



Inclusive Teaching Guidance

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Related policies:	Phase 1 Standards for Student Selected Components Standards for Intercalation Standards for Phase 1 Handbooks (previously known as Workbooks) Standards for Technology enhanced and simulation-based learning Standards for Patient Involvement Standards Multi-professional learning Standards for student involvement Patient contact strategy
Related procedures:	n/a

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Version History

Version	Approved by	Revisions made	Date
1	FMHS Exec	New guidance	Nov 2022
2	FMHS Exec Committee	Updated examples and course language	September 2026

1. Purpose

Higher education has a more diverse student population than ever. Within FMHS we welcome and value all students and work towards providing an inclusive learning environment rather than specific reasonable adjustments where possible. However, individual requirements over and above this are still possible via a separate route.

Different groups of students learn best in different ways and progress at different rates.

Inclusive teaching means FMHS can enable all students, whatever their circumstances, to enjoy the fullest possible learning experience. Inclusive teaching practices also benefits all students because it values their individual strengths and contributions and makes the learning experience richer and more diverse for everyone. Having a wider range of views and experiences in the classroom can lead to a more critical understanding of a subject.

As educators, it can challenge us to rethink what and how we teach, and to widen the materials we include on any given subject. .

2. Scope

This policy relates to all undergraduate education in the Faculty of Medicine and Health Sciences (FMHS) at the University of Buckingham.

3. Statement

Inclusive teaching means teaching in a way that:

- respects the diversity of students
- enables all students to take part in learning and fulfil their potential
- ensures different students' learning needs are met, regardless of their backgrounds, learning styles or abilities
- removes any barriers that prevent students from learning
- allows all students to see themselves in the teaching style and content

Inclusive teaching also means not discriminating against students – directly or indirectly – because of their:

- age
- disability
- pregnancy and maternity
- race
- religion or belief (including lack of belief)
- sex
- sexual orientation.

Programme Level Inclusive Practice

The ideal way to avoid disadvantage would be to identify and anticipate the needs of future students and to design courses and the teaching and assessment activities within them in such a way that facilitates access and success for all. Inclusive practice has advantages over individual reasonable adjustments for those who may have an undiagnosed learning difficulty



or other disability and also for students with a diagnosis who can avoid the need to request such provisions on an individual basis.

Our intention is therefore for the “standard” educational offering to be as inclusive as possible, and we have adopted many strategies traditionally offered as reasonable adjustments as part of our general practice for the benefit of all students.

Examples of inclusive practice at a programme level include:

- lecture recording and slides being made available in advance as standard
- accessibility features are included within the software used for written examinations
- high-contrast text/ background colours and appropriate fonts i.e. FMHS lecture template
- built-in breaks
- accessible learning environments
- clear organisation of Moodle and Teams materials with accessible file names and formats
- inclusive clinical scenarios reflecting diverse patient backgrounds, cultures, ages, disabilities and family structures
- clinical images showing variation across different skin tones, for example rashes, bruising, cyanosis, pallor and jaundice
- formative learning opportunities with clear criteria and examples of expected performance

Preparing Teaching Material

Ensure material is available to students for their preparation at least 72h in advance of the session.

Ensure that all your course materials are accessible and meet inclusive parameters, as a unit lead you have ultimate responsibility for all lecture material on your unit.

Accessible and inclusive parameters include but are not limited to the following examples:

- Ensuring you use appropriate approved templates
- Ensuring the text you write can be read correctly by screen-reading software.
- Ensuring your material has a variety of perspectives representing a range of contributors to the field and in doing so showing that voices from different cultures, genders, races, and backgrounds are present and valued.
- When using images ensure they are diverse in nature, i.e. clinical signs, anatomy images, simulated patient cases and communication scenarios across different populations and skin types
- When organising group work, try allocating your students to groups rather than allowing them to choose their own. This will lead to a more diverse learning environment and should encourage all students to take part.
 - For the MB ChB this is factored into the Belbin groupings in induction
 - Consider strategies for managing dominant voices, supporting quieter students and enabling neurodiverse students to contribute comfortably
- Consider via conversation with the Undergraduate Education Lead if there are any specific reasonable adjustments you will have to make and try to make them for all students to be inclusive
- Ensure you know what knowledge and skills the students need to build and develop during their course and what students may have already studied during their degree



- Ensure you know how students will be assessed and consider their preparation for these techniques
- Ensure you know whether students will have different disciplinary or educational backgrounds
- Refer to appendix 1 for some good practice guidance from another institution

In Session Tips for Inclusive Practice

- Check whether all students look engaged in teaching sessions and be alert to student behaviour that could indirectly feedback on whether your teaching is as inclusive as possible. This could include, for example:
 - changes in engagement
 - distribution of performance in formative assessments or checking of learning
- Consider using diverse in-course assessment methods and help students to understand the standard of work they are expected to produce.
- examples of inclusive participation strategies, such as wait time, anonymous polling/ mentimeter, think-pair-share, written responses before verbal discussion
- Check that the feedback you give is helpful to students and in an appropriate format. For example, consider feedback in the following forms:
 - recording video feedback, using peer assessment activities, and typing written comments.
- Record lectures and enable transcript in-session or in advance of a session
 - If possible, present content in different, more interactive ways. For example, using objects, images and video can be more engaging and accessible for students than always having text-based materials
- Make sure that all your students can be heard and are encouraged to participate. Get every student involved through techniques such as group work and peer learning.
- Try to reduce the potential for discussion to be dominated by an individual or specific group of students
- Refer to appendix 1 for some good practice guidance from another institution

4. Responsibility

The Undergraduate Education Lead is responsible for reviewing and updating this policy.

All educators are responsible for adhering to this policy.

5. Relationship with policies/procedures

Set out relationship with other policies/ handbook or procedures, providing hyperlinks to these. Make it clear when which policy or handbook should apply.

Appendix

Appendix 1: Infographic explaining Inclusive Curriculum



The infographic is titled "Considerations for the development of inclusive curricula" in a purple circle. It is divided into six sections, each with a title, a list of bullet points, and an illustration. The sections are: 1. Acknowledge intersectionality and encourage diversity (illustration of seven diverse people, one in a wheelchair). 2. Contextualise course materials for students (illustration of a classical building and a globe). 3. Do not stereotype in course content (illustration of five diverse people, one in a wheelchair). 4. Include the voices, experiences and perspectives of individuals from a range of backgrounds (illustration of a green line graph). 5. Encourage the use/ display of pronouns (illustration of a blue female symbol with a red X and a purple male symbol). 6. Don't forget the end users (illustration of three people: a man in a suit, a woman in a graduation cap, and a person in a hospital bed).

Considerations for the development of inclusive curricula

Acknowledge intersectionality and encourage diversity

- Ensure intersectional identities are acknowledged and celebrated
- Encourage diversity in staff and student populations, as well as curricula

Contextualise course materials for students

- Describe the cultural & historical context e.g. was racial inequality an accepted norm or colonialism dominant?
- Explain assumptions and aspirations that generated your course material

Do not stereotype in course content

- Ensure case studies, vignettes and assessment items to not perpetuate negative stereotypes
- Consider representative of the diversity of the population
- Acknowledge any limitations in the demographic representation of course material

Include the voices, experiences and perspectives of individuals from a range of backgrounds

- Keep student voice at centre
- Consider intersectionality

Encourage the use/ display of pronouns

- Online name displays
- Use in email signature
- Routine use in assessments

Don't forget the end users

- Use in email signature
- Liaise with employers
- Speak with service users
- Involve graduates in curricula redesign and review

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The University of Manchester