Embedding EDI in the Curriculum: Departmental Toolkit

University of Exeter
Output from the “Towards Embedding EDI in the Curriculum” Collaborative Project

July 2019
J Moody, Senior Adviser
# Contents

<table>
<thead>
<tr>
<th>Section</th>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td><strong>Introduction</strong></td>
<td>3</td>
</tr>
<tr>
<td>1.1</td>
<td>Background</td>
<td>3</td>
</tr>
<tr>
<td>1.2</td>
<td>Aims</td>
<td>3</td>
</tr>
<tr>
<td>2</td>
<td><strong>Using this toolkit</strong></td>
<td>5</td>
</tr>
<tr>
<td>2.1</td>
<td>What and how</td>
<td>5</td>
</tr>
<tr>
<td>2.2</td>
<td>Who and when</td>
<td>5</td>
</tr>
<tr>
<td>2.3</td>
<td>Assessment scale</td>
<td>6</td>
</tr>
<tr>
<td>2.4</td>
<td>What next?</td>
<td>7</td>
</tr>
<tr>
<td>3</td>
<td><strong>Departmental Self-Assessment</strong></td>
<td>8</td>
</tr>
<tr>
<td>3.1</td>
<td>Theme: Curriculum design</td>
<td>8</td>
</tr>
<tr>
<td>3.2</td>
<td>Theme: Curriculum delivery</td>
<td>10</td>
</tr>
<tr>
<td>3.3</td>
<td>Theme: Assessment and feedback</td>
<td>12</td>
</tr>
<tr>
<td>3.4</td>
<td>Theme: Staff engagement</td>
<td>14</td>
</tr>
<tr>
<td>3.5</td>
<td>Theme: Learning resources, sites and environments</td>
<td>16</td>
</tr>
<tr>
<td>3.6</td>
<td>Theme: Inclusive policies and procedures</td>
<td>18</td>
</tr>
<tr>
<td>3.7</td>
<td>Theme: Student engagement</td>
<td>20</td>
</tr>
<tr>
<td>3.8</td>
<td>Theme: Departmental management and co-ordination</td>
<td>22</td>
</tr>
<tr>
<td>4</td>
<td><strong>Action Plan</strong></td>
<td>24</td>
</tr>
<tr>
<td>4.1</td>
<td>Action Plan template</td>
<td>25</td>
</tr>
<tr>
<td>5</td>
<td><strong>Selected Resources</strong></td>
<td>26</td>
</tr>
<tr>
<td>5.1</td>
<td>Internal</td>
<td>26</td>
</tr>
<tr>
<td>5.2</td>
<td>Sector</td>
<td>26</td>
</tr>
</tbody>
</table>
1 Introduction

The University of Exeter undertook work throughout 2018-19 as part of the Provost Commission to ensure the institution is “an open, diverse and safe university community for all”. This work includes a dedicated stream exploring Inclusive Learning and Teaching. The Commission’s work sits alongside other university activities and resources supporting consideration of equality, diversity and inclusion (EDI) in learning and teaching.

To inform and further this work, the University joined the Advance HE Towards Embedding EDI in the Curriculum collaborative project during 2019, in order to bring in outside expertise and resources, to further embed existing good practice, and to share good practice with partners across the sector.

During the collaborative project the University determined that a departmental developmental and self-assessment toolkit would be a useful resource to support departments in adapting and enhancing their practice. It is recommended that this toolkit is ultimately considered alongside the final Project report and recommendations due in Autumn 2019.

1.1 Background

This toolkit is designed for the University of Exeter, and founded on Advance HE’s ‘Programme standard’ and ‘Institutional framework’ for embedding equality, diversity and inclusion in the curriculum. These were themselves informed 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) and informed by work across Scottish institutions.

