



## **Teaching Quality Handbook**

### **Part 10**

#### **Inclusive Practice**

(May 2017)

**Part 10 sets out the policies for inclusive practice.**

## Part 10: Inclusive Practice

### 1. Introduction

- 1.1 In order to meet the requirements of the [Equality Act 2010](#) it is essential that learning, teaching and assessment practices are inclusive of disabled people (e.g. hearing impaired, vision impaired, speech impaired, dyslexic and mobility impaired) with only minimal adjustments.
- 1.2 Please contact the Disability Officer with any accessibility related issues.

### 2. Admissions and induction

- 2.1 All students must be provided with clear, accessible and explicit information to help inform their application choices.
- 2.2 Entry requirements must be non-discriminatory and include appropriate competence standards.
- 2.3 Interviews must provide an equal opportunity to all applicants to demonstrate their strengths.
- 2.4 All students must be introduced to the University in a clearly structured and supported way, with individually tailored induction programmes being provided where necessary.
- 2.5 Students must be encouraged to disclose any impairment to the Disability Officer so that the appropriate support can be provided from the outset. This will involve highlighting the types of assistance available. However, students must also be made aware that it is their right to request that the nature of their impairment be treated as confidential.
- 2.6 If an impairment has been disclosed to a member of staff, the student should be advised to make that declaration to the Disability Officer who will counsel the student on the implications. Only with explicit, informed and written consent given by the student can this information be shared. It then becomes the duty of the Disability Officer to pass on necessary information to other relevant staff for whom the student has given permission.
- 2.7 If any external organisation is involved in a disabled student's programme delivery or assessment, additional consent from the student for passing on relevant information to that third party, and the form in which it is passed on, must be obtained.

- 2.8 The Disability Officer will be given responsibility for co-ordinating support for disabled students, taking into account their specific individual needs.
- 2.9 Generic student handbooks must reference the needs of disabled students and offer advice on institutional policy, disclosure, access, welfare support and facilities and refer them to the Disability Officer for advice.

### 3. Programme design and validation

- 3.1 Programme Development Teams and Programme Leaders must ensure that programmes are designed to be accessible and inclusive such that only minimal adjustments need to be made for individuals.
- 3.2 Learning outcomes and assessment methods in particular must be justifiable in terms of non-discriminatory practice.
- 3.3 Staff should apply the whole QAA UK Quality Code for Higher Education in the context of disability, and not just focus on [Chapter B4 Student Support, Learning Resources and Careers Education, Information, Advice and Guidance \(December 2011\)](#).
- 3.4 Validation procedures must ensure that modules and programmes are inclusive of meet the potential needs of disabled students.
- 3.5 Subject specific handbooks must offer advice on professional body criteria (where applicable), subject specific information and the provision of reasonable adjustments where inclusive practice does not meet their needs. Targeted reading lists should be provided in advance for students with dyslexia and other reading difficulties.

### 4. Lectures

- 4.1 At the start of programmes tutors and lecturers should remind students of the resources available, their rights as disabled students and from where additional support is available.
- 4.2 Tutors and lecturers must ensure disabled students are not disadvantaged by the teaching methods and formats employed.
- 4.3 Lecturers are required to make all handouts and/or briefing notes available from the University intranet 48 hours in advance of lectures. For further guidance see the Style Guide for RAU Documents available from the [Teaching Quality Handbook](#) section of the website.
- 4.4 Lecturers are encouraged to:
  - i) Remain relatively still and face their audience as much as possible so as not to disadvantage students who may lip read.

- ii) Produce high quality accessible presentation slides/PowerPoint, etc. See the Style Guide for RAU Documents available from the [Teaching Quality Handbook](#) section of the website.
- iii) Verbally describe diagrams, images, etc.
- iv) Use microphones if provided so as not to render hearing loops ineffective and disadvantage hearing impaired students.
- v) Seek training, where necessary, in working with sign language interpreters and note takers in order to provide adequate breaks.
- vi) Provide a verbal description of what is being shown and use subtitles when using moving images, e.g. video.

