

Structures and Processes: My Checklist

Within my personal teaching practice I ensure that:	Yes	No	Maybe	N/A
I work in partnership with academic colleagues, professional services teams and students to achieve inclusivity.				
I highlight inclusivity issues to programme leaders to report on through routine quality processes (e.g. via annual quality monitoring)				
I work with others to establish consistent terminology and ways of working across the programme, minimising 'mixed messages' where possible				
I understand the demographics of students on my programme in terms of widening participation (e.g. Ethnicity, Mature students, Disability, POLAR Quintiles of HE participation)				
I understand policies the university has in place relating to inclusive practice, and how to implement these in my area				
I understand what the university targets are that relate to inclusivity (e.g. awarding gaps, retention), and have identified actions I can take to help achieve these				
I know how to access and interpret data relating to university targets around inclusivity (e.g. awarding gaps, retention) and take data-informed actions where appropriate				
I know how to locate information about reasonable adjustments for students I am responsible for, and know how to implement reasonable adjustments.				
I use student-facing materials that meet digital accessibility standards (e.g. closed captions, alt-text for images)				
I review my teaching spaces and facilities to ensure accessibility for those physical disabilities (e.g. step-free access, hearing loops installed, microphones etc) and flag issues where identified (e.g. with estates).				

Structures and Processes: Programme Team Checklist

Our programme team ensure that:	Yes	No	Maybe	N/A
We work in partnership with professional services teams and students to achieve inclusivity				
We report on inclusivity issues and metrics through routine quality processes (e.g., via annual quality monitoring)				
We work together to establish consistent terminology and ways of working across the programme, minimising 'mixed messages' where possible				
We understand the demographics of students on our programme in terms of widening participation (e.g. Ethnicity, Mature students, Disability, POLAR Quintiles of HE participation)				
We understand policies the university has in place relating to inclusive practice, and how to implement these in our programme				
We understand what the university targets are that relate to inclusivity (e.g. awarding gaps, retention), and have identified actions we can take to help achieve these				
Our programme team know how to access and interpret data relating to university targets around inclusivity (e.g. awarding gaps, retention) and take data-informed actions				
We all know how to locate information about reasonable adjustments for students we are responsible for, and know how to implement reasonable adjustments.				
We all use student-facing materials that meet digital accessibility standards (e.g. closed captions, alt-text for images)				
We review our teaching spaces and facilities to ensure accessibility for those physical disabilities (e.g. step-free access, hearing loops installed, microphones etc) and flag issues where identified (e.g. with estates)				

Structures and Processes: Senior Leader Checklist

Our institution systems and processes ensure that:	Yes	No	Maybe	N/A
Academics, Professional services teams and students are supported and encouraged to work in partnership to achieve inclusivity.				
Routine quality assurance processes report on inclusivity issues and metrics, and systemic issues identified are addressed as appropriate				
Staff are supported to use consistent terminology and ways of working, minimising 'mixed messages' where possible				
Staff can easily access and understand information on demographics of students in terms of widening participation (e.g. Ethnicity, Mature students, Disability, POLAR Quintiles of HE participation)				
Policies in place relating to inclusive practice are clearly communicated to staff, who are supported to implement these in practice				
Targets are established that relate to inclusivity (e.g. awarding gaps, retention), which are clearly communicated to staff who are supported to implement these in practice				
Data are provided to staff relating to university targets around inclusivity (e.g. awarding gaps, retention). Staff are supported to interpret the data and take data-informed actions				
Information about reasonable adjustments for students is provided to staff in a timely and transparent manner, and staff are supported to implement reasonable adjustments				
All student-facing materials meet digital accessibility standards (e.g. closed captions, alt-text for images)				
All teaching spaces and facilities are accessible to those with physical disabilities (e.g. step-free access, hearing loops installed, microphones etc)				

Curriculum Design and Delivery: My Checklist

Within my personal teaching practice I ensure that:

	Yes	No	Maybe	N/A
I embed inclusive education practices within my teaching and assessment planning, design and delivery, with support from the programme team				
I work with students as active partners in curriculum design and delivery				
I actively consider the content that students are likely to have covered before university (e.g. A level, GCSE, BTEC syllabus) and design interventions to address disparities and gaps in knowledge				
I include opportunities for students to test relevant pre-existing knowledge before introducing new content, and support students to address any gaps identified				
My teaching content has been reviewed to ensure it goes beyond white European perspectives i.e. has been decolonised				
My teaching highlights diverse figures within the discipline to students (e.g. LGBTQIA+/Black/Asian/Disabled researchers, authors, or policy makers)				
My students can personalise their curriculum where appropriate, i.e. can focus on relevant topics of personal interest				
I work with students to review my teaching materials to pro-actively point out any language that is not clear and consistent				
My teaching resources are made available in appropriate accessible formats in advance of scheduled teaching sessions wherever possible				
My teaching adopts an active and authentic learning approach, not being overly reliant on didactic lecturing, and designed to be accessible to all students (considering e.g. disability, international students, those with limited financial resources)				

Curriculum Design and Delivery: Programme Team Checklist

Our programme team ensure that:	Yes	No	Maybe	N/A
Our curriculum planning, design and delivery actively embed inclusive education, and staff are supported to achieve these in practice				
Our students are active partners in curriculum design, development and delivery				
Our programme actively considers the content that students are likely to have covered before university (e.g. A level, GCSE, BTEC syllabus) and design interventions to address disparities and gaps in knowledge				
Our programme includes opportunities for students to test relevant pre-existing knowledge before introducing new content, and address any gaps identified				
Our teaching content has been reviewed to ensure it goes beyond white European perspectives i.e. has been decolonised				
Our curriculum highlights diverse figures within the discipline to students (e.g. LGBTQIA+/Black/Asian/Disabled researchers, authors, or policy makers)				
Our students can personalise their curriculum, i.e. can focus on relevant topics of personal interest				
We work with students to review our teaching materials to pro-actively point out any language that is not clear and consistent				
Our teaching resources are made available in appropriate accessible formats in advance of scheduled teaching sessions wherever possible.				
Our teaching adopts an active and authentic learning approach, not being overly reliant on didactic lecturing, and designed to be accessible to all students (considering e.g. disability, international students, those with limited financial resources)				

Curriculum Design and Delivery: Senior Leader

Our institution systems and processes ensure that:

	Yes	No	Maybe	N/A
Curriculum planning and design processes embed inclusive education, and staff are supported to achieve these in practice				
Students are active partners in curriculum design, development and delivery				
Programmes actively consider the content that students are likely to have covered before university (e.g. A level, GCSE, BTEC syllabus) and staff are supported to design interventions to address disparities and gaps in knowledge				
Programmes include opportunities for students to test relevant pre-existing knowledge before introducing new content and staff are supported to address any gaps identified				
Curriculum design processes ensure content has been reviewed to go beyond white European perspectives i.e. has been decolonised, and staff are supported to implement this in their areas				
Curriculum design processes enable staff to highlight diverse figures within the discipline to students (e.g. LGBTQIA+/Black/Asian/Disabled researchers, authors, or policy makers)				
Curriculum design enables students to personalise their curriculum, i.e. can focus on relevant topics of personal interest				
Staff are supported to work in partnership with students to review teaching materials, and pro-actively point out any language that is not clear and consistent				
Staff make teaching resources available in appropriate accessible formats in advance of scheduled teaching sessions wherever possible.				
Staff are supported to adopt an active and authentic learning approach, not being overly reliant on didactic lecturing, and designed to be accessible to all students (considering e.g. disability, international students, those with limited financial resources)				

Assessment and Feedback: My Checklist

Within my personal teaching practice I ensure that:

	Yes	No	Maybe	N/A
I understand how my assessments relate to the programme level assessment design, and work with colleagues to minimise clashes of hand-in dates in order to achieve manageable assessment workloads				
I use a range of assessment formats, and enable student personalisation or choice of assessment format where appropriate				
I understand how my assessments build towards final year summative assessments throughout the programme, and explain to students the relationships between assessments at different levels				
My assessments are clearly explained to students through module documentation, written materials and activities in class, using transparent and consistent language to make requirements clear				
My assessments design out the need for individual alternatives wherever possible (e.g. students given the choice of audio/visual formats so students with hearing/visual impairments do not require individual alternative assessment)				
My mark schemes are clearly linked to learning outcomes or competencies to ensure marking is appropriate and consistent with assessment design				
My mark schemes do not over-penalise mistakes in written English or referencing conventions				
My feedback comments are constructive, and actively point out ways that students can improve their work for future assignments.				
I provide relevant, focussed and timely formative feedback to support student learning				
I am sensitive to student anxieties around assessment and feedback, so create a supportive culture around assessment, provide clear guidance, and offer opportunities for students to voice concerns				

