Inclusive Practice Suggestions

Teachers should utilise a range of teaching pedagogy that is inclusive.

Lectures

- Use of multi-media and delivery methods in teaching sessions

- Including a variety of activities within programmes of study, such as questions, discussions, practical activities, etc

- Clearly define all tasks in advance, including assessment and group activity

- Clearly defined instructions, deadlines and clear outcomes

- Avoid ambiguous or over complicated language/instructions

- Provision of a glossary of main terms and concepts for all topics. This is most useful if in advance of starting teaching in this subject area

- Facilitate the recording of lectures and group sessions by individual students

- Recording and making available all synchronous (live) online learning to enable students to access and review content afterwards

Inclusive Practice Suggestions

- Providing accessible electronic formats of lecture notes and presentations and supervision handouts, in advance on the VLE. **At least** 24-48 hours in advance

- Ensure captioning (subtitles) of all video materials

- Build in sufficient time during question and answer sessions and group discussion to enable students with communication barriers to formulate ideas and take part in discussions

- Ensure students can take rest breaks in teaching and assessment activities if needed

- Allow time at the end of teaching for students to ask clarification questions or raise issues

- Advance notice of any changes such as timetable or room changes

- Use Arial font 12 in written communications

- Give access to individual practice sessions for presentations

Inclusive Practice Suggestions

Online

Lecture principles above apply equally in an online environment but just need to be delivered differently.

- consideration of clarity of instructions and clear and unambiguous communication and materials

- Clear advance notice of timings

- Clear advance notice of what to expect and how this fits with assignment tasks

- Advance notice of any activities or tasks with clear explanations of how they will work

- Proactive check-ins with students afterwards to gauge understanding of key instructions

- Recording the session and circulating this to students

- Clear expectations in terms of cameras being on and/or off and use of online forums should be set out at the start

- Support and information about accessing the online platforms

Inclusive Practice Suggestions

Physical/Mobility and Sensory Impairment Adjustments

The adjustments for students with more complex needs are suggested through the Reasonable Adjustment Plan (RAP) and due to the nature of the disabilities would constitute discussions with the course team. For example;

How will fieldwork/teaching practice/laboratory work be carried out? Will the student need the help of an assistant?

Use of converser radio aids in lectures.

Specialist Seating

Specialist Notetaking support