This bespoke toolkit is designed for Departmental level use, also takes into consideration the University of Exeter’s future strategies and values, and work undertaken during Stages 1 and 2 of the Towards Embedding EDI in the Curricula Collaborative project 2019. Specifically, in enabling and developing inclusive practice, the toolkit aims to support the University’s ‘characteristics of excellence’ (University of Exeter, Education Strategy White Paper):

+ “Success for all our students”
+ “Valuing educators”
+ “Global 21st Century Education”
+ “Learning Reimagined”
+ “Graduates of Distinction”

1.2 Aims

This toolkit is designed to meet the needs of a range of different departments, in terms of disciplines, structures and current level of engagement or embeddedness with inclusive curricula.

It seeks to value all efforts made towards discussing, developing, implementing and embedding inclusive approaches. This includes:

+ Supporting departments who have taken a lead in this area to clearly identify and evidence their areas of success and future direction.
+ Helping departments who have yet to engage, or at earlier levels of engagement, with a clear structure and approach to understanding and prioritising future work.
+ Providing department leaders – as well as Colleges and central services – with an overview of ongoing and future work, in order to establish new partnerships, seek centralised support, and identify required resources.

A departmental-level perspective requires careful consideration of:

+ The department’s **remit, influence and structures** relating to both curriculum, staffing and staff development, resourcing and student engagement. To understand or effect change the Department will likely need to work with stakeholders from across the wider University and beyond.

+ The specific needs, and devolved responsibilities, of **different programmes** within the Department. Where a department covers multiple subject disciplines, and/or a diverse range of modes and levels of study, a balance between consistency and contextual discretion may need to be reached. The department may wish to focus on shared understandings and ‘minimum’ levels of expected practice.

+ The student learning journey **across and beyond** the department, with particular consideration of joint degree or interdisciplinary studies (crossing internal boundaries), and study abroad/placement/industry experience (crossing external boundaries).

+ **Disciplinary trends, accreditations, and resources.** Where programmes are subject to professional, statutory or regulatory body (PSRB) accreditation or influence, close working with those bodies is advised.
2. Using this toolkit

2.1 What and how
The self-assessment toolkit guides departments through eight themes relating to EDI in the Curricula.

Each theme has a number of indicators of good practice. Example:

+ Theme: Staff Engagement
  + Indicator: “Support for departmental staff to trial and share outcomes of practices that embed EDI in the curriculum. “

These indicators can be discussed, interpreted within the department context, and scored against an assessment scale (below).

The ‘comments’ section can be used to record evidence to support the scoring. This could include areas of concern, ideas for development, and, importantly, note any existing good practice.

The ‘priority’ column can be used to signal a high or low area for further development.

2.2 Who and when
Themes can be reviewed independently or at different times: this allows for a pace of engagement which suits the department and its timetable, but also allows for different stakeholders to join discussions as required. For example, central support staff from libraries or academic development would be valuable additions to discussion of themes “Curriculum delivery” and “learning resources”.
It is strongly recommended that students are part of the discussions and assessments: this will encourage an early ‘perception vs reality check’. Use of ‘critical friends’ from other departments or disciplines will also be useful to ask probing questions and make suggestions.

### 2.3 Assessment scale

As a group exercise, stakeholders should rate each indicator for their department as a whole.

<table>
<thead>
<tr>
<th>Overall judgement</th>
<th>Rating</th>
<th>Details: are the indicators met?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Achieved and sustaining</td>
<td>10</td>
<td>Yes, we are leaders in the College/University and/or in our discipline</td>
</tr>
<tr>
<td></td>
<td>9</td>
<td>Yes, achieved and we systematically evaluate our impact</td>
</tr>
<tr>
<td>Enhancing</td>
<td>8</td>
<td>Yes, and we believe our work is impacting on student experiences (though full evaluation pending)</td>
</tr>
<tr>
<td></td>
<td>7</td>
<td>Yes, implemented across the department</td>
</tr>
<tr>
<td></td>
<td>6</td>
<td>Yes, in most programmes within the department</td>
</tr>
<tr>
<td>Developing and implementing</td>
<td>5</td>
<td>Partially: yes in places, and work is in progress to extend this across a wider group of staff, students, programmes or sites</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>Partially: currently only with a limited number of programmes staff, students or sites and no clear plans to extend yet.</td>
</tr>
<tr>
<td>Understanding</td>
<td>3</td>
<td>No but we have identified gaps and have made plans for development</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>No, but we understand why it is important to do so</td>
</tr>
<tr>
<td>Not started</td>
<td>1</td>
<td>We have begun to discuss this in some parts of our department.</td>
</tr>
<tr>
<td></td>
<td>0</td>
<td>We have not yet discussed this in our department.</td>
</tr>
</tbody>
</table>