Assessment and Feedback: Programme Team Checklist

Our programme team ensure that:	Yes	No	Maybe	N/A
Our assessment is designed at programme level, giving students a manageable assessment workload and minimising clashes of hand-in dates				
Our programme uses a range of assessment formats, and enables student personalisation choice of assessment format where appropriate				
Our students have had an opportunity to practice all final year summative assessment types earlier in the programme, and understand the relationships between assessments at different levels				
Our assessments are clearly explained to students through module documentation, written materials and activities in class, using transparent and consistent language to make requirements clear				
Our assessments design out the need for individual alternatives wherever possible (e.g. students given the choice of audio/visual formats so students with hearing/visual impairments do not require individual alternative assessment)				
Our mark schemes are clearly linked to learning outcomes or competencies to ensure marking is appropriate and consistent with assessment design				
Our mark schemes do not over-penalise mistakes in written English or referencing conventions				
Markers' feedback comments are constructive, and actively point out ways that students can improve their work for future assignments.				
Markers provide relevant, focussed and timely formative feedback to support student learning				
Our programme team are sensitive to student anxieties around assessment and feedback, so create a supportive culture around assessment, provide clear guidance, and offer opportunities for students to voice concerns				

Assessment and Feedback: Senior Leader Checklist

Our institution systems and processes ensure that:

	Yes	No	Maybe	N/A
Curriculum design ensures assessments are designed at the programme level, giving students and staff a manageable assessment workload.				
Programmes are designed to use a range of assessment formats, enabling student personalisation choice of assessment format where appropriate				
Programmes give students opportunities to practice all final year summative assessment types earlier in the programme, and the relationships between assessments at different levels are clearly understood by staff and students				
Assessments are clearly explained to students through module documentation, written materials and activities in class, using transparent and consistent language to make requirements clear.				
Staff are supported to develop assessments that design out the need for individual alternatives wherever possible (e.g. students given the choice of audio/visual formats so students with hearing/visual impairments do not require individual alternative assessment)				
Staff are supported to develop mark schemes which are clearly linked to learning outcomes or competencies to ensure marking is appropriate and consistent with assessment design				
Staff are supported to develop mark schemes that do not over-penalise mistakes in written English or referencing conventions				
Staff are supported to ensure feedback comments are constructive, and actively point out ways that students can improve their work for future assignments				
Staff are supported to provide relevant, focussed and timely formative feedback to support student learning				
Staff are aware of student anxieties around assessment and feedback, and encouraged to create a supportive culture around assessment, provide clear guidance, and offer opportunities for students to voice concerns				

Community and Belonging: My Checklist

Our institution systems and processes ensure that:

	Yes	No	Maybe	N/A
I meet with all students I have responsibility for at multiple points during the academic year				
I have undertaken appropriate training so I understand my role and responsibilities around student academic and personal support				
I can effectively signpost students I am responsible for to appropriate support services where required				
I ensure that everyone feel welcome, included and supported within my teaching				
I am aware of diversity within my community of staff and students, and influence hiring and admissions processes to increase diversity where possible				
My teaching provides opportunities for students to interact socially within structured activities				
I work in partnership with students to establish clear ground rules around inclusion and respect for all, or implement rules established at programme level				
I actively work with students in partnership, and act on student feedback provided through formal and informal channels				
I design group work so that all students are actively included regardless of background, current circumstances or demographic group				
I make it clear to students that they can confidently raise concerns around inclusivity, including potential bias or discrimination, and I would feel confident about intervening if necessary				

Community and Belonging: Programme Team Checklist

Our programme team ensure that:	Yes	No	Maybe	N/A
Our programme team meet with all students they have responsibility for at multiple points during the academic year				
Our programme team have undertaken appropriate training so they understand their role and responsibilities around student academic and personal support				
Our programme team can effectively signpost students they are responsible for to appropriate support services where required				
Our programme team ensure everyone feels welcome, included and supported throughout their programme from induction onwards				
Where possible, our programme team influence hiring and admissions processes to build a diverse community of staff and students				
Our programme provides opportunities for our students to interact socially within structured activities				
Our programme team and students work in partnership to establish clear ground rules around inclusion and respect for all				
Our students are active members of our department/school, and we act on their feedback provided through formal and informal channels				
Group work on our programme is designed so that all students are actively included regardless of background, current circumstances or demographic group				
Our programme team make it clear to students that they can confidently raise concerns around inclusivity, including potential bias or discrimination, and staff would feel confident about intervening if necessary				

