

LCC MIDA x Disability Service: Embedding Inclusive Practices Pilot

Introduction

As part of our pilot project about embedding inclusive practices, LCC MIDA colleagues completed a survey sharing their current practice. There were 23 respondents, from a range of role groups.

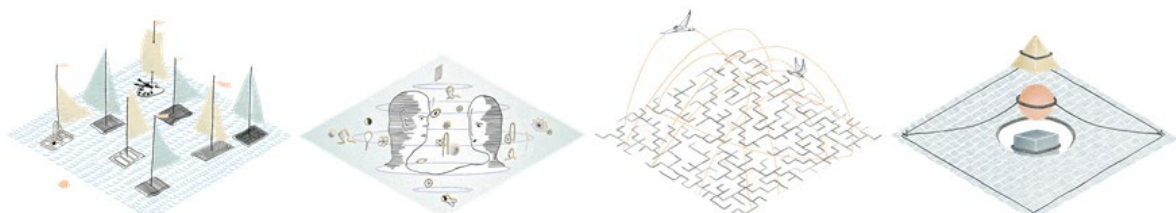
We then analysed the data, and identified ten possible practices which could be embedded into inclusive practice. The practices were prioritized in the following way:

- **Quick wins:** These typically involve proactively naming an existing inclusive practice, so students are aware what to expect.
- **Small stretches:** These typically involve building on existing practice, to make things even more inclusive.
- **High impact wins:** These represent the biggest potential changes in practice, and relate to areas which are essential in terms of disability inclusion that are not currently happening consistently.
- **Low resource wins:** These involve an inclusive practice which is very easy to implement, but isn't currently happening consistently.

We selected a combination of these, to strike a balance between developing practice and potential workload for colleagues.

We also identified several longer term goals, which will require more lead time to implement but would have positive benefits for disabled students.

All of the recommendations are open to discussion: we recognise that there may be nuance and additional factors not captured by the survey.



1. Proactively letting students know that they can take photos of slides, demonstrations, etc.

This is a quick win: almost all respondents already allow students to do this; the added inclusivity comes from making this permission explicit, and being prepared to proactively encourage students to take photos of key content. This is especially relevant given that recording taught sessions is not currently standard practice.

2. Proactively letting students know that they can take recordings, for personal use only.

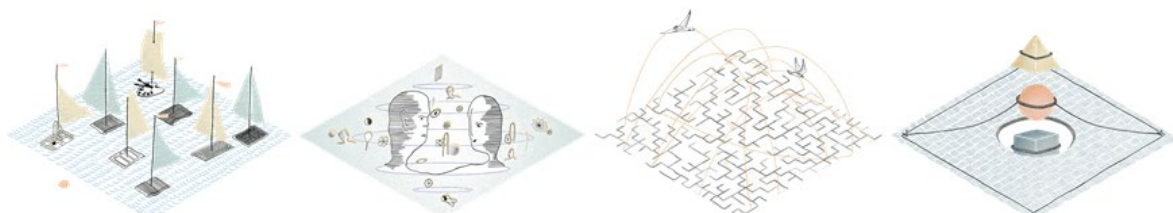
This is a quick win: almost all respondents already allow students to take recordings on request; the added inclusivity comes from making this permission explicit, and being prepared to proactively encourage students to take recordings if they need to. This is especially relevant given that recording taught sessions is not currently standard practice. There is further information about this on the [Recording Taught Sessions leaflet](#).

3. Establishing culture around breaks: specifically, letting students know they can take breaks as needed, and there will be regular short breaks during teaching sessions.

This is a quick win: almost all respondents are already flexible about letting students take breaks if they need to. Disabled students regularly report concern about possible assumptions if they need to take regular breaks, so describing the culture will support inclusion. We noted that scheduled breaks can be tricky to manage, as some students take a longer time than scheduled (e.g. cigarette break, queue for coffee) so management of this may need more consideration.

4. Establishing culture that values attendance: specifically, that attendance is valued, and it would be preferred if students arrive late than don't attend at all.

This is a quick win: almost all respondents are already flexible about letting students arrive late. Disabled students regularly report concern about possible assumptions if they are regularly late, so describing the culture will support inclusion. We would advise considering practices that can support this culture, such as saving spaces by the door. There were some excellent practices about this suggested in the last session.



5. Following UAL's Inclusive Marking of Written Work Guidelines for Staff when marking work, and making students aware of this.

This is a small stretch: not all colleagues are currently following [UAL's Inclusive Marking of Written Work Guidelines](#). We recommend providing information about these guidelines in advance of marking written work, and incorporating this guidance into benchmarking. It will also be necessary to identify any assessments where accurate spelling and grammar is a required learning outcome, so this can be highlighted to students.