The scale is a high level way to understand:

- Which themes – and within these which indicators – could be prioritised for development at department level
- In comparison with other self-assessments, which departments may be ‘further ahead’ on certain themes and can share their experience, expertise or resources to support other departments.
- Which departments (or programmes) may be at a similar stage and could benefit from a ‘buddy’ approach to trialling new approaches or shared discussions.

In debating and discussing scores, the department can also surface any different understandings, interpretations or expectations which may exist amongst colleagues, or between staff and students.

The scale also demonstrates that the journey towards a fully sustainable approach to EDI in the curricula is complex, and values any early steps taken, including starting discussions to raise awareness.
The focus on sustainability is intended as a useful approach towards understanding and identifying areas of engagement and development.

However in discussions around evidencing the indicators, departments are encouraged also to discuss the difference between ‘additive’ and ‘transformative’ practice (see the Ward-Gale model and internal guidance) and to agree a vision for what a ‘10’ would look like within the department, College or University of Exeter context.

*A supplementary single-page handout of the scale is provided for ease of reference*

### 2.4 What next?

Once a theme (or all themes) are reviewed the scoring and comments can be used to inform an action plan, as well as prioritisation and resources. An example action plan template has been included in Section 4. However the department may wish to align or embed actions within existing departmental or institutional strategies, projects or staff development opportunities.

Not all departments may be able to commit to the same amount of development work within the a given time frame. The prioritisation and rating allows different departments to make their own informed judgements as to whether they focus on e.g. understanding and developing one theme at a time, or raising standards across multiple themes.

Choice in areas of focus could reflect staff expertise or the particular needs of different student cohorts. Examples:

- A department with a high number of students who have declared a disability may wish to prioritise working on any lower ratings within some of the accessibility indicators in ‘learning resources’ and ‘curriculum delivery’
- A department which has a high ethnicity attainment gap or is internationalising may wish to prioritise working on any lower ratings within inclusive ‘curriculum design’ and ‘assessment’.
- A department with a larger number of new staff (academic or professional) may wish to focus on ‘staff engagement’ to ensure shared understandings of departmental vision and responsibilities around inclusivity.
- A department which sees a high level of inconsistency of approach or practice across its programmes may wish to focus on achieving at least a 5 in ‘departmental management and co-ordination’
3. Departmental Self-Assessment

3.1 Theme: Curriculum design

Inclusive curriculum design embeds EDI into the department’s programme development processes, final configurations of the programmes, the various pathways a learner might take in traversing it, and the knowledges with which they will interact along the way.

<table>
<thead>
<tr>
<th>Indicator (departmental level)</th>
<th>Rating (0-10)</th>
<th>Priority (High/Low)</th>
<th>Comments/good practice examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department-level information, advice and guidance on embedding EDI in learning and teaching through the curriculum design process.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Accessibility of and flexibility in programmes of study that allow students to input on their learning pathways and experiences.</td>
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<td></td>
<td></td>
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<tr>
<td>Accessibility of learning outcomes and / or competence standards.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Considerations of EDI in learning outcomes and / or competence standards.</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Tackling of the impact of own identity beliefs, cultural assumptions and unconscious biases as part of the design process.</td>
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<td></td>
<td></td>
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<tr>
<td>Opportunities for students to co-create their curricula.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Indicator (departmental level)</td>
<td>Rating (0-10)</td>
<td>Priority (High/Low)</td>
<td>Comments/good practice examples</td>
</tr>
<tr>
<td>---------------------------------------------------------------------------------------------</td>
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<td>---------------------------------</td>
</tr>
<tr>
<td>Course content that facilitates exploration of themes of equality, diversity, inclusivity and cultural relativity</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Course content that covers multiple perspectives, theoretical standpoints and contributions by people from multiple cultures and backgrounds.</td>
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<td></td>
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</tr>
<tr>
<td>A reflective approach to curriculum design which critically considers the history and formation of the discipline: biases, structures of power, and participation of diverse scholarship and expertise.</td>
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<td></td>
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</tr>
<tr>
<td>Incorporation of the embedding of EDI in the curriculum in classroom observation and peer review activities.</td>
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</tbody>
</table>

