

# **LCC Moving Image and Digital Arts x Disability Service**

Thursday 14 September 2023

## Outcomes

- To introduce the **embedding inclusive practice pilot**, and its underpinning principles.
- To explore the **recommended practices**, and how they relate to disability (and broader) inclusion.
- To identify **next steps** in embedding inclusive practices, **problem-solving together** where necessary.

# Introductions

- **Carys Kennedy:** Deputy Manager of the Disability Service
- **Liz Bunting:** Educational Developer, Academic Enhancement
- **Emma Price:** Disability Adviser for LCC MIDA
- **Caroline Huntley:** Head of the Disability Service
- **Maria Ordovas-Montanes:** Access and Participation Plan project researcher

# Access and Participation Plan

- APPs focus on improving student experience, and evaluating effectiveness of innovations.
- UAL's APP has identified the need to improve attainment, continuation and retention for disabled students.
- As part of this, the Disability Service is working on a pilot project to embed inclusive practices.

## **LCC MIDA x Disability Service**

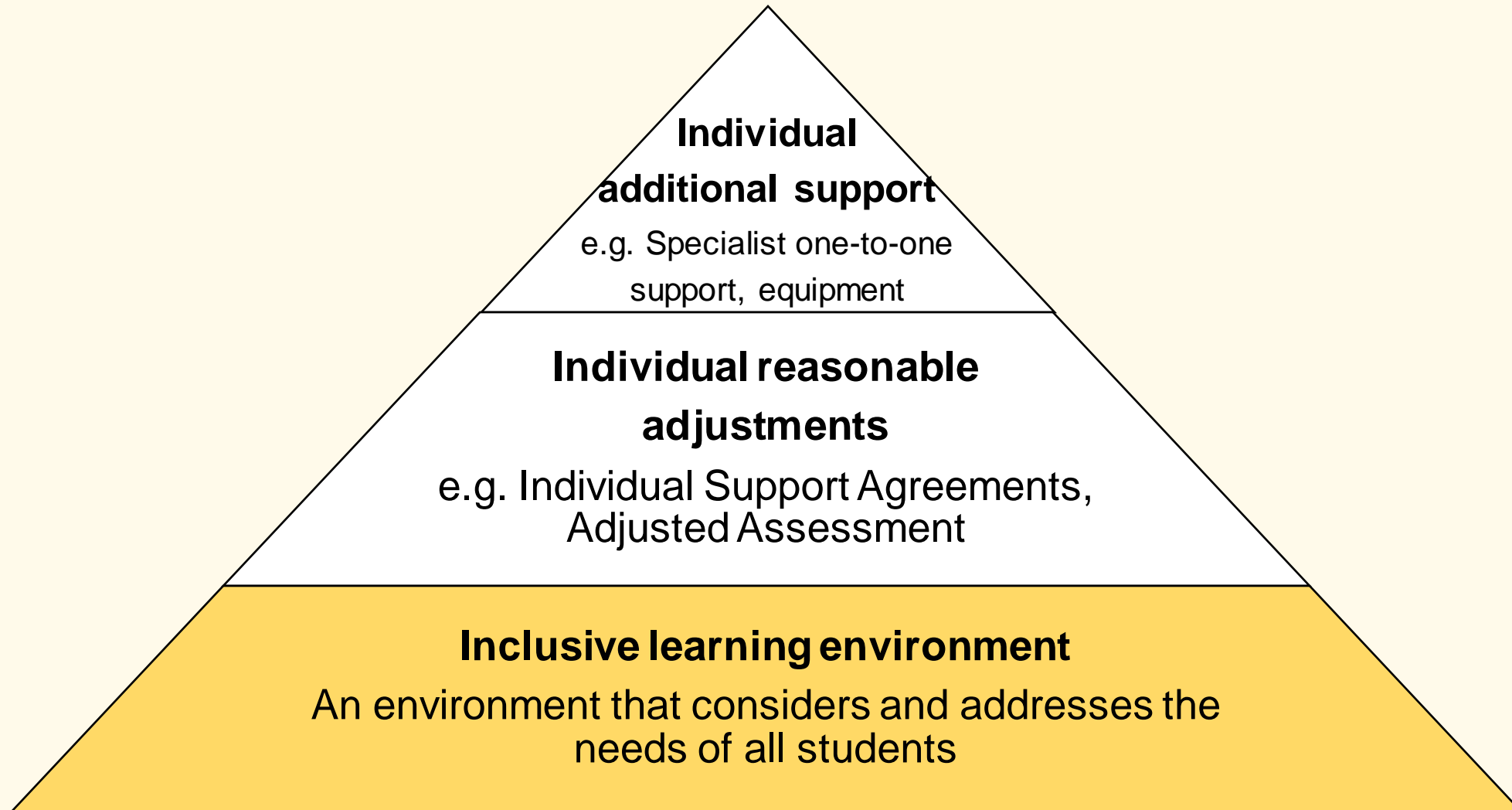
- We will be working together to pilot the project, embedding inclusive practices.
- In our previous session, we introduced the project.
- Colleagues from LCC MIDA also completed a survey, sharing your current practice and ideas.
- Today we will introduce next steps in the project.