6. Putting key resources on Moodle 48 hours in advance of teaching sessions.

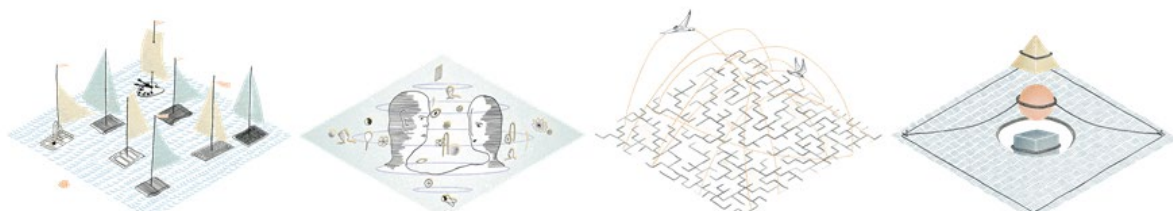
This is a high impact win. Colleagues shared that they put resources on Moodle after teaching sessions, but it is less consistent to put them on before. Putting resources on Moodle in advance has a wide range of benefits for disabled students, and is standard practice in many universities. We recognise that colleagues may finalise sessions last minute, in which case we would encourage a draft/working version of content to be shared which can be refined at a later date. There is more information on the [Using Moodle for Access and Inclusion leaflet](#).

7. Ensuring that materials are provided in an accessible format (e.g. using alt-text, screen-reader accessible).

This is a high impact win, and a baseline legal requirement. Colleagues report not consistently providing materials in accessible formats, although LCC MIDA has a high Ally score on Moodle. We want to acknowledge that it's possible the materials are already accessible, but colleagues aren't confident about this. Strategies to support colleagues with this include creating accessible templates, making colleagues aware about [guidance relating to accessible content on Canvas](#), and possible training.

8. Following UAL's Planning Academic Visits guidance when planning off-site visits.

This is a small stretch; colleagues are not consistently following UAL's [Planning Academic Visits guidance](#). Given that there are (presumably) limited numbers of off-site visits each year, implementing this guidance will hopefully be achievable.



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9. Describing visual content (e.g. on a PowerPoint slide "This diagram shows XYZ").

This is a low resource win: colleagues need to be encouraged to provide brief descriptions of visual content, to support students who may not be able to see the content clearly.

10. Letting students know they won't be asked to read aloud.

This is a quick win: students are not currently asked to read aloud, which is something lots of first year students worry about when joining if they have been asked to do so at school. Letting students know that this will not be required when they join may offer some reassurance.

Longer-term goals

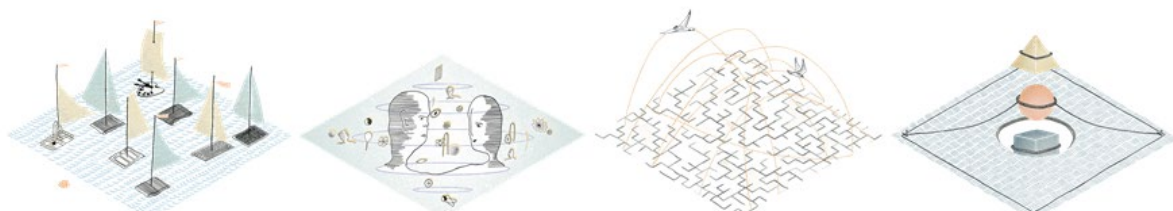
We also identified a few practices which we believe would benefit disabled students, but may take longer to implement or embed. These could be considered later in the pilot, or in the 2024-25 academic year.

1. Providing glossaries of specialist terminology

Glossaries are very helpful for many students, if specialist or technical terminology is used. This academic year, colleagues could be encouraged to begin to draft a glossary of technical terms they use, which could be published on Moodle next year.

2. Develop reading lists that highlight essential or priority reading (e.g. key chapters, articles or books, including page numbers) and/or include alternative audio-visual materials which cover the same content.

Depending on current practice, it may be beneficial to review reading lists to support students who may find long amounts of texts overwhelming. Highlighting the most key content can support this. Another option is to provide choice (e.g. either read this chapter or listen to this podcast).



3. Following UAL's Inclusive Group Work guidance.

Colleagues were generally unfamiliar [UAL's Inclusive Group Work guidance](#). This guidance could be reviewed in advance of collaborative or group work units, and embedded into curriculum content. We recognise that this may be finalized for the 2023-24 academic year, hence it being noted as a long term goal.

4. Recording taught sessions, in line with the educational video guidance currently being updated.

It would be valuable to identify priority sessions that can be recorded (e.g. lectures), as it was unclear from the survey which sessions were recorded. We recognise that there can be barriers to recording sessions, including infrastructure, staff resource, and the fact that not all sessions lend themselves to be recorded. However, recording sessions has significant positive benefits for disabled students and would benefit from longer-term consideration.