### 3.11 Additional notes
Consider: resources needed/available, considerations specific to certain cohorts, mode or level of study.
3.2 Theme: Curriculum delivery

Inclusive curriculum delivery is concerned with the **methods** by which curricula are taught, the **materials and activities** used to support learning, and the **classroom cultures** fostered by student-staff interactions.

<table>
<thead>
<tr>
<th>Indicator (departmental level)</th>
<th>Rating (0-10)</th>
<th>Priority (High/Low)</th>
<th>Comments/good practice examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Creation of accessible, safe and collaborative environments of mutual respect and honesty conducive to student learning.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>A range of teaching approaches and learning activities that are accessible and encourage active participation of all students.</td>
<td></td>
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<tr>
<td>Knowledge of student cohorts and adaptation of curriculum delivery to cohort and individual requirements.</td>
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<tr>
<td>Empowerment of students to take responsibility for their own learning and that of their peers, acting as partners in their learning experience.</td>
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<tr>
<td>Opportunities for students to relate course content to their own experiences, encouraging the sharing of diverse perspectives and interpretations.</td>
<td></td>
<td></td>
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<tr>
<td>Opportunities for students to work interactively in diverse and mixed groups.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Indicator (departmental level)</td>
<td>Rating (0-10)</td>
<td>Priority (High/Low)</td>
<td>Comments/good practice examples</td>
</tr>
<tr>
<td>------------------------------------------------------------------------------------------------</td>
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<td>---------------------------------</td>
</tr>
<tr>
<td>Integration of themes of equality, diversity and inclusivity into learning materials and activities.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Accessible learning materials and resources available to students in advance of curriculum delivery.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### 3.2.1 Additional notes

Consider: resources needed/available, considerations specific to certain cohorts, mode or level of study.
3.3 Theme: Assessment and feedback

Assessment and feedback processes are **clear, flexible, authentic** and **well-planned** to ensure all students can evidence they have met their learning outcomes.

<table>
<thead>
<tr>
<th>Indicator (departmental level)</th>
<th>Rating (0-10)</th>
<th>Priority (High/Low)</th>
<th>Comments/good practice examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>A range of assessment approaches that are accessible, non-discriminatory and timely.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A range of feedback approaches that are accessible, interactive, ongoing and timely.</td>
<td></td>
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<tr>
<td>Incorporation of student choice in assessment practices.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Opportunities to critically engage with equality, diversity and inclusivity themes in assessments that relate to real life scenarios.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Preparation, engagement and support of students throughout the assessment process that develops their assessment literacy.</td>
<td></td>
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</tr>
<tr>
<td>Opportunities for students to act as partners in the assessment and feedback process.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Indicator (departmental level)</td>
<td>Rating (0-10)</td>
<td>Priority (High/Low)</td>
<td>Comments/good practice examples</td>
</tr>
<tr>
<td>---------------------------------------------------------------------------------------------</td>
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</tr>
<tr>
<td>A shared approach to – and development, understanding and co-ordination of – assessment and feedback practices across the department (and campuses where applicable)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Routine monitoring, review and sharing of assessment practices that embed equality, diversity and inclusivity.</td>
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</tr>
</tbody>
</table>

### 3.3.1 Additional notes

Consider: resources needed/available, considerations specific to certain cohorts, mode or level of study.
3.4 Theme: Staff engagement

Departments should consider 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. This includes empowering all staff to develop relevant professional practice, enabling them to recognise that it is part of their role and to engage accordingly.