Community and Belonging: Senior Leader Checklist

Our institution systems and processes ensure that:

	Yes	No	Maybe	N/A
Staff meet with all students they have responsibility for at multiple points during the academic year				
Staff have undertaken appropriate training so they understand their role and responsibilities around student academic and personal support				
Appropriate support services for students are provided, and staff can effectively signpost students to these services where required				
The institution ensures everyone feels welcome, included and supported from induction onwards, including within academic programmes and the wider institutional community				
Institutional hiring and admissions processes actively build a diverse community of staff and students				
Programmes are designed to provide opportunities for students to interact socially within structured activities, and student-led communities are supported and encouraged				
The institution establishes clear ground rules around inclusion and respect for all, developed in partnership between staff and students				
Students are active members of the institutional community who acts upon their feedback provided through formal and informal channels				
Staff are supported to design group work so that all students are actively included regardless of background, current circumstances or demographic group				
Staff are supported in ensuring that students can confidently raise concerns around inclusivity, including potential bias or discrimination. Staff are supported to feel confident about intervening in these areas if necessary				

Pathways to Success: My Checklist

Our programme team ensure that:

	Yes	No	Maybe	N/A
I provide students with clear information about commonly used academic terminology, degree classifications and institutional conventions throughout their programme				
I systematically identify and support 'at risk' students that I am responsible for (e.g. those with low engagement), and refer students to professional services teams where appropriate				
I review individual academic progress of students I am responsible for (e.g. after exam boards), discuss this with students, and intervene where appropriate.				
I embed or signpost towards structured tools and resources designed to encourage student self-management, self-belief, and aspiration where available				
I include diverse and successful alumni/career role models within my teaching				
I embed careers guidance and related schemes in my teaching (e.g. entrepreneurship scheme, Employability awards), and relate these to personal ambitions of my students where possible				
I include diverse and successful alumni/career role models within my teaching				
Within my teaching, I embed opportunities for all students to work with employers, develop personal networks and reflect on self development and career goals				
I offer placements and external opportunities that are designed to be inclusive, particularly for those with caring responsibilities, health conditions, financial constraints etc.				
I support all of my students to access appropriate external mentorship programmes, networking and self-development opportunities				

Pathways to Success: Programme Team Checklist

Our programme team ensure that:	Yes	No	Maybe	N/A
Our programme team provide our students with clear information about commonly used academic terminology, degree classifications and institutional conventions throughout their programme				
Our programme team systematically identify and support 'at risk' students (e.g. those with low engagement), and refer students to professional services teams where appropriate				
Our programme team review individual student academic progress (e.g. after exam boards), discuss this with students, and intervene where appropriate.				
Our programme embeds or signposts towards structured tools and resources designed to encourage student self-management, self-belief, and aspiration where available				
We know how to signpost students to relevant support and personal development services within the university (e.g. academic skills support, dyslexia support, bereavement support)				
Our programme embeds careers guidance and related schemes (e.g. entrepreneurship scheme, Employability award), and relates these to personal ambitions of our students where possible				
Our programme includes diverse and successful alumni/career role models in student facing materials				
Our programme embeds opportunities for all students to work with employers, develop personal networks and reflect on self development and career goals				
We design placements and external opportunities on our programme to be inclusive, particularly for those with caring responsibilities, health conditions, financial constraints etc.				
We support all our students to access appropriate external mentorship programmes, networking and self-development opportunities				

