Accessible and Inclusive Learning Policy

July 2017

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Rationale

A key motivation of our community is that we believe all learners should be facilitated in reaching their academic potential. To this end The University of Glasgow is committed to ensuring that all students can equally participate in every aspect of the learning and teaching process by mainstreaming adjustments in teaching practice. We aim for our learning environment to be as inclusive as possible, so that individual interventions are the exception and not the rule.

Aim

The aim of the Accessible and Inclusive Learning Policy is to meet the requirements of the Equality Act (2010) and the UK Quality Code through the provision of accessible and inclusive learning, teaching and assessment materials and methods. This will provide support to students who must ensure they meet the learning outcomes of their courses, regardless of disability.

Scope

The Accessible and Inclusive Learning Policy applies to all provision and all members of the University community including;

- All students, including visiting and placement students.
- All members of staff holding a contract of employment, and staff from other institutions on placement at, or visiting the University.
- Individuals with honorary or affiliate status.
- All learning opportunities, credit-bearing and non-credit bearing, provided by the University.

The Accessible and Inclusive Learning Policy

1. The University community will endeavour, wherever possible, to ensure that all **teaching materials** are made available to students in advance.

   a. For reading lists: four weeks in advance of the start of the course, using the University Library's @readinglists facility.
   b. For teaching materials that support learning throughout the course: one working day in advance of the teaching event they relate to.
   c. For follow up or additional teaching material: within three working days after the last delivery of the teaching event.
   d. Teaching materials should be provided in an electronic format, where appropriate and possible.

2. The University community will attempt, wherever possible, to ensure that all **learning, teaching and assessment methods** are accessible to all students (for course design guidelines and examples of accessible teaching material see appendices A & B)

   a. Course Information documents and/or handbooks, must include method of course delivery, assessment information, including assessment type, indicative marking criteria and prospective assessment dates, and should be available in electronic format.
   b. Course Convenors must recommend e-books when possible to be available alongside printed copies for all core texts.

c. In exceptional cases, where it is necessary to change assessment methods to ensure accessibility for individuals, Course Convenors should approach the Clerk of Senate to instigate a case conference at the earliest opportunity.

3. Where it is not possible to comply with 1 and 2, there must be a justifiable pedagogic reason (for example relating to accreditation or national competency standards) that is justified to the School's Course Approval Committee, and is made clear to all students, in advance, through the course or programme handbook.

4. The University community will endeavour, wherever possible, to notify students in writing (e.g. Moodle, SMS, email) of alterations to their timetable and accommodation that do not appear within My Campus to assist with planning.

5. Audio recording of lectures will be permitted (as per the Lecture Recording policy - http://www.gla.ac.uk/media/media_359179_en.pdf).

6. Worn microphones will be utilised by staff where the technology is available and appropriate.

7. Complaints will be handled via the framework in place to deal with concerns or complaints raised by any member of staff or student (see Complaints Procedure).

Roles and Responsibilities

Responsibility for implementing the Accessible and Inclusive Learning Policy falls to (see Appendix D):

- Academic/Course Convenors
- Students
- The Disability Service
- Disability Coordinators
- Advisers of Studies
- The Disability Equality Champion
- The Equality and Diversity Unit
- The Learning Enhancement and Academic Development Service

Implementing the Policy

The Accessible and Inclusive Learning Policy must be implemented at the point of course design or redesign from the start of the academic session 2017-18. Academic staff are encouraged to review other existing provision and consider adjustments to comply with the Policy at the earliest opportunity.

Progress and feedback on implementation will be gathered via the Periodic Subject Review process and from Student Representative Council Disability Representatives to the Equality and Diversity Unit and the Disability Equality Group.

Review

The Working Group will report to LTC on the dissemination and implementation of the policy in one year (June 2018).

The Accessible and Inclusive Learning Policy will be formally reviewed by the Disability Equality Group, and the Learning and Teaching Committee in three years' time.

