



Equality, Diversity and Accessibility in Faculties

A **self-assessment checklist** to determine the extent to which the faculty gives active consideration to student diversity within current faculty practices.

Name of Faculty:

Instructions

Target audience

This self-assessment checklist has been developed for completion at a faculty-wide level, ie one assessment to be completed for each faculty. It may be completed by any number of individual(s) who have a sufficiently detailed knowledge to be able to respond to the statements using evidence. It is expected that most people will be based within the faculty, but it will also be valuable to involve staff in supporting units. The more people involved in the process, the more accurate the findings are likely to be.

Purpose

The checklist provides faculties and colleagues from other units supporting faculties with an opportunity to identify and reflect on areas of good practice and to identify and respond to areas for improvement.

Process

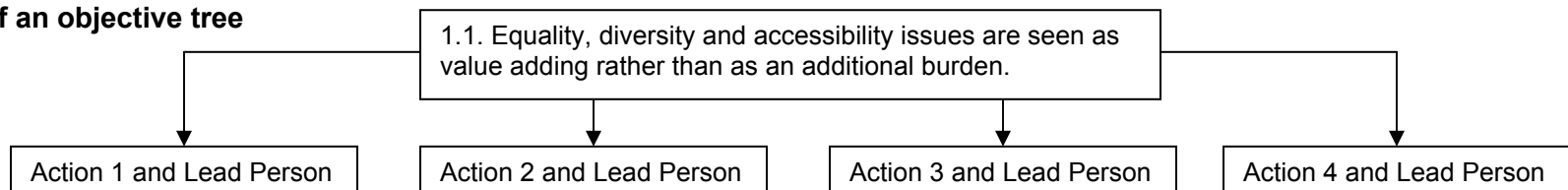
1. All workshop participants to consider their personal response to each of the 20 statements in the checklist (5 statements in each of 4 themes), in advance of the workshop. For each statement, answer 'yes', 'no' or 'not known'. The 'commentary' column is used to gather evidence of good practice and/or suggestions for actions that can be taken. Completion of this column will help in prioritising issues to discuss during the workshop.
2. At the workshop, participants will work in faculty groups to agree;
 - a. which **one of the four themes** they want to address as being the most important at this time, and
 - b. of the statements within that theme, **one statement** which has the highest level of priority.
3. Each faculty group will then discuss what actions should be taken under that statement, and who will take those actions, using an **objective tree** to document the key actions that arise from the brainstorming activity – see example below.
4. If there is sufficient time, the next highest priority statement from that theme or a statement from a different theme, can be worked on.

Follow up

There will not be time at the workshop to complete the assessment for all statements, nor is it expected that a faculty should do so. However, it is suggested that one person takes responsibility for documenting the top three priorities and the actions that will be taken to address these.

The Associate Dean or Director from each faculty with strategic responsibility for equality, diversity and accessibility will be asked to sign-off a final version and to say how the plan will be communicated, implemented and reviewed.

Example of an objective tree



Theme 1. Faculty values

<i>Good practice</i>	<i>Yes</i>	<i>No</i>	<i>N/K</i>	<i>Commentary¹</i>	<i>Who can/will act?²</i>
1.1. Equality, diversity and accessibility issues are seen as value adding rather than as an additional burden.					
1.2. Faculty recognises the diversity of its student body and understands that different groups of students have different backgrounds, needs and interests.					
1.3. Faculty recognises the importance of creating a flexible and responsive curriculum.					
1.4. Staff understand the risks associated with not giving due regard to issues of equality and diversity.					
1.5. Staff are recognised and rewarded for raising and/or addressing equality issues.					

¹ If you answered ‘Yes’, please provide specific examples, if you answered ‘No’, please state what action can be taken to move this into ‘Yes’, if you answered ‘Not Known’, please state how you can find out.

² If you answered ‘No’ or ‘Not Known’, please state who you think the best person is to take this forward.

Theme 2. Faculty policy

<i>Good practice</i>	<i>Yes</i>	<i>No</i>	<i>N/K</i>	<i>Commentary</i> ³	<i>Who can/will act?</i> ⁴
2.1. Faculty has interpreted equality and diversity, widening participation, international and other strategies and developed a faculty action plan in response.					
2.2. Faculty has a good sense of its student demographic profile, has benchmarked this to the sector and communicated priorities for change.					
2.3. Faculty has developed specific initiatives to address under-representation or lower rates of completion and/or attainment.					
2.4. Faculty has a consistent approach or policy in relation to accessibility standards.					
2.5. Faculty considers the impacts of changing existing strategies, policies and rules before decisions are taken.					

³ If you answered ‘Yes’, please provide specific examples, if you answered ‘No’, please state what action can be taken to move this into ‘Yes’, if you answered ‘Not Known’, please state how you can find out.

⁴ If you answered ‘No’ or ‘Not Known’, please state who you think the best person is to take this forward.

Theme 3. Staff development

<i>Good practice</i>	Yes	No	N/K	<i>Commentary</i> ⁵	<i>Who can/will act?</i> ⁶
3.1. Equality and diversity knowledge and practice is considered as part of the CDSA and other staff development processes.					
3.2. Equality and diversity development needs are assessed within course, award and programme teams.					
3.3. Staff are made aware of and encouraged to take advantage of formal and informal equality and diversity learning opportunities.					
3.4. Staff routinely consult with experts in AEM, LTS, EDO, OUW, WP, Marketing and others who can provide support.					
3.5. Opportunities exist for staff to have direct contact with students from diverse backgrounds.					

⁵ If you answered ‘Yes’, please provide specific examples, if you answered ‘No’, please state what action can be taken to move this into ‘Yes’, if you answered ‘Not Known’, please state how you can find out.

⁶ If you answered ‘No’ or ‘Not Known’, please state who you think the best person is to take this forward.

Theme 4. Quality processes

<i>Good practice</i>	Yes	No	N/K	<i>Commentary</i> ⁷	<i>Who can/will act?</i> ⁸
4.1. Staff involved in writing course, award and programme descriptions for the web, prospectuses and campaigns actively avoid bias and complex or exclusive language.					
4.2. Staff are confident and competent in identifying and engaging diverse critical readers, assessors and examiners.					
4.3. Intentions set out in the planning stage are audited to ensure that commitments are realised.					
4.4. Staff routinely include student demographic data when reviewing student participation and outcomes.					
4.5. Feedback from students and tutors is regularly collated and reviewed from a diversity perspective.					

⁷ If you answered ‘Yes’, please provide specific examples, if you answered ‘No’, please state what action can be taken to move this into ‘Yes’, if you answered ‘Not Known’, please state how you can find out.

⁸ If you answered ‘No’ or ‘Not Known’, please state who you think the best person is to take this forward.