Pathways to Success: Senior Leader Checklist

Our institution systems and processes ensure that:	Yes	No	Maybe	N/A
Students are provided with clear information about commonly used academic terminology, degree classifications and institutional conventions throughout their programme				
'At risk' students are systematically identify and supported (e.g. those with low engagement), and the institution provides resources for effective intervention by academic and professional services teams				
Individual student academic progress is regularly reviewed (e.g. after exam boards) and the institution provides resources and support for staff to intervene where appropriate				
The institution provides structured tools and resources designed to encourage student self-management, self-belief, and aspiration, and supports staff to embed these within programmes				
The institution provides relevant support and personal development services (e.g. academic skills support, dyslexia support, bereavement support), and supports staff in signposting students to them				
The institution provides careers guidance and related schemes (e.g. entrepreneurship scheme, Employability award), and supports staff in relating these to the personal ambitions of students where possible				
The institution develops student facing materials that demonstrate inclusivity and success (e.g. diverse and successful alumni/career role models), and supports staff to embed these within their programmes				
Programmes are designed to embed opportunities for all students to work with employers, develop personal networks and reflect on self development and career goals				
Programme placements and external opportunities are designed to be inclusive, particularly for those with caring responsibilities, health conditions, financial constraints etc				
Students are supported to access appropriate external mentorship programmes, networking and self-development opportunities				

References

- Bliuc, A.-M., R. A. Ellis, P. Goodyear, and D. M. Hendres. 2011. "The Role of Social Identification as University student in Learning: Relationships between Students' Social Identity, Approaches to Learning, and Academic Achievement." *Educational Psychology: an International Journal of Experimental Education Psychology* 31 (5): 559–574.
- Cachia, M., Lynam, S, and Stock, R. (2018). "Academic success: Is it just about the grades?", *Higher Education Pedagogies*, 3:1, 434-439
- Crenshaw, Kimberlé. "Demarginalizing the Intersection of Race and Sex: A Black Feminist Critique of Antidiscrimination Doctrine, Feminist Theory and Antiracist Policies." *University of Chicago Legal Forum* 1989, no. 1 (1989): 139-167.
- Freeman, T. M., L. H. Anderman, and J. M. Jensen. 2007. "Sense of Belonging in College Freshmen at the Classroom and Campus Levels." *The Journal of Experimental Education* 75 (3): 203–220.
- Hubbard, K., Gawthorpe, P., Fallin, L., & Henri, D. (2020). "Addressing the hidden curriculum during transition to HE: the importance of empathy." In T. Hinchcliffe (Ed.), *The Hidden Curriculum of Higher Education (59-76)*. Heslington, York: Advance HE
- King, N. (1998) "Template analysis", in G. Symon and C. Cassell (eds.) *Qualitative Methods and Analysis in Organizational Research*. London: Sage
- King, N. (2012) 'Doing template analysis', in G. Symon and C. Cassell (eds.) *Qualitative Organizational Research: Core Methods and Current Challenges*. London: Sage
- Krause, K. -L., & Armitage, L. (2014). "Australian Student Engagement, Belonging, Retention and Success: A Synthesis of the Literature". Retrieved from <https://www.heacademy.ac.uk/node/8683>
- Leese, M. (2010) "Bridging the gap: supporting student transitions into higher education", *Journal of Further and Higher Education*, 34(2), pp. 239–251. doi: 10.1080/03098771003695494.
- Margolis, E (2002) "The hidden curriculum in higher education". New York and London: Routledge
- Mountford-Zimdars et al (2015) "Causes of differences in student outcomes". Report to HEFCE by King's College London, ARC Network and The University of Manchester
- Thomas, L. (2012) "What works? Facilitating an effective transition into higher education", *Widening Participation and Lifelong Learning*, 14, pp. 4–24. doi: 10.5456/WPLL.14.S.4.
- Thomas, L. & May, H. (2010) "Inclusive Learning and Teaching in Higher Education", York: Higher Education Academy.
- Tinto, V. (1993). "Leaving College: Rethinking the causes and cures of student attrition" (2nd ed.), Chicago: University Press
- Universities UK and National Union of Students (2019) *Black, Asian and Minority Ethnic student attainment at UK universities: #closingthegap*. Universities UK; National Union of Students. Available at: <https://www.universitiesuk.ac.uk/policy-and-analysis/reports/Documents/2019/bame-student-attainment-uk-universities-closing-the-gap.pdf>.
- Waterfield, J. and West, B. (2006) "Inclusive Assessment in Higher Education: A Resource for Change", University of Plymouth: Plymouth.
- Winstone, N. E. and Nash, R. A. (2016) "The Developing Engagement with Feedback Toolkit (DEFT)", York: Higher Education Academy.
- York, T.T., Gibson, C., & Rankin, S. (2015). "Defining and measuring academic success", *Practical assessment, research and evaluation*: Vol. 20, Article 5, 1–20