Inclusive Learning and Teaching Review Toolkit.

Designed for lecturers.

May 2020

Introduction

Brunel is committed to providing inclusive learning and teaching and empowering all students to achieve their potential. The Inclusive Learning and Teaching Toolkit is designed to support Brunel staff to reflect on how to embed inclusive practice in all aspects of the academic cycle. Three toolkits have been produced – this one is designed to support lecturers, while other toolkits have been designed for use at departmental and university level.

Why do we need a toolkit?

Analysis of Brunel data from the last five years shows that there is a statistically significant discrepancy in the rate of good degrees (a First or 2:1 classification) awarded to Black, Asian, Muslim, Mature and Male students when compared to their peers. This discrepancy is known as the 'awarding gap' and it remains when entry qualifications are considered.

Brunel is committed to eliminating the non-continuation rates (commonly known as 'drop-out rates') and awarding gaps between students from underrepresented groups. Developing an inclusive curriculum fosters a sense of belonging and enables all students to relate to and engage with their academic material, ensuring equitable outcomes and improving the student experience.

What is inclusive practice?

Inclusive practice in teaching and learning can be defined as:

 "the ways in which pedagogy, curricula and assessment are designed and delivered to engage students in learning that is meaningful, relevant and accessible to all. It embraces a view of the individual and individual difference as the source of diversity that can enrich the lives and learning of others." Hockings, C. (2010, p. 1)
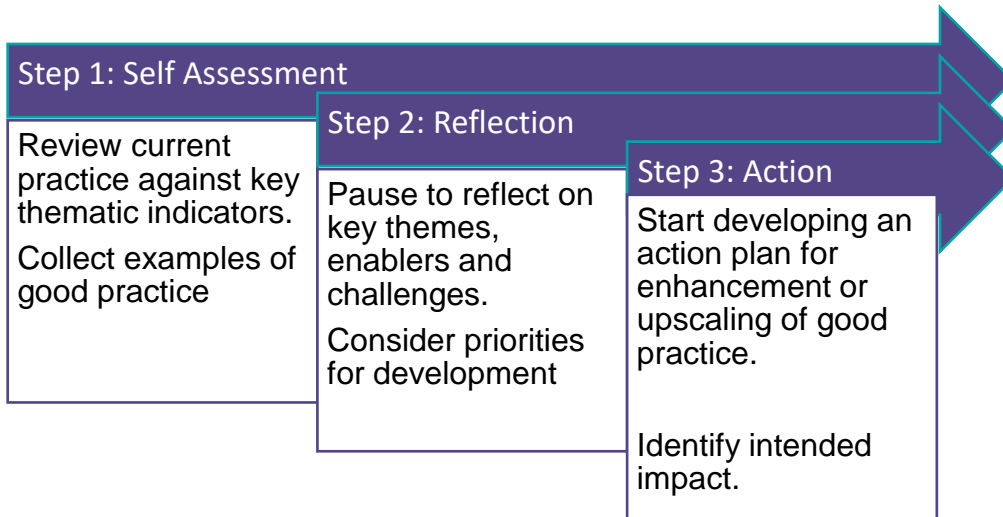
Who are our students?

