

EQUITY, DIVERSITY AND INCLUSION

The Equalities Act identified nine 'protected characteristics' on the grounds of which it is unlawful to discriminate against a person in education. These are age, disability, gender identity, marriage and civil partnership, pregnancy or maternity, race, religion or belief, sex, and sexual orientation. As part of the Equality Duty, universities have to demonstrate that they are paying 'due regard' to three key areas: the elimination of unlawful discrimination, the advancement of equality of opportunity, and fostering good relations between people. Following these guidelines enhances and enriches the academic environment for all students and staff.

Course design can directly address these issues through a consideration of accessibility and inclusivity in all areas of teaching, learning and assessment. Modes of teaching, course content and assessment practices should reflect the diversity of the student body, ensuring equity in the student experience. Learning outcomes should be clearly stated and directly supported with teaching that is inclusive of all students. Such inclusive approaches require thoughtful and reflexive practices on the part of those delivering teaching and learning support.

USEFUL RESOURCES

The Equality Challenge Unit has a range of useful resources including several factsheets for academics including one on the legal framework, one on inclusive practice and one on promoting good relations:

<http://www.ecu.ac.uk/publications/e-and-d-for-academics-factsheets/>

CAPIS

Course proposers should consider the following questions when completing a new course proposal in CAPIS:

1. Does the teaching on the course use a variety of methods to reflect the diversity of student backgrounds? For example, use of interactive learning methods such as workshops, online activities and support, diverse methods of feedback such as face-to-face, providing support and guidance on the use of learning technologies for students who are unfamiliar with them. Please give examples. **Please add this information to Section 3.3.4.**
2. Does the course material (explicitly or implicitly) address an appropriate range of diversity issues? Where appropriate, does material draw from a range of theoretical and cultural perspectives? For example, does the course use examples and case studies from a range of social and cultural sites, are a diverse range of voices represented on the course? Please give examples. **Please add this information to Section 3.3.4.**
3. Are the modes of assessment appropriate for the course learning outcomes? Are modes of assessment inclusive of diverse student experiences? For example, clear guidelines for assessment processes, a range of different assessments including group work, presentations etc., sufficient training and learning support for the assessments that are used (e.g. presenting skills). Please give examples. **Please add this information to Section 3.3.5.**