De Montfort University Kazakhstan

Equality Prompts

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**Faculty:**

**Name of programme(s):**

**Programme leader/Subject Leader:**

**Proposed date of validation/revalidation/periodic review**:

Notes:

* You need to allow the Equality Reviewer 3 weeks to review your equality prompts submission
* You may find it useful to refer to the Equality Prompts Process diagram
* It is not unusual for the equality prompts exchange between the team and the equality reviewer to be iterative.
* A satisfactory response may include an admission that the team doesn’t know, but will do something about it, as a definite plan of action (please indicate how the action plan will be monitored).

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| --- | --- | --- |
| **Equality Prompts** | **Commentary from Programme/Subject Team** | **Commentary from Equality Reviewer** |
| 1. How will/do you encourage a wide diversity of students onto this course?
 |  |  |
| 1. How will/do your selection processes demonstrate fairness and avoid practices that could lead to unlawful discrimination? (Please consider i) process, for example interview or portfolio and ii) individual need, for example disabled students, those with mental health difficulties).
 |  |  |
| 1. Please describe any aspects of the curriculum content and assessment that may be considered by some to impact negatively on their own principles or beliefs.
 |  |  |
| 3a. How will/do you monitor any changes in the curriculum content? |  |  |
| 3b. How will/do potential students be/are made aware of these curriculum elements before enrolling on the course (this may be resolved by ensuring that these elements are included in course descriptions and marketing materials). |  |  |
| 1. Please describe aspects of the curriculum, for example how it is taught and assessed that might present difficulties for disabled students. (Please think about the accessibility of learning materials produced by the course team, skills and practical tests, use of equipment, use of e-learning and web-based activities).
 |  |  |
| 4a. What anticipatory adjustments and arrangements have you put in place to rectify any of the above?  |  |  |
| 1. How does/has the curriculum delivery taken account of those who may have caring responsibilities (e.g. child care or care of a dependent adult), or those who engage in religious observances e.g. Friday evenings, Saturdays, Sundays, lunch times, very early starts or late sessions?”
 |  |  |
| 5a. How will/are potential students made aware of these timetabling requirements before enrolling on the course? |  |  |
| 1. How do you use evidence available on diversity to identify successes and challenges in areas such as recruitment, retention and achievement?
 |  |  |
| 6a Describe the steps you (will) take to build on success and mitigate any identified challenges? |  |  |
| 1. Please describe the equality related staff training and development needs the course team have identified. (Please be as detailed as possible, describe staff role and type and content of training or development. This information will be collated and forwarded to Training & Development and Academic Professional Development for planning purposes).
 |  |  |

Thank you, the prompts have been responded to fully. □

There is more work required regarding these prompts – please see my comments. □

**Signed by Equality Reviewer**:

**Name of Equality Reviewer**:

**Date:**