When thinking about inclusivity, consider Brunel's diverse student body and the nine protected characteristics within the Equality Act (age, disability, sex, gender reassignment, race, religion or belief,
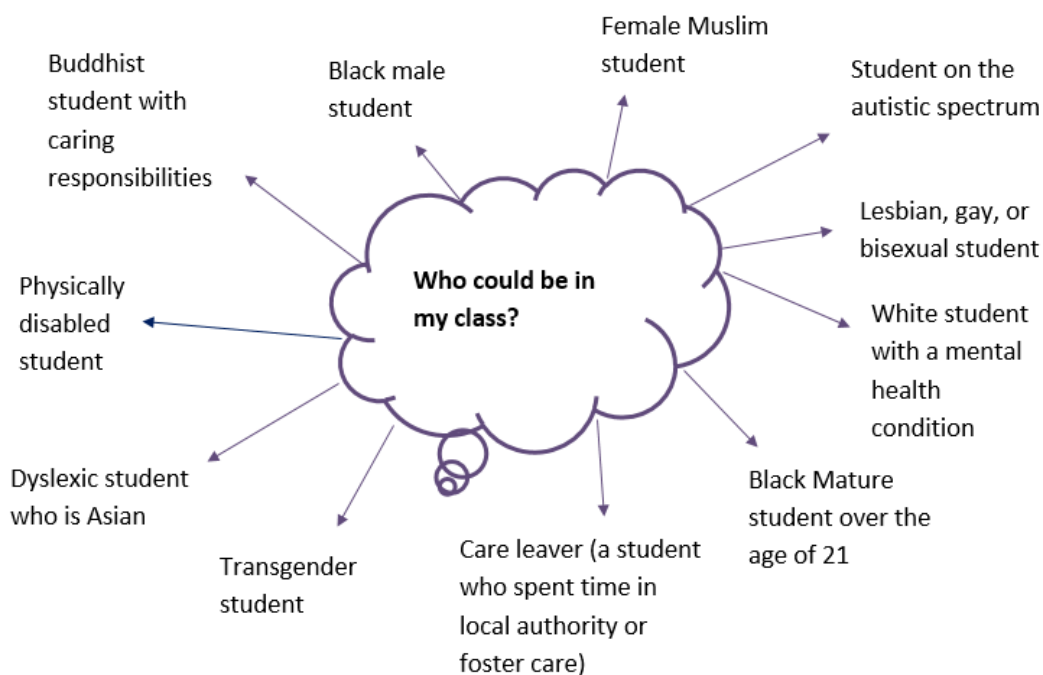
sexual orientation, marriage and civil partnership and pregnancy and maternity) as well as students who may be under-represented within higher education. For example:

Using this toolkit

This toolkit will take users through three key stages.

Step 1: Self Assessment

Review current practice against key thematic indicators.

Collect examples of good practice

Step 2: Reflection

Pause to reflect on key themes, enablers and challenges.

Consider priorities for development

Step 3: Action

Start developing an action plan for enhancement or upscaling of good practice.

Identify intended impact.

The self-assessment toolkit guides users through eight **themes** relating to inclusive learning and teaching.

Fig 1: Eight themes of inclusive practice
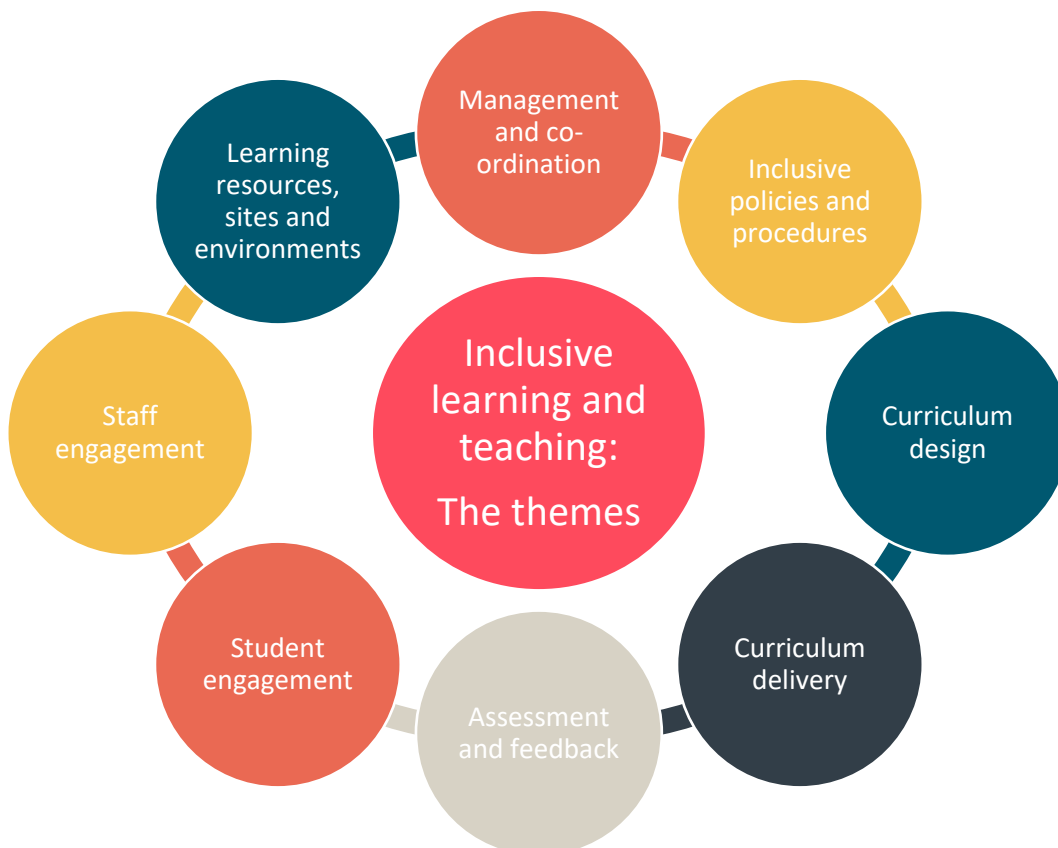
Each theme has a number of **indicators of good practice** which can be **discussed and interpreted** within your context. The 'comments' section can be used to record **evidence** to support the scoring.