Relevant Documents

- Equality Act 2010

Links to other relevant policies and processes

Lecture Recording Policy -
www.gla.ac.uk/media/media_359179_en.pdf

Accessible Events Policy -
www.gla.ac.uk/services/humanresources/equalitydiversity/policy/accessevents/

Absence Reporting or Good Cause Claim - www.gla.ac.uk/media/media_424718_en.pdf

Assessment Policy - www.gla.ac.uk/media/media_192549_en.pdf

Course and Programme Design Approval -
www.gla.ac.uk/services/senateoffice/qea/progdesignapproval/

Complaints Procedure-
www.gla.ac.uk/services/senateoffice/policies/calendar/calendar2017-
18/feesandgeneral/complaints/reg29/

Appendices

Appendix A. Course Design guidelines

In designing programmes and courses, academic staff members are expected to attend to good practice in creating accessible provision from the outset.

Course Convenors, prior to the commencement of the course, must ensure that they know which students on their course require adjustments. In addition to implementing these agreed adjustments, academics also have a duty of care to provide relevant information on these adjustments to those who need to know (for example teaching colleagues and GTAs) to support the student learning experience, whilst respecting confidentiality.

On occasion the adjustments may pose a challenge for the School and the academic staff member who is responsible. The Disability Coordinator is an effective source of support in the first instance, while advice on good practice in design can also be obtained from the Learning Enhancement and Academic Development Service [www.gla.ac.uk/myglasgow/leads/goodpractice/]. Complex or exceptional cases should include a discussion with both the Disability Service and the Learning Enhancement and Academic Development Service. Measures for adjustments to assessment methods of a course or programme should be discussed via a case conference with the Clerk of Senate.

The Senate Office provides policy, regulations and resources for programme and course design [www.gla.ac.uk/services/senateoffice/qea/progdesignapproval/coursedesign/].

The Teachability materials provide a wealth of resources for the design of learning experiences, considering the impacts of these on disabled students [www.teachability.strath.ac.uk/].

This inclusive teaching toolkit from University College London is also a useful general resource [https://www.ucl.ac.uk/teaching-learning/inclusive-teaching-toolkit].

JISC resources provided through TechDis are also a useful reference for the integration of technology into learning, teaching and assessment [https://www.jisc.ac.uk/guides/supporting-an-inclusive-learner-experience-in-higher-education].

Staff should be aware of the need to conduct an accessibility audit of their reading lists. This can be undertaken in conjunction with the University Library.

Appendix B. Examples of accessible teaching

Inclusive and accessible teaching materials

The following provides an oversight to learning materials that are more accessible/usable to all students but particularly those with additional needs. Instead of adjustments for those classes with students with disabilities, these are examples of good practice which are relevant to all classes and Schools.

- Teaching materials should be available in electronic format where appropriate and possible.
- Using fonts that maximise legibility and readability, e.g. generally Arial or another sans serif font.
- Using at least 14 point on printed documents, or above 14 point on request.
- Using good colour-contrast to make all materials more easily readable, this is particularly relevant to PowerPoint presentations.

Accessibility for learning experiences outside the classroom

Students who undertake academic and other experiences outside the classroom during their University career should be expected to undertake a risk assessment, which covers aspects of personal safety and health. Academic Schools will be aware of disabilities which have been disclosed by students through the course of their studies, and will take these into account when planning placements, visit and field courses. However, students should be encouraged to disclose (in confidence) medical conditions which during the normal course of their studies would not present any inconvenience to themselves, peers or teachers, but in external environments may present a hazard.

Examples could include:

- Students who have undisclosed diabetes. Their condition may be well-controlled in the University environments, but problems may occur in areas that do not have sufficient refrigeration, or where local conditions may result in them having poor and/or intermittent nutrition.
- Students who have epilepsy.
- Students who have mental health issues. The additional stresses which can be brought about in external environments can exacerbate particular conditions such as anxiety or depression.
- Students who have asthma or other respiratory illnesses. Respiratory complaints may be aggravated in particular environments, and may require medical attention.

