

1. Whole Programme / Award Design and Implementation			
Audit questions	Useful resources	Y / N / Partial	Action required / timescale / who responsible
1.1 Overall Programme Structure			
<ul style="list-style-type: none"> Are students able to see a 'road map' that explains how they will progress through the whole course? Is it possible for students to make changes to their pathway through the course once they are enrolled? (e.g. have you considered a more generic first year that enables students to make informed choices about subsequent pathways?) 			
1.2 Inclusive programme aims and outcomes? Do the programme aims reflect an ethos of inclusion?			
<ul style="list-style-type: none"> Do programme aims and the overarching design take into account diverse prior learning experiences of students, e.g. BTECs v. A-levels? Do the programme learning outcomes enable all students to acquire all the graduate level skills set by the subject benchmark statements (e.g. employability)? Are the programme learning outcomes, and the programme structure, transparent to students pre- and post-entry to enable them to make effective decisions? Are there opportunities to engage students and other stakeholders (e.g. employers) to contribute to devising or revisiting programme and unit learning outcomes? Does your programme have any competence standards required by professional/accredited bodies that may discriminate against any group of students? 	www.uta.mmu.ac.uk/inclusion/index.php www.uta.mmu.ac.uk/curriculum/learning_outcomes/index.php www.ecu.ac.uk/wp-content/uploads/2015/08/ECU_Understanding_competence-standards-FINAL.pdf		
1.3 Recruitment and admissions			
Marketing and recruitment <ul style="list-style-type: none"> Are all marketing materials produced in an accessible format? 			

<ul style="list-style-type: none"> • Does the programme prospectus, (references, images etc.) reflect the diversity of the student population and inclusive approaches to content, delivery and assessment? • Is non-discriminatory language used in publicity materials? • Do the programme entry requirements inadvertently discriminate against any groups? <p>Applications and interviews</p> <ul style="list-style-type: none"> • Does the programme monitor the number of applications received from different groups, and seek to address any differences? • Does the interview process support all groups of students equally? • Do all applicants who meet the required competence standards have an equal chance of being invited to interview? <p>Offers and admissions</p> <ul style="list-style-type: none"> • Is there variation in the percentages of rejected applicants from different groups? • Are the same offers made to all students despite age, gender, ethnicity and disability? • Is there any differences between acceptance and enrolment evident in different groups of applicants? 			
1.4 A clear anticipatory equality and diversity strategy for the programme is in place.			
<ul style="list-style-type: none"> • Have all staff completed equality and diversity training? • Are strategies in place to design and manage any additional needs / reasonable adjustment for disabled students? • Is there a clear statement related to inclusive programme values within the student programme handbook? • Are the programme and unit handbooks available for all students in a variety of accessible formats (and compatible with accessibility software and screen readers?) • Do the handbooks use appropriate inclusive terminology, language and images? 	https://www.celt.mmu.ac.uk/inclusion/index.php		
1.5 Attendance requirements and timetabling			

<ul style="list-style-type: none"> • Does the programme calendar respect religious holidays and festivals? www.mmu.ac.uk/equality-and-diversity/pdf/Diversity-Calendar-2016.pdf • Do attendance and timetabled requirements potentially disadvantage certain groups of students, e.g. carer responsibilities and commitments / mobility difficulties / access to prayer facilities? • Does the need to complete group work activities outside of timetabled sessions disadvantage certain groups of students? 			
1.6 Induction:			
<ul style="list-style-type: none"> • Does the programme have a planned Academic Induction programme that integrates with central Welcome and Induction activities, and gets students started with their chosen subject? • Does the programme plan activities that nurture a culture of academic belonging and how to foster a culture of social belonging? • Does the programme consider how to develop a professional / aspirational ethos and set clear expectations for study? • Are the induction programme activities planned to take account of any possible “triggers” for students who may have experienced difficult personal circumstances, for example bereavement of close family members or separations? • Are all the above planned and designed with inclusive practice at the fore? 			
1.7 First year Experience and Transition into HE			
<ul style="list-style-type: none"> • Does planning for the first term / first year curriculum take active steps to understand the subject and broader academic / life experience of incoming students, and thus design and deliver a differentiated and inclusive approach that enables all students to be successful? • Are academic skills integrated into level 3/4 units, preparing students to take control of their further development at L5 and above? • Do all programme tutors know where to signpost students to for additional support (SSO, Writing project, Disability Service, etc.)? • Do students for whom English is a second language have advice and guidance in relation to developing their speaking, writing and listening skills (e.g. access to ELSIS, writing Project etc.). 	www2.mmu.ac.uk/languagecentre/		
1.8 A clear student support strategy, responsive to the diverse needs of diverse groups and promotes equality of access to support and services.			

