# **1. Inclusive curriculum design: self-evaluation tool**

The first set of questions or prompts in this checklist has been designed for discussion by whole-of-course team, or working group interested in evaluating inclusive practices in their course or Department. The subsequent questions more broadly applicable to individual teaching staff. However, the full set of questions may be useful to anyone who wishes to independently reflect on the inclusivity of their individual papers, courses or teaching.

Each prompt is accompanied by a self-evaluation rating and an opportunity to document examples of effective practice, to note questions, or to identify priority actions to enhance future practices.

**Self-evaluation rating scale**

You are encouraged to self-evaluate your progress against each prompt using the following scale:

|  |  |
| --- | --- |
| **Not yet started** | We have not yet begun to discuss this in our department, or discussions have been limited.  |
| **Aspiring** | We recognise the value of inclusive practices and have noted the importance of addressing awarding gaps, but are not yet sure where to start.  |
| **Introducing** | We have identified awarding gaps of concern and have started planning to address them. |
| **Developing** | We have begun to address identified issues, and work is in progress to extend this across a wider group of students, courses or programmes.  |
| **Enhancing** | Identified issues have been addressed, we have systematic action and evaluation plan in place and have evidence of positive impact. |

### **Pre-questions**

Before you commence your self-evaluation, it would be helpful to note any information your currently have, or need to find, about the awarding gaps that might be experienced by particular cohorts of students in your course or local teaching context.

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| --- | --- | --- |
| **Prompt** | **Self-evaluation** | **Notes** |
| Have you identified any awarding gaps in your course?  *If yes, please note what they are and how they are/have been addressed by your Faculty or Department* | * Yes
* No
* Not sure
 |   |
| Is there a dedicated team within your course/Tripos to address these awarding gaps?  | * Yes
* No
* Not sure
 |   |

**Course teams or working groups** are encouraged to contact the Awarding Gap Consultation Team to arrange for a facilitated workshop that focuses on the first section of each self-evaluation tool. The workshop will provide an opportunity for directed discussion and will provide an evaluation report for your records.

**Inclusive curriculum**

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| --- | --- | --- | --- |
|  | Prompt | Self-evaluation | Notes  |
| Whole of course curriculum |
| 1 | Have the overall course learning outcomes been reviewed to ensure that they are clear, accessible, achievable and inclusive by a diverse range of students? (**achievable learning outcomes**) | * Not yet started
* Aspiring
* Introducing
* Developing
* Enhancing
 | *Describe any plans or progress, provide examples, or identify action steps* |
| 2 | Have the overall course learning outcomes been mapped against individual papers teaching and assessment, ensuring that they are incremental and attainable?(**incremental learning outcomes**) | * Not yet started
* Aspiring
* Introducing
* Developing
* Enhancing
 |  |
| 3 | Have the knowledge and skills listed in the learning outcomes been mapped and reviewed to ensure that they are achievable, relevant to a diversity of students, and do not present barriers to particular social groups? (k**nowledge and skills**) | * Not yet started
* Aspiring
* Introducing
* Developing
* Enhancing
 |  |
| 4 | Does the course design support student first year transition and progression between papers and Parts? (**transition through course**) | * Not yet started
* Aspiring
* Introducing
* Developing
* Enhancing
 |  |
| 5 | To what extent is the course planned to cover multiple perspectives, theoretical standpoints and contributions by or experiences of individuals from multiple cultures and backgrounds? (**inclusive curriculum**) | * Not yet started
* Aspiring
* Introducing
* Developing
* Enhancing
 |  |
| 6 | How regular are the course development or enhancement discussions amongst the course team, students and teaching staff? (**course review**) | * Not yet started
* Aspiring
* Introducing
* Developing
* Enhancing
 |  |
| Content of the curriculum |
| 7 | To what extent does the course or individual paper’s topics, content and recommended reading lists cover multiple perspectives, theoretical standpoints and contributions by individuals from multiple cultures and backgrounds? (**diversified curriculum**) | * Not yet started
* Aspiring
* Introducing
* Developing
* Enhancing
 |  |
| 6 | Does the content or the course or individual paper’s contain positive images, representations and examples from a range of cultures? (**inclusive curriculum)** | * Not yet started
* Aspiring
* Introducing
* Developing
* Enhancing
 |  |
| Delivery of the curriculum |
| 7 | To what extent is the material relevant to the course or paper’s aims, learning outcomes, assessment practices and material regularly reviewed and communicated to students and teaching staff, including supervisors? (**clear communication of course aims**) | * Not yet started
* Aspiring
* Introducing
* Developing
* Enhancing
 |  |
| 8 | To what extent does the course or paper recognise and value that students learn in different ways and is this reflected in the accessibility of the course materials? (**accessible course material**) | * Not yet started
* Aspiring
* Introducing
* Developing
* Enhancing
 |  |