

IncludeAll: Inclusive Practice

Self-Assessment Checklist for Award Teams

The purpose of this checklist is as an aide memoire to help award teams reflect on their practice rather than as a prescriptive set of regulations for all to conform. It is anticipated that many of the statements listed here will either mirror existing practice in various curriculum areas of the University or they will have been considered as staff gain increasing awareness of inclusive practice. Therefore this checklist may be aspirational in parts and designed to prompt reflection, encouraging award teams to consider how they can, within the confines of what can realistically be changed, make their existing good practice even better.

Please note that although there is an emphasis on ethnicity and gender to tie in with our work around the attainment of BAME students, the Equality Challenge Unit's Race Equality Charter Mark and the Athena SWAN Charter, monitoring should include all areas of diversity.

In consideration of the whole of your award, for each statement in the checklist below, place a tick in the appropriate column.

	Always	Usually	Sometimes	Rarely	Never
Data analysis					
The diversity data for the award is analysed and acted upon					
The percentage of BAME, disabled and mature students on the course is benchmarked year on year					
The attainment of BAME and disabled students is monitored at module and award level					
The attainment gap between white and BAME students is monitored					
Analysis of the diversity data for the award impacts on curriculum planning and specific changes can be identified					

The ethnic profile of the staff teaching on the award is recorded and monitored					
Marketing and advertising					
The marketing information, including faculty and school webpages, for the award celebrates diversity to attract a diverse student body					
Specific quotes from a diverse range of students are used to attract new entrants					
Information about the award for prospective students is inclusive in terms of language and imagery					
Where selection interviews occur, any barriers to recruiting a diverse range of students are removed					
All staff involved in the student recruitment process routinely have refresher training about unconscious bias					
Curriculum planning					
Induction covers study skills, independent learning, plagiarism, language skills, expected behaviour and general support available?					
The content and structure of the award is scrutinised to remove any potential barriers to supporting the success of a diverse range of students					
Where visiting speakers are part of the curriculum, there is representation from BAME and disabled people					
Where visits are part of the curriculum, these are planned with a diverse range of students in mind					
Where placements are part of the curriculum, these are planned with a diverse range of students in mind					
The curriculum is planned in anticipation of some students needing additional study support					
The EILTs scores of students is shared with all module tutors					

The pre-entry qualifications of students is shared with all module tutors					
The student induction programme ensures that specific support for BAME, international, disabled and mature students is identified if required					
In the allocation of personal tutors, the needs of specific students is taken into consideration					
Module and award handbooks are in plain English free of jargon and include standard information pointing to study skills, disability and faculty guidance support and stance on discrimination					
Any related professional or qualification bodies consulted around reasonable adjustments for disabled students					
Take into account the needs of teaching staff with disabilities when planning and when booking rooms					
Teaching methods and resources					
Across the award, a wide range of teaching methods is used so as to meet the learning styles and preferences for all students					
A strategic review of the teaching methods across all the modules is undertaken to ensure that there is a variety used					
The module and award-level learning outcomes are reviewed so as not to disadvantage any students					
The teaching methods support the success of learners from both traditional and non-traditional educational experiences					
Across the award, the way in which group-work is conducted is monitored so as not to disadvantage any students					
The key texts, case studies and other materials are reviewed to check that their language and imagery are inclusive					
Across the award, learning resources are uploaded into					

BlackBoard so that students can access them before lectures					
The inclusive practice of all lecturers on the award is a focus within teaching observations					
Assessment and feedback regime					
A range of assessment methods is used across the award					
On some modules, there is a choice of assessment methods					
Where possible, module tutors co-construct the assessments and/or the related criteria with students					
Early formative assessments are used to diagnose which students need extra study skills support					
Module tutors work in partnership with student-skills tutors to provide support for the assessments					
In preparation for assessments, module tutors provide support to all students					
In preparation for assessments, module tutors go through example assessments with students					
In preparation for assessments, module tutors go through exercises which enable students to understand the assessment criteria					
In addition to individual feedback, group-feedback is given to highlight key strengths and weaknesses					
Staff development					
Update training for staff on inclusive practice is discussed at team meetings					
Update training for staff on inclusive practice is included in staff appraisals					
Update training/briefing on BAME and international students is made available to staff					

Update training/briefing on disabled students is made available to staff					
Update training/briefing on mature students is made available to staff					

Inclusive practice award-level action-plan

Analysing the responses to the checklist above, the award team have decided to focus on the following:

Issue(s) to be addressed /enhanced	Action	Lead responsibility	By when
For BAME students			
For disabled students			
For mature students			

This document is part of an inclusive practice 'toolkit' - *IncludeAll*. The whole Toolkit, as one complete document or as separate documents, can be found on the University website at www.staffs.ac.uk/inclusivepractice .

It is split into four sections: Core Concepts; Inclusive by Design; Enhancing Practice; Checklists for Self-reflection.

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Staffordshire University,
August 2015