<ul style="list-style-type: none"> • Is there a structured and proactive personal tutor scheme in place that: <ul style="list-style-type: none"> ○ ensures each student has a named personal tutor ○ builds personal tutorials into student and staff timetables ○ use a mix of group and 1:1 meetings ○ identifies each student's profile and support needed – qualifications, demography, caring responsibilities etc. ○ encourages personal development planning ○ uses formative and summative assessment feedback to guide professional discussions ○ is evaluated by staff and students • Are all personal tutors given appropriate training and are they aware of university support services (e.g. Disability Services, Counselling and Wellbeing Service) and the correct way to refer students? 	www.uta.mmu.ac.uk/personal-tutoring/index.php https://www2.mmu.ac.uk/student-life/wellbeing/disability		
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2. Teaching and Learning			
Audit questions	Useful resources	Y / N / Partial	Action required / timescale / who responsible
2.1 Curriculum content			
<ul style="list-style-type: none"> • Does the programme / unit incorporate a broad range of examples / case studies / literature that reflects a range of cultural, social and global perspectives and the diversity of the student body?? • Is there any content that some students may find discriminatory or inaccessible due to disability, gender, sexuality, race, culture or socio-economic factors? • Does the programme/unit content help raise awareness of diversity and promote respect for individual differences and awareness of difficult personal circumstances some students may experience? • Does the curriculum enable all students to draw on their prior experience? • Do students have access to specialists/experts from a range of communities and cultures? 	General resource: www.uta.mmu.ac.uk/inclusion/index.php		
2.2 Teaching and learning methods			
	www.uta.mmu.ac.uk/cpd/a		

<ul style="list-style-type: none"> • Have all staff engaged with appropriate CPD that supports them in developing inclusive teaching and learning practices (e.g. PGCertLTHE, HEA Fellowship, Inclusive Curriculum / Unconscious Bias workshops)? • Does the programme / unit teaching and learning strategy reflect the Learning and Teaching Principles in the Education Strategy? • Do any of the chosen teaching methods inadvertently exclude any group of students? • Do teaching methods encourage students to engage in material in different ways (e.g. blended learning with a range of different approaches for the same 'content')? • Is there a balance of individual, small group, large group and paired activities, that encourages peer support and different ways of demonstrating skills? • Do learning activities promote inclusion and expose students to a range of culturally challenging views, opinions and contexts (e.g. setting groups that mix students from a range of backgrounds, cultures, ages etc. and encourage cultural exchange)? 	ccredited/index.php www.uta.mmu.ac.uk/psf/index.php (see separate guidance, checklist and audit tool for good practice in design and delivery of inclusive teaching) General resource: www.uta.mmu.ac.uk/inclusion/index.php www.uta.mmu.ac.uk/internationalisation/hea/		
2.3 Resources			
Does the course require specialist resources that some students may not be able to use or access: <ul style="list-style-type: none"> • Is there essential specialist equipment that a disabled student may not be able to use, or activities they may not be able to access? • Are students made aware of all potential additional costs and equipment pre-entry, e.g. technology, fieldwork and trips with a cost, placements with additional accommodation costs? • Are there sufficient resources available to enable all students to complete required tasks, e.g. are there sufficient textbooks for the student cohort, are electronic/online resources sourced where possible? • Do all videos/media related resources have sub-titles or transcripts? 			
2.4 Placements			
<ul style="list-style-type: none"> • Are students informed of any compulsory placement requirements and any access issues or additional costs pre-entry? • Do all placement coordinators complete a pre-placement review for all disabled students prior to the placement? 			

