Inclusive teaching and learning policy and practice

Building Growth through Inclusion & Diversity, 30 November 2017

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Overview

1. Defining inclusive teaching and learning

2. Drivers for change:

   ➢ Increased understanding of social model of disability

   ➢ Changes in policy landscape and funding

3. Evidence of progress in inclusive teaching & learning

4. Disabled Students Sector Leadership Group & next steps

   ➢ Guidance: Inclusive teaching and learning in HE as a route to excellence

5. Inclusive teaching and learning in practice … over to Phil

Changes in government policy

From 2015:
- the government introduced a £200 student contribution towards cost of computer as this regarded as a mainstream cost for all students.
- contribution for computer hardware only: students are not expected to pay for recommended specialist software or for training to use it.

From 2016:
- the government expects all HEIs to fulfil their responsibilities under the Equalities Act 2010, making reasonable adjustments for *all* disabled students, not just those in receipt of DSAs.
- disabled students should expect to have their needs met through inclusive learning practices and individual reasonable adjustments made by the HEI wherever possible.
- DSAs remain available to supplement the reasonable adjustments made by institutions, and for the provision of more specialist support.
- The Exceptional Case Process has been set up to support any DSA eligible student in dispute with their institution over recommended support as a 'reasonable adjustment'.

Current progress towards a social model

On a scale of 1-10 where 1 is not inclusive and 10 is fully inclusive, how far along do you feel you are in providing an inclusive model of support?
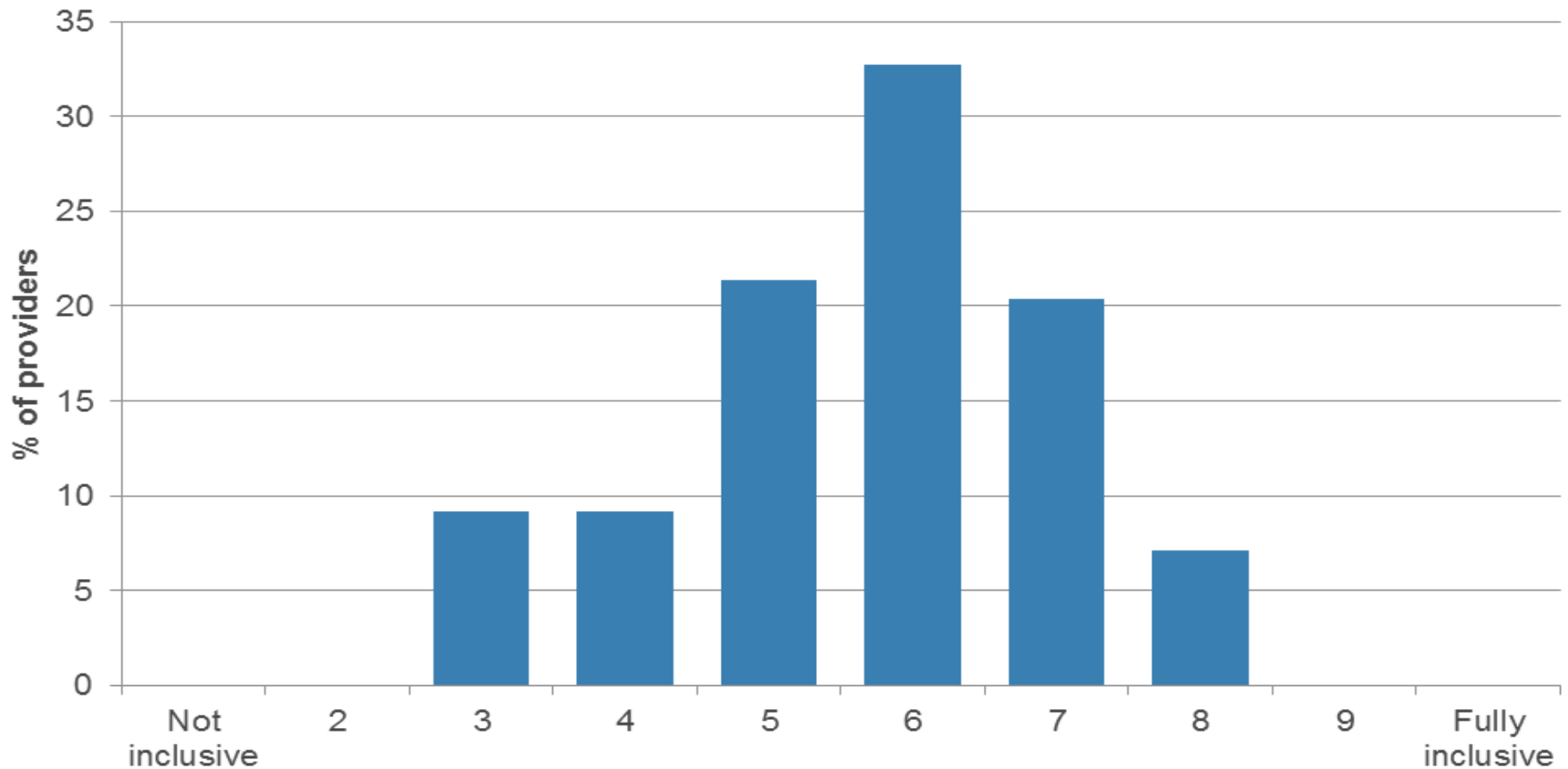
Inclusive practice is widespread but not consistent:

- **45%** say inclusive T and L is embedded on programme & module review
- **52%** have an accessibility plan
- **99%** have on course materials
- **88%** provide lecture notes in advance but only 45% of these do this for all students

Inclusive practice is widespread but not consistent:

- **78%** have lecture capture but over half record less than 20% of lectures

- **92%** provide alternative assessment but usually on case-by-case basis

- Staff training is widespread but not all staff have mandatory training

- Source: http://www.hefce.ac.uk/pubs/rereports/year/2017/modelsofsupport/

Disabled Students Sector Leadership Group

➢ Requires positive leadership - a commitment and engagement of all senior managers

➢ Proactively promoting the benefits of inclusive practice & learning.

➢ Using research to inform and enable

➢ Share good practice

Guidance on Inclusive Teaching and Learning

Inclusive Teaching and Learning in Higher Education as a route to Excellence

January 2017

- Requires strong and effective leadership

- Embed expectations of inclusive learning

- Simple actions can make a big difference to students

- Take a strategic approach to reasonable adjustments

- Listen to your students

- Evaluate your success

- Translating the guidance into practice

➢ Proposal for a high level forum to deliver a change process

➢ Proposal for disability change meetings

➢ Guidance to be broken down into sections for target audiences to make more accessible

➢ Promotion of examples of good practice