UNIVERSITY OF WINCHESTER

ACCESSIBLE AND INCLUSIVE LEARNING POLICY

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Indicate whether the document is for public access or internal access only **Indicate whether the document applies to collaborative provision?** *(Strikethrough text, as appropriate)*	**Public Access** ~~Internal Access Only~~ **Applies to Collaborative Provision (with the normal exception of Library and ITS provision)**
Summary:	
This Policy sets the baseline expectations incumbent on all programmes and those supporting student learning in order to ensure that the University sustains a culture of inclusive learning.	

SUMMARY OF CHANGES

This list summarises the changes since 2016/17. The date confirms when the changes were implemented.

Implementation date	Changes Approved by Senate
N/A	

ACCESSIBLE AND INCLUSIVE LEARNING POLICY

1.   Introduction

As a values-driven institution the University of Winchester believes that all students should be facilitated in maximising their academic potential. We aim to ensure that all aspects of learning and teaching are accessible to the whole student body. We seek to create a culture that is dynamic, diverse and accessible to all.[1] The University is mindful that under the Equality Act (2010) education providers are required to make reasonable adjustments and take positive, proactive steps to ensure that disabled students can participate fully in the student experience. The policy is also informed by the UK Quality Code, and its articulation that universities should ensure that 'learning and teaching activities and associated resources provide every student with an equal and effective opportunity to achieve the intended learning outcomes' (*Chapter B3: Learning and Teaching*, Indicator 2).[2]

This Policy articulates the University's commitment to accessibility and inclusivity of learning and teaching for all students by mainstreaming a number of adjustments. It is supported through the dissemination of good practice and the professional advice of Student Services.

This Policy shall normally be applied to all programmes unless there are statutory reasons not to do so. Such a reason must be clear to applicants via the prospectus and other course information and to students in the programme and/or module handbook. For example, in some subjects it may not be possible to put certain materials online or allow certain teaching sessions to be recorded because they contains confidential or sensitive information (eg information relating to clients in Social Work).

2.   Definitions

'Adjustments' is understood as the types of academic support or accommodations recommended to the programme team by the Disability Team in Student Services. It is a reactive form of response to particular student's learning disabilities.

'Mainstreaming' is understood to mean the systematic consideration of the effects of learning, teaching and assessment with regards to accessibility and inclusivity. Mainstreaming is also known as 'Inclusive Practice'. This is most effectively carried out at the design, implementation and review stage of a programme. It is an anticipatory way of teaching in a manner inclusive of all students.

3.   University expectations

Programmes and those who support student learning shall consider the following when designing, delivering and evaluating their provision (the following applies to **all** students, in spirit with this policy's emphasis on 'mainstreaming'):

3.1   Programmes:

a)   Core module details - catalogue summary, learning outcomes and key reading lists - shall be available at least 4 weeks before the start of a programme.

b)   Lecture outlines shall normally be available online to students at least 24 hours in advance of the class. Programme Handbooks shall detail reference books or sources that can help students

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[1] *In line with our strategic goal of 'educate' and our 'passion for inclusivity'. Specifically our objectives to 'continue to support [students from disadvantaged backgrounds] to ensure that they achieve excellent outcomes'; 'to celebrate and increase the diversity of our staff and students' and to 'continue to improve the life chances of those from vulnerable groups, building on our successful work with care leavers, young carers, asylum seekers and people with a disability'.* The University of Winchester Strategic Plan: 2015-2020

[2] http://www.qaa.ac.uk/en/Publications/Documents/quality-code-B3.pdf

with key words associated with the discipline. Shall send notification of cancellation to the students' University email accounts. Changes to module delivery shall also be provided in a written format, preferably via email.

c) Students shall be permitted to audio record tutor-led lecture sessions and individual supervision sessions using their own equipment for their own personal learning. The use of such recording must be in accordance with the University's Guidelines for the Recording of Lectures. Where the teaching session is intended to be led by the contributions of students it is expected that at the outset agreement will be sought to allow recording of peers. Should any objections be raised no recording shall be permitted, unless an individual student has a Learning Agreement in place outlining the need for a recording.

(There may be exceptional circumstances in which the recording of a portion of a teaching session is not appropriate, eg where a portion involves children or vulnerable adults or where client confidentiality is an issue. It is important that students are informed at the start of such a session that recording of a portion is not possible. Where such circumstances preclude the recording of a lecture detailed hand-outs should be provided to students.)

d) The bunching of assessment deadlines shall be avoided where possible.

e) Feedback on summative assessments shall be provided in a typed or audio format.

f) Clear communication to all students of the Extenuating Circumstances Policy shall be available on the programme's online programme pages and/or Programme/PGR Student Handbook.

3.2   (Re)Validation Panels:

At the point of (re)validation attention shall be drawn to equality issues and appropriate anticipatory adjustments shall be captured in the documentation. The extent to which programme teams have considered inclusive approaches to their learning, teaching and assessment strategy shall also be assured.

3.3   Library and ITS:

a) In conjunction with programmes, the Library shall clearly publicise subject link librarians to students.

b) There shall be adequate purchasing of books to allow a spread of loan types and, for all core texts, e-books shall be purchased where possible alongside the printed copies as default.

c) The Library shall make available past papers, in consultation with programmes, for centrally organised exams. These shall be available in both hard copy, and electronic format upon request.

d) Where possible, computers for student use (including those used for exams) shall have assistive technology installed as standard, with the facility to store student users' preferences.

3.4 Estates and Facilities Services (Timetabling)

a) Shall ensure that students have timely access to timetables.

b) Shall ensure that when changes to teaching rooms are made with less than 14 days' notice students are emailed with notification of changes.