

Inclusive Teaching Guidance

School of Medicine

Faculty of Medicine and Health Sciences

November 2022

Context

This policy ensures that there is a minimum standard of inclusive practice in the educational environment and provision on the MB ChB programme in line with sector-wide expected standards and good practice.

Policy Statement

This policy provides guidance to medical students in Phase 1 of the MB ChB programme.

Definitions

FMHS= Faculty of medicine and health sciences

Contents

Context	2
Policy Statement	2
Definitions	2
Purpose	4
Scope	4
Policy Details	4
Inclusive Teaching Guidance	4
Background	4
Programme Level Inclusive Practice	4
Preparing Teaching Material.....	5
In Session Tips for Inclusive Practice.....	5
Related Policies	6
Document Control	6
Appendix	7
Appendix 1: Infographic explaining Inclusive Curriculum.....	7

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.

Scope

This policy relates to all teaching and learning in Phase 1 of the University of Buckingham MB ChB course.

Policy Details

Inclusive Teaching Guidance

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.

Background

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

Preparing Teaching Material

Ensure material is available for preparation at least 24h in advance of the session

Ensure that all your course materials are accessible and meet inclusive parameters. This means, for example:

- 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. a skin rash in a variety of skin colours
- 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
- Ask Student Support 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 grades 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.
 - 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 in-session or in advance of a session
 - This can specifically benefit students who have English as a second language or learning difficulties.
 - 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
 - Check your progress, ask students to feed back to you about whether they feel included. For example, use an anonymous MS form feedback form to ask for feedback on an inclusive practice
 - Refer to appendix 1 for some good practice guidance from another institution

Responsibilities

The Phase 1 Lead is responsible for reviewing and updating this policy.

Educators are responsible for adhering to this policy.

Related Policies

1 Reasonable adjustment policy

Document Control


Date policy approved: November 2022

Date of policy review approval:

Date of next policy review: Academic year 2023/24

Appendix

Appendix 1: Infographic explaining Inclusive Curriculum



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

 MANCHESTER
1824
The University of Manchester