## Equality Act 2010

- A person is disabled if they have a **long-term** impairment which has a **substantial adverse affect on day-to-day living**, including study.
- We have a duty to make **reasonable adjustments**.
- This duty is **anticipatory** for students.

## **Social model of disability**

- People are disabled by **barriers**, not medical conditions.
- Barriers can be **environmental, attitudinal, procedural**.
- The social model allows us to focus on **practical, not personal, information**.





## **Recommended inclusive practices**

- We have identified ten recommended inclusive practices.
- We will use this session to explore these recommended practices together.
- They are a combination of quick wins, small stretches, and high impact wins.
- They build on existing MIDA inclusive practices.

# Compassionate culture setting

Compassionate cultures help us to nurture learning communities where we all belong. This includes:

- Encouraging diverse note-taking: Proactively letting students know they can take photos and recordings [#1, #2]
- Supporting breaks: letting students know they can take breaks as needed, as well as having regular breaks [#3]
- Valuing attendance: letting students know it is preferred they are late than don't attend at all [#4]
- Letting students know they won't be asked to read aloud [#10]

# Letting students know they can take photos and recordings [#1, #2]

- Students use phones/devices to support their learning.
- By enabling students to make notes in different ways we can remove barriers.
- We can help students make the most of recordings and photos by highlighting key content / important moments.
- Make it clear that recordings are for personal use only, in line with UAL intellectual property policy.

## **Letting students know they can take breaks as needed and regular breaks [#3]**

- Disabled students regularly report concern about assumptions if they need to take breaks.
- Managing breaks can be tricky. It may be helpful to schedule a mix of longer and shorter breaks for different needs.
- Short breaks (pauses) in sessions allow students to rest their eyes, manage sensory overload, attend to self-care, etc.

## Valuing attendance [#4]

- Disabled students regularly report concern about assumptions if they are regularly late or absent.
- Consider practices to support this culture, e.g. saving spaces by the door, supportive processes of attendance monitoring.
- Focus on whether students are meeting the learning objectives even if they do not conform to expectations for attendance.

# Compassionate culture setting

In your course teams, take 30 minutes to discuss how you will establish this inclusive culture:

- Where will you outline it? e.g. Moodle, unit briefs.
- When and how will you discuss the culture with students? E.g. co-create community guidelines <https://shorturl.at/lyzX3> or charter for compassion <https://shorturl.at/vGSTW>
- What practices will further support the compassionate culture of breaks, valuing attendance and recordings? What are you already doing that could be shared more widely?

# Inclusive Marking of Written Work [#5]

Take 5 minutes to review **UAL's Inclusive Marking of Written Work guidance**.

- What do you need to be able to implement this guidance effectively and consistently?
- Do you have any questions about the guidance?

## Planning Academic Visits [#8]

Off-site visits can present significant barriers to disabled students, and need to be planned for carefully.

Take 5 minutes to review **UAL's Planning Academic Visits guidance**.

- What do you need to be able to implement this guidance effectively and consistently?
- Do you have any questions about the guidance?



# Accessible teaching materials

Ensuring teaching materials are accessible is supportive for all students, including disabled students. This includes:

- Putting key resources on Moodle 48 hours in advance of teaching sessions. [#6]
- Ensuring that materials are provided in an accessible format [#7]
- Describing visual content [#9]