This can also note areas of concern, ideas for development, and, importantly, note any **existing good practice**.

Step One: Self-Assessment

1.1 Theme: Curriculum design

Inclusive curriculum design **embeds consideration of equality, diversity and inclusion (EDI)** into the configuration of the programme, the various pathways a learner might take in traversing it, and the knowledge with which they will interact along the way. It anticipates and provides for a range of student needs.

Indicator	Fully met	Partially met	Not met	Comments/good practice examples
Accessibility[1] of and flexibility in programmes of study that allow students to input on their learning pathways.				Click or tap here to enter text.
Accessibility of learning outcomes and / or competence standards.				Click or tap here to enter text.
Considerations of EDI within learning outcomes and / or competence standards.				Click or tap here to enter text.
Tackling of the impact of own identity, cultural assumptions and 'unconscious biases' as part of the design process.				Click or tap here to enter text.

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[1] When thinking about accessibility, aim to be as inclusive as possible, anticipating the needs of all students.

Indicator	Fully met	Partially met	Not met	Comments/good practice examples
Opportunities for students to co-create their curricula.				Click or tap here to enter text.
Course content that facilitates exploration of themes of equality, diversity, inclusivity and cultural relativity				Click or tap here to enter text.
Course content that covers multiple perspectives and contributions by people from multiple cultures and backgrounds.				Click or tap here to enter text.
A reflective approach to curriculum design which critically considers the history and formation of the discipline: biases, structures of power, and participation of diverse scholarship and expertise.				Click or tap here to enter text.
Classroom observation and peer review activities consider diversity and inclusion.				Click or tap here to enter text.

1.2 Theme: Curriculum delivery

Inclusive curriculum delivery is concerned with the **methods** by which curricula are taught, the **materials and activities** used to support learning, and the **classroom cultures** fostered by student-staff interactions.

Aim to create environments and learning experiences in which all students can feel like they **belong,** in which they are engaged and not made to feel isolated and excluded. This means considering the extent to which we create **safe and collaborative** spaces, conducive to learning and **respectful enquiry**; and that we engage with our students as people, **valuing** their diverse identities and experience.

Indicator	Fully met	Partially met	Not met	Comments/good practice examples
Creation of accessible, safe and collaborative environments of mutual respect and honesty conducive to student learning.				Click or tap here to enter text.
A range of teaching approaches and learning activities that are accessible and encourage active participation of all students.				Click or tap here to enter text.
Knowledge of student cohorts and adaptation of curriculum delivery to cohort and individual requirements.				Click or tap here to enter text.
Empowerment of students to take responsibility for their own learning and that of their peers, acting as partners in their learning experience.				Click or tap here to enter text.

