



Curriculum Analysis Rubric — Gender Perspectives in Teaching Plans



Simplified Teaching Note

Target audiences:  Librarians,  Professors,
 Quality/equality managers,  Qualification teams



Learning Objectives

- a) Understand how to analyse teaching plans from a gender perspective using a structured rubric.
- b) Identify explicit and implicit integration of gender, diversity, and inclusivity in course design and teaching practices.
- c) Apply the rubric to compare data across institutions and identify strengths, gaps, and opportunities for improvement.

Consult our white paper

Boté-Vericad, Juan-José, Alica Kolarić, Anna Villarroya, Burcu Koçlu, Claudia Frick, Concepción Fuentes-Romero, et al. 2025. *Advancing Gender Inclusivity in Teaching Plans: Findings and Recommendations from Eight European Universities — White Paper*. DOI: <https://doi.org/10.5281/zenodo.16785864>



Reflection Questions

- a) How is gender addressed in the structure and content of teaching plans?
- b) Are gender-related topics integrated into objectives, competencies, or thematic blocks?
- c) Do bibliographic references reflect diversity in authorship?
- d) How could teaching methodologies be adapted to promote gender inclusivity?



Use in Teaching

This resource can be used in faculty development workshops, librarian training programmes, and quality assurance activities. It can also support curriculum reviews, accreditation processes, or institutional gender equity strategies.



Adaptability and Notes

The rubric is applicable to bachelor's and master's programmes and adaptable to any disciplinary context. It can be integrated into audit processes, peer-review activities, or institutional research projects. All materials (OER, rubric template, teaching note) are available for download on Zenodo under the same DOI.