INCLUSIVE LEARNING POLICY

Document Title:	Inclusive Learning Policy
Responsible Role and Department:	PVC (Faculties)
Approving Body:	Senate
Date of Approval:	25 June 2025
Date Effective From:	1 September 2025
Review Date:	June 2028
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**~~
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.	

Equality Impact Assessment	
Summary of process undertaken to determine equality impacts:	Assessment of policy requirements against the expectations of the Equality Act 2010.
University Committee (name/ date) where equality impacts discussed (may be Committee of approval, or another):	Senate, 25 June 2025

Identified equality impact(s) on colleagues and students
(i.e. any specific impacts related to this policy that may cause disadvantage for people due to one or more particular protective characteristic)

The policy details the University's commitment to inclusive teaching practice. This is intended to make a positive impact on all students, and all the protected characteristics identified in the Equality Act 2010.

Protected Characteristic	Impact(s) identified and any action(s)/mitigation(s) to address these impact(s), as necessary.
Age	See statement above.
Disability	See statement above. The policy also considers reasonable adjustments.
Gender Identity	See statement above.
Marriage/Civil Partnership	See statement above.
Pregnancy and Maternity	See statement above.
Race (incl. nationality)	See statement above.
Religion and Belief	See statement above.
Sex	See statement above.
Sexual Orientation	See statement above.

Introduction

1. At the University of Winchester, we aim to create an environment that is accessible to anyone who has the ability to succeed with hard work and effort. We want all our students to benefit from the widest possible range of opportunities that higher education offers and are committed to providing the support required at each stage of the university journey.

2. The University is mindful of its obligations under the Equality Act (2010) to make reasonable adjustments and take positive, proactive steps to ensure that disabled students can participate fully in the student experience. This policy is also informed by the Office for Students (OfS) B conditions which state that that 'each cohort of students registered on each higher education course receives resources and support which are sufficient for the purpose of ensuring a high-quality academic experience for those students' (B2).

3. This policy applies to all programmes delivered by the University. In a small number of instances statutory reasons may prevent implementation of aspects of this policy. 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 contain confidential or sensitive information (e.g. information relating to clients in Social Work). In such instances, these exclusions will be made clearly known to students.

Definitions

4. 'Inclusive Practice' is understood to mean the systematic consideration of the effects of learning, teaching and assessment with regards to accessibility and inclusivity. This includes incorporating specific adjustments universally to benefit all students. Inclusive Practice 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.

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

University expectations

Programme information

6. Each programme shall maintain a Programme Homepage course, using the University's approved Canvas template.

7. The Programme Homepage course shall be reviewed each year, to ensure that students have access to up to date and accurate information about:
- the programme team
- assessment guidelines
- degree structure
- learning outcomes and key reading lists for all their modules.

8. Key reading and resource lists shall be made available to students no later than 1 week before the first teaching week of the programme. Reading lists should indicate priority and/or relevance.

9. Access to information about learning outcomes and reading lists can be provided via a link to the catalogue of module descriptors. Programme Leaders should ensure that new students are aware of this link as part of a welcome announcement.

10. Programme Homepages and the welcome announcement from the Programme Leader should be published on Canvas no later than 1 week before the first teaching week of the programme.

Curriculum content

11. Lecture outlines, learning resources and information about preparatory work that students are expected to undertake should be provided on Canvas for each week of study.

12. Consideration should be given to the organisation of this material, which should positively promote accessibility and engagement and should align with the University's approved approach to the presentation of curriculum content on Canvas.

13. Students should expect to have core information and resources that are essential for preparation for each week of study 1 week in advance (these may include an overview of topics/ content covered and any preparatory reading or activities).

14. Resources that support teaching (handouts, slide-decks etc.) should be available at least 24 hours in advance of the session.

Learning and teaching materials

15. All learning and teaching materials, including those indicated on programme reading lists, should be available in an accessible, digital format as a default where reasonable. Advice should be sought from library colleagues where necessary, for example where there are pedagogic reasons for using materials that are not available in suitable digital format. Creating accessible digital materials to support learning includes, but is not limited to, consideration of access through screen readers, the appearance of text and images, captions or transcripts where appropriate, and including a statement which tells students how to request the information in an alternative format should they require it.

16. LTDU will provide advice and guidance to staff on creating accessible learning and teaching materials.

17. Students are entitled to request any digital resources created by the University to be provided in an alternative digital format, if required due to disability. The University will respond to all reasonable requests of this sort.

Recording of teaching and learning activity - by staff

18. The University records timetabled teaching activities in line with its Recording of Teaching Policy.

19. Students will be able to access transcripts of these recordings and may view automatically generated closed captions to make the content more accessible.

20. These recordings are intended to support the consolidation of learning and revision. As such, they focus on the lecturer's presentation and students should not expect wider activities or interactions to be recorded.

21. Nevertheless, where the quality of the transcript or the closed captions create specific accessibility issues, students should seek support from teaching staff.

Recording of teaching and learning activity - by students

22. Students shall be permitted to audio record tutor-led lecture sessions and individual supervision sessions using their own equipment for their own personal learning, in accordance with the University's Recording of Teaching Policy

23. Where the teaching session is led by students or includes presentations by students, agreement from student contributors should be sought. Where a student has a Learning Agreement in place that outlines the need for a recording, agreement is not a requirement, but other students must be informed.

24. There may be exceptional circumstances in which the recording of a portion of a teaching session is not appropriate for statutory reasons, as outlined in paragraph 3.

Assessment

25. In line with the University's Inclusive Assessment Practice, all assessment expectations, including the Assessment Brief and Assessment Schedule, will be made available at the commencement of the module delivery.

26. The Assessment Schedule support the planning of assessment preparation by students

27. Feedback on summative assessments shall be provided in a typed, audio or video format. Where feedback is not provided in typed format (as standard or in addition to audio/video feedback), students should be provided with clear instructions about how to request this, before and at the point of submission.

28. Clear communication to all students about the Exceptional Circumstances Policy shall be available on the Programme Homepage Course on Canvas and as a link in module assessment briefs.

Competence Standards

29. In a small number of assessments professionally required competence standards may constrain the University's ability to offer reasonable adjustments. Applicants and students will be communicated of any such professional competence standards that graduates of the award are required to meet.

(Re)Validation Panels:

30. 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.

Knowledge and Digital Services

31. In conjunction with programmes, KDS shall clearly publicise help and support to students concerning IT and Library matters. KDS has a digital first policy in regard to providing library resources and endeavours to make essential texts digitally available to all students. In the event this is not possible, a copy of the item will be held in the Library for students to access.

32. Laptops and PCs available to students provide access to a range of software that have

embedded accessibility tools.

33. Where any specialist software is required for assessment/examinations (i.e. where a student has a personal copy of software on their own devices, and it is not allowed to be used in assessment) a PC with the required software will be made available to provide exam conditions.

Timetabling

34. The Timetabling team shall respond to accessibility issues for students and staff as an acceptable reason for post-publication timetabling changes.

35. Once the term has started, Timetabling shall ensure that when changes to teaching rooms are made with less than 14 days' notice, programme teams are emailed with notification of changes.