Indicator	Fully met	Partially met	Not met	Comments/good practice examples
Opportunities for students to relate course content to their own experiences, encouraging and affirming the value of sharing diverse perspectives and interpretations				Click or tap here to enter text.
Foundations are laid for respectful critical enquiry of curriculum content: there is preparation and contextualisation of content which may create tensions.				Click or tap here to enter text.
Opportunities for students to work interactively in diverse and mixed groups, supported with guidance and support on inclusive behaviours				Click or tap here to enter text.
Integration of themes of equality, diversity and inclusivity into learning materials and activities.				Click or tap here to enter text.
Accessible learning materials and resources available to students in advance of curriculum delivery.				Click or tap here to enter text.
Modelling inclusivity through diversification of materials and references.				Click or tap here to enter text.
Modelling inclusivity through checking cultural assumptions and references (e.g. contextualise idioms, acronyms, and Eurocentric references).				Click or tap here to enter text.

Indicator	Fully met	Partially met	Not met	Comments/good practice examples
Use of inclusive language and address.				Click or tap here to enter text.
Avoiding stereotyping (or actively countering this)				Click or tap here to enter text.

1.3 Theme: Assessment and feedback

Assessment and feedback processes are **clear, flexible, authentic** and **well-planned** to ensure all students can evidence they have met their learning outcomes. There is a careful reflection of the **diversity of student educational and personal backgrounds**, and consideration of how all students may be given the **opportunity to demonstrate their potential**

Indicator	Fully met	Partially met	Not met	Comments/good practice examples
A range of **assessment** approaches that are accessible, non-discriminatory, and timely.				Click or tap here to enter text.
A range of **feedback** approaches that are accessible, interactive, ongoing and timely.				Click or tap here to enter text.
Incorporation of student choice in assessment practices.				Click or tap here to enter text.
Opportunities to critically engage with equality, diversity and inclusivity themes in assessments that relate to real life scenarios.				Click or tap here to enter text.

Indicator	Fully met	Partially met	Not met	Comments/good practice examples
Preparation, engagement and support of students throughout the assessment process that develops their assessment literacy.				Click or tap here to enter text.
Opportunities for students to act as partners in the assessment and feedback process.				Click or tap here to enter text.

1.4 Theme: Staff engagement

Consider staff development opportunities to build **capacity, confidence and competence** in the embedding of equality, diversity and inclusion in the curriculum. This includes developing relevant **professional practice**, undertaking **self-reflection**, and engagement with building and **sharing best practice** with others.

Indicator	Fully met	Partially met	Not met	Comments/good practice examples
Exploration of own identity, cultural assumptions and 'unconscious biases' in relation to curriculum design, delivery and assessment.				Click or tap here to enter text.
Consideration of staff teaching and learning preferences and influence on course construction

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| Provision and take-up of continuing professional development in enhancing inclusive learning and teaching to enhance practice. | | | | Click or tap here to enter text. |

Indicator	Fully met	Partially met	Not met	Comments/good practice examples
Evidence of best practice in inclusive teaching and learning is collated and shared with others.				Click or tap here to enter text.

1.5 Theme: Learning resources, sites and environments

Embedding equality, diversity and inclusion into the ways in which the university works with, manages and utilises the **spaces** in which learning takes place, the **services** through which learning is supported, and the **resources** by which learning is enhanced.

Indicator	Fully met	Partially met	Not met	Comments/good practice examples
Provision of accessible and inclusive learning resources (including reading lists, handbooks and materials) and technologies to enable student access to and engagement with the curriculum. This includes additional/alternative arrangements where required.				Click or tap here to enter text.

Indicator	Fully met	Partially met	Not met	Comments/good practice examples
Learning material should conform to the Web Content Accessibility Guidelines (WCAG 2.1) This is a legal obligation from September 2020.				Click or tap here to enter text.
Liaison with external learning partners (including placements and internships) to ensure learning spaces, resources, delivery and support reflect the chosen approach to inclusive learning and teaching.				Click or tap here to enter text.

1.6 Theme: Inclusive policies and procedures

Effective, efficient and inclusive policies and procedures can provide a framework for embedding of equality, diversity and inclusivity in the curriculum. Individuals, programme leads and departments can consider which policies and procedures are within their influence to change/enhance, as well as how policies are 'locally' communicated and championed.

