

Education for Health

Inclusive Teaching, Learning and Assessment Policy

1. Policy Statement

Education for Health aims to provide excellent teaching and learning to all students. This policy sets out our approach to inclusive teaching and learning which applies to all teaching and learning, with positive outcomes for our students and the patients they care for.

2. Scope

Our inclusive approach does not focus on specific target groups or dimensions of diversity, but aims to make our teaching and learning accessible and relevant to all students. We believe that an inclusive approach is engaging, and this in turn has positive outcomes for students, the charity and our education commissioners in relation to student retention, learning and achievement.

3. Definitions

Inclusive teaching and learning is widely described as the design of curriculum and pedagogy to facilitate an environment in which all students feel included and have their individual needs recognised, challenged and supported so that they can achieve their full potential.

4. Background

In the context of increasing student diversity, the need to improve student retention and success, reflecting the Equalities Act 2010, The Human Rights Act 1998 and the values of the Professional Standards Framework inclusive learning and teaching, is a priority. Equality is integral to teaching, learning and assessment and a culturally enriched and research-informed educational experience. Education for Health aims to provide an ethos of integrity in its teaching learning and assessment approaches, where every individual is respected. All students can expect a learning experience that is consistent with the Equality and Human Rights Commission that develops their capabilities and supports their personal development, current and future employment as well as aspirations for future study and professional enhancement.

Inclusive teaching and learning encourages freedom of expression within the law, fostering a culture of freedom of thought and expression within a mutually respectful environment.

5. Associated procedures

All teaching staff should be aware of their responsibilities relating to inclusivity at every stage of the student journey:

- Realistic enrolments that enable achievement
- Early identification and communication of student support needs
- Anticipating reasonable adjustments
- Consistent and effective advice to students
- Effective teaching and learning
- Inclusive assessment and feedback
- Inclusive practical assessments
- Academic study skills
- Advice about further study

6. Associated documentation

The following policies and documents support the Inclusive Teaching and Learning Policy:

- Education for Health Quality Framework – section 5.8 at <https://www.educationforhealth.org/education/student-support/regulations-policies/>
- Education for Health Teaching and Learning Strategy 2020 – section 2 at <https://www.educationforhealth.org/education/student-support/regulations-policies/>
- Learning and Teaching Policy and Graduate Attributes (UH) - <http://sitem.herts.ac.uk/secreg/upr/pdf/TL03-Learning-Teaching%20Policy-GradAttributes-v05.0.pdf>
- Learning and Teaching Vision and Plan 2025: Learning now for the future (OU) – <http://www.open.ac.uk/about/main/sites/www.open.ac.uk.about.main/files/files/ecms/web-content/Learning-and-Teaching-Vision-and-Plan.pdf>

7. The Policy

Education for Health is committed to an ethos of inclusive learning and teaching. A strategic approach will be taken to embedding equality and diversity within policy and practice, from design to delivery, as part of an ongoing process of enhancement. The commitment to and management of inclusive learning and teaching will be reflected in relevant policies, procedures, structures and systems, and the interrelationship between them.

All staff involved in teaching and learning activities should promote consistency of quality and performance in teaching by taking the following approaches:

7.1 Approach to an inclusive curriculum

Inclusive curriculum relates to good practice around learning that is designed, planned and delivered to enable everyone to access it, regardless of student educational, dispositional, circumstantial, or cultural background.

- The diversity of the student body and principles of equality should be considered and embedded in the design, planning and evaluation of programmes, courses and modules. This should include the learning outcomes, content and choice of pedagogical and assessment approaches and the ways in which the curriculum plans to engage all students as well as take account of their entitlements, previous experiences, current interests and future aspirations.
- Recognise and take steps to avoid marginalisation or curriculum design disadvantaging certain student groups. Equally, tailoring or targeting the curriculum for particular groups that can widen participation and promote retention.
- The curriculum should be designed to minimise the need for retrospective (or individual) adjustments to avoid the need for students to disclose differences.
- Steps should be taken to ensure that the use of technology does not disadvantage certain groups

7.2 Approach to inclusive learning and teaching delivery

Inclusive teaching refers to approaches which address the needs of students with a variety of backgrounds, learning styles, and abilities. These strategies contribute to an overall inclusive learning environment, in which students feel equally valued.

- Student-centred, collaborative approaches to learning and teaching, are generally accepted as effective in encouraging students from different backgrounds to engage in learning in higher education. However, it is important to recognise that not all students, feel comfortable with student-centred learning and these students need to be enabled to engage effectively.
- It is important to take students' varying levels and types of prior knowledge and experience into account in the delivery of the curriculum and to create opportunities for sharing and developing the knowledge and skills within groups.
- Avoid basing teaching on assumptions about students' knowledge, lives or interests. It is important to use flexible approaches to learning in order to engage all students, whatever their previous experiences or interests
- Staff may benefit from support to handle potentially sensitive issues related to diversity such as sensitive issues related to cultural and religious diversity, and how these impact on teaching and learning practices.
- Monitoring and evaluation processes will be used to identify further development of the curriculum and student experience in relation to inclusivity of teaching, learning and assessment.

7.3 Approach to inclusive assessment

Inclusive assessment refers to the design and use of fair and effective assessment methods and practices that enable all students to demonstrate what they know, understand and can do.

- Assessment should be designed according to the principles of objectivity, clarity and transparency to ensure a fair and valid system of assessment, remembering that traditional forms of assessment can disadvantage certain groups of students.
- A range of assessments should be used to benefit all students and minimise the need for alternative assessments for particular individuals or student groups
- Students may benefit from working in partnership throughout the assessment process
- Include opportunity for reasonable adjustments as set out in the UK Quality Code for Higher Education (QAA 2014, 17) Part B6: Assessment of students and the recognition of prior learning. Found at <http://www.qaa.ac.uk/publications/information-and-guidance/uk-quality-code-for-higher-education-chapter-b6-assessment-of-students-and-the-recognition-of-prior-learning1#.Wi0aQNGDO1s>

8. Policy history (amends)
Ratified by Teaching and Learning Committee 16/1/18
Links to related documents added May 2018
9. Review date
Jan 19