www.uta.mmu.ac.uk/disability_guidelines/index.php?section=placement <ul style="list-style-type: none"> • Are students' caring responsibilities / disabilities taken into consideration when allocating placements? • Do all students have equal opportunity to take up placements on offer? • Are placement sites assessed to ensure they meet equality legislation requirements, and placement educators appropriately 'trained' for their role, mentored and monitored? 			
2.5 Trips and fieldwork			
<ul style="list-style-type: none"> • Do field trip coordinators complete a pre-placement review for all disabled students prior to the fieldwork to ensure all students are able to access field trips equally? • Are fieldtrips planned to ensure the maintenance of inclusive provision whilst on the trip? • Are all field trips necessary for the achievement of the programme learning outcomes? If yes, is there alternative equivalent provision made for students who cannot access a fieldtrip? 			

3. Programme Assessment and Feedback Strategy			
Audit questions	Useful resources	Y / N / Partial	Action required / timescale / who responsible
3.1 Information about assessment and feedback			
<ul style="list-style-type: none"> • Do the chosen assessment strategies enable all students to perform to their best ability? • Does the programme / unit have a clear formative assessment and developmental feedback strategy that supports skills development related to summative assessment? • Are all students advised of formative and summative assessment tasks and deadlines at the start of the programme/unit in writing and verbally? • Are assessment tasks, and marking criteria written in a format that avoids jargon and is easily understood by a diverse group of students? • Are assessment submission dates planned using the cultural calendar to ensure you are responsive to the religious and cultural needs of a diverse 	<p>General resource: www.uta.mmu.ac.uk/assessment/</p> <p>www.uta.mmu.ac.uk/assessment/</p>		

cohort? • Does the programme / unit have a clearly defined and structured summer support programme for students with referrals?			
3.2 Special arrangements (e.g. reasonable adjustments, alternative assessments)			
<ul style="list-style-type: none"> • Are assessments inherently designed to make them inclusive and accessible to all students? • Have the team considered giving students a choice of assessment strategies to reduce the need for alternative assessments? • Are all disabled students informed of the process to request alternative assessments? • Do all staff know the process for developing alternative assessments or gaining extensions to deadlines? 			
3.3 Feedback			
<ul style="list-style-type: none"> • Is feedback timely and support the student future development/learning? • Are students clearly informed about how they will access their feedback? • Is the feedback relevant to future assessment strategies? • Is the format of the feedback easily assessable by all students? • Is there an opportunity for individual feedback? 	www.uta.mmu.ac.uk/feedback/index.php		

4. Programme Outcomes and Evaluation			
Audit questions	Useful resources	Y / N / Partial	Action required / timescale / who responsible
4.1 Student voice, feedback, enhancement, evaluation			
<p>Does the programme / unit:</p> <ul style="list-style-type: none"> • Have strategies in place to understand and get feedback on the experience of different groups of students • use diverse peer mentors to promote belonging • involve a diverse range of alumni to inspire our students 			

<ul style="list-style-type: none"> communicate different ways in which students can give us feedback on their experiences (and how we will respond) 			
4.2 Progression			
<ul style="list-style-type: none"> Do progression rates suggest that any groups of students are more likely not to progress, BTEC, BAME, Commuting Students? Are there any student groups that present a disproportionate number of exceptional factors / academic misconduct / complaints/appeals? Does the programme / unit have an analysis and evaluation policy to identify and address the issues above? 	http://www.uta.mmu.ac.uk/cmi/students.php		
4.3 Good honours			
<ul style="list-style-type: none"> Is there a disparity in the numbers of students from different groups gaining good honours or 3rd class/pass degree awards? www.uta.mmu.ac.uk/cmi/dbstudents.php Does the programme / unit have an analysis and evaluation policy to identify and address the issues above? 			