<table>
<thead>
<tr>
<th>Indicator (departmental level)</th>
<th>Rating (0-10)</th>
<th>Priority (High/Low)</th>
<th>Comments/good practice examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Utilisation of continuing professional development in the embedding of EDI in the curriculum</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>to enhance practice.</td>
<td></td>
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<tr>
<td>Utilisation of relevant internal and external data for the embedding of EDI in the curriculum</td>
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</tr>
<tr>
<td>at departmental level (for example, use of cohort data, benchmarking)</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Relevant research, information and institutional data with regard to embedding EDI in the</td>
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<td></td>
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</tr>
<tr>
<td>curriculum– particularly that which relates to the departmental discipline(s) – made</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>easily accessible to staff.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Support for departmental staff to trial and share outcomes of practices that embed EDI in</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>the curriculum.</td>
<td></td>
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<tr>
<td>A member of the department leadership – and/or staff with specific expertise – made</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>responsible for oversight, promotion, facilitation and advice on EDI in the curriculum.</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Indicator (departmental level)</td>
<td>Rating (0-10)</td>
<td>Priority (High/Low)</td>
<td>Comments/good practice examples</td>
</tr>
<tr>
<td>-----------------------------------------------------------------------------------------------</td>
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<td>---------------------------------</td>
</tr>
<tr>
<td>Promotion of staff responsibility for EDI in the curriculum within staff recruitment and induction processes (for example, incorporation of staff responsibility for EDI in the curriculum within job profiles).</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Recognition of staff contributions to EDI in the curriculum through reward, recognition and progression procedures.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Monitoring and review of individual staff, programme teams and overall departmental team performance and impact in relation to EDI in the curriculum.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**3.4.1 Additional notes**

Consider: resources needed/available, considerations specific to certain cohorts, mode or level of study.
3.5 Theme: Learning resources, sites and environments

Embedding equality, diversity and inclusion into the ways in which the department works with, manages and utilises the spaces in which learning takes place, the services through which learning is supported, and the resources by which learning is enhanced.

<table>
<thead>
<tr>
<th>Indicator (departmental level)</th>
<th>Rating (0-10)</th>
<th>Priority (High/Low)</th>
<th>Comments/good practice examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assurance that all physical and virtual learning spaces (on-campus or off-campus) are accessible, flexible and, where appropriate, reflective of student diversity.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Utilisation of a range of sites (including virtual learning spaces) and modes of learning to offer flexibility and accessibility to students, and engagement with the curriculum</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Utilisation of accessible learning resources and technologies to enable student access to and engagement with the curriculum. This includes additional/alternative arrangements where required.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Provision of additional / alternative learning resources and technologies where required to support access to and engagement with the curriculum.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Liaison with internal learning partners to ensure learning spaces, resources, delivery and support reflect the department’s approach to EDI in the curriculum.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Indicator (departmental level)</td>
<td>Rating (0-10)</td>
<td>Priority (High/Low)</td>
<td>Comments/good practice examples</td>
</tr>
<tr>
<td>------------------------------------------------------------------------------------------------</td>
<td>---------------</td>
<td>---------------------</td>
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</tr>
<tr>
<td>Liaison with external learning partners to ensure learning spaces, resources, delivery and support reflect the department’s approach to EDI in the curriculum.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Timetabling arrangements that are – wherever possible within the wider university framework - accessible, flexible and take into account students’ commitments and responsibilities.</td>
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<td></td>
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</tr>
</tbody>
</table>

### 3.5.1 Additional notes

Consider: resources needed/available, considerations specific to certain cohorts, mode or level of study.
Effective, efficient and inclusive policies and procedures form the spine of the successful embedding of equality, diversity and inclusivity in the curriculum.

Departments should consider which policies and procedures are within their influence to change/enhance, and consider the department’s role in communicating, implementing or enhancing those at College or University level.

