Equal Opportunities Checklist

This checklist has been designed to help people developing teaching programmes to be aware of equal opportunity issues with regard to their target groups.

1)Curriculum

a) Does the curriculum reflect the needs and interests of your target group? A wide range of student groups?

b) Are new curriculum materials developed using non-sexist /racist language? Do they reflect the fact that Britain is a multi-cultural society by providing positive images of women, different ethnic minority groups and disabled people?

c) Is there a staff development/training programme to encourage the writing/using of non sexist /racist resources?

d) Have the Tutors considered how they will challenge racist/Sexist attitudes and assumptions based on prejudice towards disabled people, when the need arises.

e) Will there be a constant review of teaching materials, syllabi and exams to ensure equal opportunity for all social groups?

f) Is the style and method of delivery appropriate for students? Does it allow them to share their existing skills in the learning process?

g) Does the course content allow students to recognise the validity of their own experience?

2)Recruitment

a) How have you reached your decision about the potential target group? (E.g. have you involved the local community and sought advice from professional equality colleagues?

b) How will the course be promoted so that it reaches the target group?

c) Will the prospectus make clear who the target group are?

d) Will the publicity material enable a positive action strategy to be offered?

e) Have you placed adverts in the ethnicity minority and Lesbian, Gay, Bisexual press as well as in local news papers?

f) Does all your publicity promote positive images of under-represented groups? E.g. women and ethnic minorities in non traditional occupations?

g) Have Courses been advertised in the local community e.g... Afro-Caribbean Centres, Mosques etc. to reach ethnic minority Students and in places where women meet e.g... Health clinics, schools, Doctors surgeries etc?

3)Course structure

a) Does your course have a modular structure so that credits can be obtained for completed learning activities and students can take breaks with out losing continuity e.g...? During pregnancy, illness etc?

b) Is your course adjustable to fit in part time pathways that will make it more accessible for mature and disabled students?

4)The learning Environment

a) Is the Learning environment supportive to the target group? E.g. Welcoming study rooms, class rooms, library facilities etc. reflecting the culture of target groups?

b) Are all facilities within the learning environment accessible for students with physical and sensory impairments? E.g. Hearing loops, wheelchair ramps, toilet facilities etc.

c) Do refreshments facilities offer culturally sensitive diets?

5)Learner Support

a) Will course and career counselling be made available to students prior to recruitment, during their period of study and on completion of the course?

b) Are some tutors themselves from minority groups e.g. are there women/ethnic minority/ disabled/tutors?

c) Are there procedures for dealing with problems of racism/ sexism harassment for students and tutors?

d) Are there appeals procedures for students?