## **5. Practical sessions**

- 5.1 Wherever possible, practical sessions must be developed to involve and include disabled people without compromising academic standards, if not they must devise equivalent ways of accessing the learning experience.
- 5.2 Staff are encouraged to:
- i) Develop virtual or observation alternatives where appropriate.
  - ii) Anticipate the needs of students with impairments when purchasing equipment.
  - iii) Adapt equipment to take into account various needs, e.g. adding rubber grips to equipment for students with motor difficulties.
  - iv) Ensure additional equipment, such as screen readers, is available where computers are necessary.
  - v) Consider flexible timetabling. Some students may need longer to carry out practical work.

## **6. Group work**

- 6.1 Staff are expected to ensure that group work is a positive learning experience for disabled students and that they pay due regard to eliminating opportunities for harassment of disabled students in a group setting. For some students group work may not be useful as a learning experience.
- 6.2 Some adjustments may be necessary to ensure that disabled students can fully contribute to and benefit from group projects. This may require supporting and advising other students within the group to ensure that they are fully included. However this should only be done in conjunction with the disabled student to ensure that issues of confidentiality are observed.
- 6.3 Where group work includes a presentation of findings, it may be necessary to employ alternative assessment methods, e.g. video recordings of presentations.

- 6.4 Staff should try to ensure that group work is properly managed, e.g. in terms of turn taking or reducing the number of multiple conversations and interruptions.

## **7. Work placements, field trips and study abroad**

- 7.1 Field trips, including day visits, should be organised with the needs of disabled students in mind, such as mobility difficulties or impaired sight or hearing.
- 7.2 When a student is undertaking practical work experience as part of their vocational training, the work placement provider has a duty under the Equality Act not to act in a discriminatory manner. Where a student is studying at another education institution within the UK, that institution will also have duties under the Equality Act.
- 7.3 Placement officers must ensure that the work placement provider will not discriminate against the student. Students studying or on work placement abroad are also covered by the Equality Act. Therefore checks must be in place to ensure that the UK legislative requirements are met.
- 7.4 The responsibility for not discriminating against a disabled student while on work placement depends on the precise nature of the arrangement between the placement and the University. Both the University and the third party may have some responsibility.
- 7.5 Health and Safety assessments and placement checklists, which incorporate questions relating to the Equality Act, should be in place to ensure that general issues are considered. However, staff are also expected to hold discussions with placement providers and students, possibly involving the Disability Officer, to ensure that the needs of the student are met.
- 7.6 If an external organisation is involved in a disabled student's programme delivery or assessment, explicit consent from the student for passing on relevant information to that third party, and the form in which it is passed on, must be obtained. External organisations must be made aware of any requirements for confidentiality.

## **8. Assessment**

- 8.1 Assessment must provide each student with an equal opportunity to demonstrate their competence. This may require making reasonable adjustments to assessment practice without compromising standards.
- 8.2. Staff are encouraged to:
- i) Alter the mode of an assessment if a particular method poses unnecessary barriers, so long as the same criteria are assessed to the same standard.

- ii) Make adjustments to assignments, e.g. allowing a student to submit a piece of work on video rather than in writing, recording presentation rather than performing in person/public etc.
- iii) Make adjustments to the design or delivery of an examination.
- iv) Offer all students a choice of assessment method (rather than simply offering disabled students an alternative assessment method). This enables disabled students to choose their assessment method without necessarily disclosing a disability or requiring adjustments.
- v) Offer support in researching booklists for those unable to 'browse' in the library.
- vi) Provide feedback on coursework in alternative formats.
- vii) Set flexible deadlines for those with variable conditions.

## 9. Useful resources

- 9.1 This policy document has been adapted from ['Disability Legislation: Practical Guidance for Academic Staff'](#) (revised 2010) produced by the Equality Challenge Unit and the HE Academy.
- 9.2 [DSSLG Report is accessible here](#)
- 9.3 Other useful resources are available from:
  - i) [HEFCE information on inclusive practice](#)
  - ii) The [Inclusive Curriculum Project \(ICP\) website](#). The ICP team have produced a series of nine staff guides and one student guide designed to support disabled students in HE. These are free to download.
  - iii) The [AltFormat website](#) which provides information on alternative format learning materials for visually impaired and dyslexic students.
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