Appendix C. Examination arrangements

The Disability Service assesses the needs and agrees the appropriate support that is required for a disabled student for their exam diet and this is then implemented by Registry and Schools. Registry, Schools and Disability Coordinators share the responsibility for making examination arrangements for disabled students, ranging from additional time in the main examination room to organising the use of a computer, individual examination rooms, scribes and/or readers. If a student requests irregular or unusual examination provisions please tell the student to contact the Disability Service.

Not all students who are permitted to use a computer, require a separate room. There is a centralised facility in the University Library for students in this category. This computer cluster is the responsibility of IT Services and Registry organises the booking of places for this facility.

Invigilators are provided centrally, and the Disability Service is involved in their training. It is vitally important that all invigilators are made aware of approved examination adjustments for disabled students, whether in the main examination hall or in a separate room. Additional comments for invigilator awareness are included in the MyCampus Disability entry.

In cases of emergency, for example students becoming unwell or injured shortly before examinations and for whom reasonable adjustments need to be made, the Clerk of Senate has authority to recommend and approve such adjustments for the examination diet concerned. The Clerk of Senate may take this action whether or not the student is registered with the Disability Service. It is important that all cases are referred to, and adjustments determined by, the Clerk of Senate. If the effects of the temporary disability continue, the student should be referred to the Disability Service for a needs assessment and normal procedures followed to establish continuing adjustments.

Appendix D. Clarification of the responsibilities of individuals that will implement the Accessible and Inclusive Learning Policy.

Academic Programme Convenors

Academic Programme Convenors are responsible for reviewing the curriculum of their programmes and identifying appropriate inclusive approaches. There is an expectation that academic programme conveners will give due consideration to students with disabilities. Where there are educational experiences outwith traditional lectures and seminars, reasonable adjustments should be made on a case by case basis in consultation with the student wherever possible.

School Course Approval Committees (or Director of Learning and Teaching)

School Course Approval Committees (or Directors of Learning and Teaching) are responsible for reviewing courses and programmes submitted for approval for inclusive approaches.

Students

All students who wish to access support have a responsibility to inform the University Disability Service, as soon as possible, of disabilities or medical conditions so that support can be provided (http://www.gla.ac.uk/services/disability/). Students may provide feedback via the Disability Advisor and/or the Course or Disability Coordinator.

The Disability Service

The Disability Service is responsible for providing advice to students and staff on disability related matters. They will provide an individual needs assessment report for those who are eligible for Disabled Students' Allowance. Additionally, they will engage with and receive consent from students to create, store and/or communicate information on student disability and support needs to all relevant parties. The Disability team will approve the Disability Entry on My Campus, which is stored under health information. After approval, an email alert is sent to the student, the student's Adviser of Studies or supervisor(s), Registry, the Library, Residential Services (when appropriate) and the relevant Disability Coordinator for the School or College. The Disability Coordinator is responsible for forwarding the information on a 'need-to-know' basis to tutors and course coordinators. Confidential information in medical letters or educational psychologist reports is never divulged to academic Schools and Colleges.

Disability Coordinators

The Disability Coordinators are School-based staff with responsibility for ensuring relevant academic and administrative staff are aware of students' disability provisions and responsible for coordinating School-based support.

The Disability Equality Champion

The Disability Equality Champion is responsible for reviewing compliance with this policy and making recommendations to the Disability Equality Group for amendments to policy and practice.

The Equality and Diversity Unit

The Unit is responsible for promoting best practice in equality and diversity and embedding all aspects of equality and diversity within the University community.

The Learning Enhancement and Academic Development Service

The Learning Enhancement and Academic Development Service can provide advice on course design guidelines and support staff to develop accessible teaching material.

IT Services

To enable Echo360 recording and lapel microphones are available in teaching delivery rooms wherever possible.

Space Management and Timetabling Team

Support staff to schedule (or reschedule) events into accessible locations as required.

Library

Responsible for identifying and providing links to eBook alternatives to reading materials suggested by staff (staff send references to RL@G).

Links to other support services

Counselling & Psychological Services
www.gla.ac.uk/services/counselling/