<table>
<thead>
<tr>
<th>Indicator (departmental level)</th>
<th>Rating (0-10)</th>
<th>Priority (High/Low)</th>
<th>Comments/good practice examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Commitment to and individual responsibility for EDI in the curriculum reflected in relevant policies and procedures.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Co-development by staff, students and stakeholders of policies and procedures that impact on EDI in the curriculum.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Routine monitoring and assessment of policies and procedures that impact on EDI in the curriculum within the department.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Incorporation of equality impact assessments into departmental programme approval and review procedures.</td>
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</tr>
<tr>
<td>Monitoring and evaluation of the impact of EDI in the curriculum practices.</td>
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<td></td>
</tr>
<tr>
<td>Standardised procedures for the exchange of EDI in the curriculum practice and research.</td>
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<tr>
<td>Indicator (departmental level)</td>
<td>Rating (0-10)</td>
<td>Priority (High/Low)</td>
<td>Comments/good practice examples</td>
</tr>
<tr>
<td>---------------------------------------------------------------------------------------------</td>
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<tr>
<td>Standardised criteria and procedures for data collection, analysis, sharing and use.</td>
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</tbody>
</table>

3.6.1 Additional notes

Consider: resources needed/available, considerations specific to certain cohorts, mode or level of study.
## 3.7 Theme: Student engagement

The engagement of diverse students will support effective embedding of equality, diversity and inclusivity in the curriculum. Departments should consider the local **infrastructure** and **culture** of student engagement in inclusive curricula.

<table>
<thead>
<tr>
<th>Indicator (departmental level)</th>
<th>Rating (0-10)</th>
<th>Priority (High/Low)</th>
<th>Comments/good practice examples</th>
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</thead>
<tbody>
<tr>
<td>A departmental culture of student engagement.</td>
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<tr>
<td>Commitment to and responsibility for student engagement in the embedding of EDI in the curriculum within the departments’ student course representatives and the Student’s Guild/FXU</td>
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<tr>
<td>Information, training and resources for students on how to engage in departmental structures effectively.</td>
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<tr>
<td>Information, training and resources for students on embedding EDI in the curriculum.</td>
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<tr>
<td>A range of opportunities for students to engage in the embedding of EDI in the curriculum at departmental or programme level.</td>
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<tr>
<td>A diverse range of students (modes and levels of study, protected characteristics, country of origin) contributing to the embedding of EDI in the curriculum within the Department.</td>
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<tr>
<td>Indicator (departmental level)</td>
<td>Rating (0-10)</td>
<td>Priority (High/Low)</td>
<td>Comments/good practice examples</td>
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<tr>
<td>Recognition and valuing of student contributions to the embedding of EDI in the curriculum within the Department.</td>
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<tr>
<td>Routine monitoring and review of the impact of student engagement in the embedding of EDI in the curriculum.</td>
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</tbody>
</table>

3.7.1 Additional notes

Consider: resources needed/available, considerations specific to certain cohorts, mode or level of study.
### 3.8 Theme: Departmental management and co-ordination

Strong management, organisation and co-ordination provide a robust **infrastructure and strategic oversight** for the successful embedding of equality, diversity and inclusivity in the curriculum.

<table>
<thead>
<tr>
<th>Indicator (departmental level)</th>
<th>Rating (0-10)</th>
<th>Priority (High/Low)</th>
<th>Comments/good practice examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shared understanding and ownership of the department’s definition of and vision for embedding EDI in the curriculum - specific to the discipline(s).</td>
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<td>Commitment to EDI in the curriculum in the departmental objectives and strategies.</td>
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<tr>
<td>Senior leadership of the development, implementation and evaluation of EDI in the curriculum within the department.</td>
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<tr>
<td>Strategic understanding of how the department’s approach to EDI in the curriculum relates to wider initiatives, priorities and external drivers (of the University, discipline(s), and professional/regulatory bodies)</td>
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<td>Sufficient human, temporal, financial and physical resources allocated to embedding EDI in the curriculum.</td>
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<tr>
<td>Indicator (departmental level)</td>
<td>Rating (0-10)</td>
<td>Priority (High/Low)</td>
<td>Comments/good practice examples</td>
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<tr>
<td>Relevant quantitative and qualitative data for all students that is collected, analysed, shared and used, disaggregated wherever possible by multiple equality characteristics (including intersectional analysis(^1)).</td>
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<td>Ability, capacity and willingness to work with relevant stakeholders external to the department</td>
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3.8.1 Additional notes
Consider: resources needed/available, considerations specific to certain cohorts, mode or level of study.

