

Challenging Assumptions - barriers to inclusion

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- Disabled Students' Allowances (DSAs) - 1989
- Legal framework
 - Special Educational Needs & Disability Act (SENDA) 2001;
 - Disability Equality Duty (DED) 2005;
 - Equality Act (EA) 2010
- Radical change to DSAs led by Government - 2014
- HE Funding Council - England (HEFCE) - research report
- Push towards inclusive practices - 2017
"Inclusive Teaching & Learning in Higher Education as a Route to Excellence"

Causes of differences in student outcomes, HEFCE 2015

Inclusive practice is fundamental to addressing the outcome gaps for specific groups of students in UK HEIs (p.62)

"A central challenge for many institutions is to go beyond 'piecemeal' and time-constrained projects...**towards the achievement of widespread cultural change** which extends across institutions, and is embedded at the strategic level as well as in the day to day provision of HE" (p.71)

Driving Institutional Change

The introduction and embedding of genuine inclusive practice across a University requires:

- Leadership from the top of an HE provider
- A focus on this area in the face of competing priorities
- An understanding that culture change is at the root
- Engagement with the concept across the University

Driving Institutional Change

- The initial resourcing and project planning to engage in change across the HE provider.
- The time to enact change and the embedding of ways to assess success
- An understanding that beyond the ‘quick fix’ there is a long process of sustained engagement
- Support to engage staff across the HE provider.

Defining Inclusive Practice

- "...pedagogy, curricula and assessment are designed and delivered to engage students in learning that is meaningful, relevant and accessible to all..."

Hockings Prof. C, 2010

Pauline Hanesworth, in her 2015 work on equality and diversity in the curriculum for the HEA identifies 4 key underpinning principles :

- **Interrogate your disciplinary norms**
- **Teach to nurture student belonging and engagement**
- **Interact with diversity through learning and teaching**
- **Encourage and practice self-reflection**

"Teachers appear to teach more and to teach it more warmly to students for whom they have more favorable expectations."

Covert Communication in Classrooms, Clinics, and Courtrooms

by [Robert Rosenthal](#) - Harvard University

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<http://www.tolerance.org/bias-self-assessment>

Some useful resources

Hanesworth, P. (2015). "***Embedding equality and diversity in the curriculum: a model for learning and teaching practitioners.***"

Higher Education Academy.

https://www.heacademy.ac.uk/system/files/eedc_model_for_learning_and_teaching_practitioners.pdf

Hockings, Prof. C (2010) "***Inclusive learning and teaching in higher education: a synthesis of research***" Higher Education

Academy

https://www.heacademy.ac.uk/system/files/inclusive_teaching_and_learning_in_the_synthesis_200410_0.pdf

Layer, Prof. G (2017) ***"Inclusive Teaching & Learning in Higher Education as a Route to Excellence"*** Crown Copyright
<https://www.gov.uk/government/publications/inclusive-teaching-and-learning-in-higher-education>

Waterfield, J and West, B (2006) ***'Inclusive Assessment in Higher Education: A Resource for Change'*** University of Plymouth:
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https://www.plymouth.ac.uk/uploads/production/document/path/3/3026/Space_toolkit.pdf