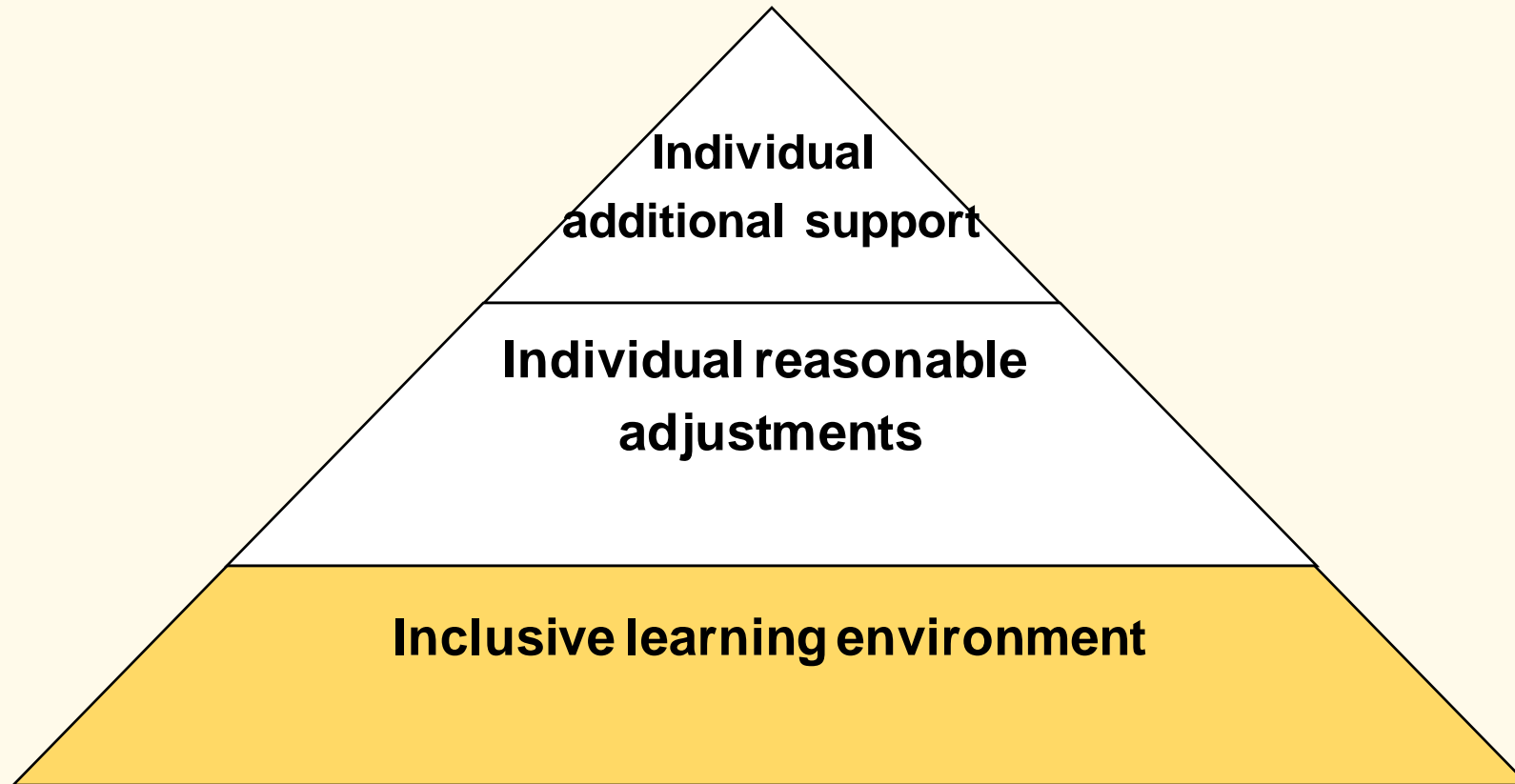
## **Putting key resources on Moodle 48 hours in advance of teaching sessions. [#6]**

- Key materials are context dependent.
- It's OK to omit 'spoilers'.
- It's OK to put a draft or outline if you haven't been able to finalise materials.
- Many students won't look at the resources – but those who do will really benefit.

## **Putting key resources on Moodle 48 hours in advance of teaching sessions. [#6]**

- Allows students to ensure information is in a format that works for them (e.g. changing font size, colours, print materials)
- Allows students to formulate ideas and questions in advance of sessions, so they come to sessions prepared.
- Allows students to familiarise themselves with key terminology.
- Can reduce uncertainty and student anxiety.

## Describing visual content [#9]



# Accessible teaching materials

- Putting key resources on Moodle 48 hours in advance of teaching sessions. [#6]
- Ensuring that materials are provided in an accessible format [#7]
- Describing visual content [#9]

What support might you need to implement these practices? Do you have any questions about these practices?

## Next steps

- LCC MIDA programme to finalise and share the **Inclusive Practice Statement** by the start of term.
- We will review our **Individual Support Agreements** to reflect the embedded inclusive practices, making them shorter and more tailored for your programme.
- We will be **evaluating the pilot** between now and February – this may involve feedback surveys, focus groups, or short interviews (both staff and student).

## **Thank you**

Thank you so much to everyone on the LCC MIDA programme for working with us on this pilot – and thank you Susi for bringing us all together today.