Mainstreaming consideration of equality and diversity through policy and procedure to deliver appropriate pedagogical practice:
Example of consideration of equality and diversity through the Annual Review of Courses

**Phase 1: Institutional Analysis of NSS, DHLE, departmental results of NSS, SSS, PTEs, SSLC, SAMT, progression, retention, achievement data, DHLE results made available to Departments.**

**Phase 2: Annual Review of Courses**
Access the ARC template and guidance to complete the report
http://www.essex.ac.uk/quality/monitoring_and_review/ARC/writing_reports.asp

**Phase 3:**
Refer to Learning and Development resources to inform review & action plan
E.g. Curriculum Design and Development (Moodle X)
http://moodlex.essex.ac.uk/course/view.php?id=54

**Phase 4: E&D guidance from the Equality and Diversity Unit (HR) and Disability and Wellbeing experts (Student Support) about making reasonable adjustments, particularly within the curriculum design (including assessment).**

**Phase 5: SSLC considers and comments on the ARC. Relevant departmental committee (e.g. Curriculum Committee, Learning and Teaching Committee) agrees the final version of the ARC for planning and implementation.**

**Phase 6: Approves Report (e.g. ARC) **

**Phase 7:**
Review ARC, liaise over enhancements, and report issues raised
Refer to ToR: http://www.essex.ac.uk/about/governance/senate/committees.aspx

**Phase 8: Consideration of institution-wide results by protected characteristics (e.g. NSS, retention, progression, good degrees)**

**Phase 9: Institutional-wide policies and procedures pertaining to academic quality and standards, and academic enhancement with regard to issues of E&D**
http://www.essex.ac.uk/about/governance/senate/committees.aspx

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Key Dates: http://www.essex.ac.uk/about/governance/documents/diary.pdf
Planning Cycle: http://www.essex.ac.uk/spcs/planning/departmental/