given to obtaining consent for disclosure of students’ disabilities to placement providers? * Has a risk assessment been carried out in relation to appropriateness of the placement?   Have adjustments for placement setting been identified and responsibility for implementation (and funding where required) been agreed? |

1. These are: Age, Disability, Gender Reassignment, Marriage and Civil Partnership, Pregnancy and Maternity, Race, Religion or Belief, Sex, and Sexual Orientation. [↑](#footnote-ref-1)