Indicator	Fully met	Partially met	Not met	Comments/good practice examples
I provide input into policies which impact inclusive learning and teaching practices and monitor and evaluate their impact.				Click or tap here to enter text.

1.7 Theme: Student engagement

The engagement of **diverse students** will support effective embedding of equality, diversity and inclusivity in the curriculum. Also consider how the local **infrastructure** and **culture** of student engagement can strengthen approaches towards inclusive curricula.

Note that partnership working with students is a key requirement of OfS Access and Participation approaches[2], but also relates to a key premise of diversity work from disability activism: "Nothing about us, without us"

Indicator	Fully met	Partially met	Not met	Comments/good practice examples
A culture of student engagement, with a range of opportunities for students to engage with inclusive curricula and practices at departmental or programme level.				Click or tap here to enter text.
A diverse range of students (modes and levels of study, protected characteristics, country of origin) contributing to inclusive learning and teaching approaches.				Click or tap here to enter text.
Student engagement is recognised and valued (e.g. clear responses to feedback, 'you said, we did', acknowledgement of labour in reports and discussions).				Click or tap here to enter text.

1.8 Theme: Management and co-ordination

Strong management, organisation and co-ordination provide a robust **infrastructure and strategic oversight** for the successful embedding of equality, diversity and inclusivity in the curriculum. Consider also the role of management and leadership in ensuring that enhancements do not take place 'in silo' or that staff bear unequal labour in engaging in this work.

Indicator	Fully met	Partially met	Not met	Comments/good practice examples
Effective partnership working between teams, departments and with external stakeholders.				Click or tap here to enter text.

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[2] Office for Students Regulatory Advice 6 p. 41

Step Two: Reflection

Once the initial self-assessment has been completed, these questions may help further reflection on next steps, and how to approach individual and peer development.

Where possible, consider discussing these questions with a peer, or in a group:

Where approaches or indicators demonstrate good practice, what factors helped to achieve this?

Reflective questions	Answers/notes:
What opportunities, resources, support, and habits have aided development, consistency or sustainability of good practice?	Click or tap here to enter text.
Who has helped, supported or informed you?	Click or tap here to enter text.
Knowing this, how can you use these to keep momentum going forward?	Click or tap here to enter text.
How could you support a colleague to enhance their practice?	Click or tap here to enter text.

Where approaches or indicators lack evidence of best practice, consider why and how to move forward:

Reflective questions	Answers/notes:
Why do you think progression has been slower, harder to reach, or yet to occur?	Click or tap here to enter text.
Which of these barriers or considerations is within your power or influence to change?	Click or tap here to enter text.
Can and should this be an area to prioritise going forward? Why/why not?	Click or tap here to enter text.
Which colleagues could support you moving forward?	Click or tap here to enter text.

Finally, consider the following:

Reflective questions	Answers/notes:
What is your biggest concern in further enhancing your approach to inclusive teaching?	Click or tap here to enter text.
What are you most proud of in your practice?	Click or tap here to enter text.
Why is developing inclusive practice important to you?	Click or tap here to enter text.

Step Three: Action

On the next page is a sample action plan which could be used to focus future efforts and build capacity for professional, disciplinary or institutional development.

Consider that some actions may enhance multiple approaches and indicators, as well as benefitting multiple groups or identities of students. Consider also:

+ **Resources**: explore what is currently available within the university. This could be at module, programme, departmental, or university level, or relate to a particular campus or site. It could also come from central support services, or academic research expertise. Externally, consider what is available at sector level or within the relevant discipline(s). Consider working in partnership with another colleague or department to 'plug' resource gaps.

+ **Prioritisation:** Individual practitioners may wish to consider the needs of their particular skills, discipline, and the make-up of their current or future cohorts.

Wherever possible:

+ cross-reference and align actions with other ongoing actions or strategies to enhance work and understanding **across the university**

+ Consider how your plans could be **supported** through personal staff development or appraisal structures.

Your first action?

Throughout Step 1 you may have identified a number of areas of **good practice.** Design an action that would help share these good practice examples more widely.

Development Plan Template

Specific practice to start/change/develop/share:	Relevant approach or indicator	Who will benefit? How?	Who can help?	Timing/Priority	Other Resources
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
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