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4. Action Plan

Below is a sample action plan which can be used to bring together concrete plans for developing individual themes or indicators.

Consider that some actions may benefit multiple themes and indicators. For example:

- Increased awareness amongst different staff and students of the benefits of embedding EDI in the curricula could help to increase engagement, start discussions, and further consistency across the department.
- A shared resource bank of ‘top tips’, case studies, and relevant research could inform both staff and student practice.
- Accessible learning materials templates, co-produced by students, could be part of furthering student engagement, improving accessible of curriculum delivery, and be enshrined in inclusive policies and procedures.

Consider also:

- Resources: explore what is currently available within the University. This could be at programme, departmental, or College level. It could also come from central support services, or academic research expertise. Externally, consider what is available at sector level or within the relevant discipline(s) Consider working in partnership with another department to ‘plug’ resource gaps.

- Who? Identity individuals or role-holders who are responsible for the action, those who will deliver the action, those who will benefit and those who are stakeholders.

- Prioritisation: Some autonomy for departments to develop actions in line with their own needs and contexts can be useful. For example, departments may wish to choose a particularly theme to focus on initially, or, decide to take action to bring all themes up to a rating of minimum of ‘level 3’ over an academic year

Wherever possible, cross-reference and align actions with other ongoing actions or strategies to enhance work and understanding across the University
## 4.1 Action Plan template

<table>
<thead>
<tr>
<th>Action</th>
<th>Theme/indicator(s)</th>
<th>Who?</th>
<th>Timing/Priority</th>
<th>Resources</th>
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<tbody>
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5. Selected Resources

5.1 Internal

Departments are advised to make use of the substantial guidance and resources signposted within the University’s Inclusive Teaching Resources [https://as.exeter.ac.uk/tqae/inclusiveteaching/](https://as.exeter.ac.uk/tqae/inclusiveteaching/).

Additionally the Staff Inclusivity toolkit may be useful, particularly for policy and data analysis, and training opportunities: [https://www.exeter.ac.uk/staff/equality/toolkit/](https://www.exeter.ac.uk/staff/equality/toolkit/)

5.2 Sector

In addition to those sources identified above, and further to those which will be highlighted in the End of Project report, departments may also wish to be aware of the following from Advance HE:

- **Embedding Equality and Diversity in the curriculum (EEDC)** multiple resources (2013) HEA and Scottish institutions) [https://www.heacademy.ac.uk/knowledge-hub/embedding-equality-and-diversity-curriculum-0](https://www.heacademy.ac.uk/knowledge-hub/embedding-equality-and-diversity-curriculum-0). Includes:
  - Discipline specific guides
  - Webinars
  - Video interviews
- **Case studies on reasonable adjustments and inclusive education environments** (2018) Equality Challenge Unit [https://www.ecu.ac.uk/guidance-resources/inclusive-environment/case-studies/](https://www.ecu.ac.uk/guidance-resources/inclusive-environment/case-studies/)
- **Providing support to different groups** [https://www.ecu.ac.uk/guidance-resources/inclusive-environment/providing-support/](https://www.ecu.ac.uk/guidance-resources/inclusive-environment/providing-support/)
  - Includes guidance and research related to varied equality characteristics
About Advance HE

Advance HE was formed in March 2018 from a merger of the Equality Challenge Unit (ECU), the Leadership Foundation for Higher Education and the Higher Education Academy. We have over ten years’ experience supporting higher education (HE) institutions and research institutes to remove barriers to progression and success for all staff and students. We provide a central source of expertise, advice, research and leadership on equality and diversity that drives forward change and transforms organisational culture in teaching, learning, research and knowledge exchange.