

Inclusivity Good Practice Checklist

This checklist was developed from the Good Practice Checklist for considering the impact of the Race Relations (Amendment) Act 2000 (for information about the Act & the University Equality Plan see the Human Resources website). It has been produced as a guide for staff when they consider their own policies and practices as part of their own implementation of equal opportunities policies in race, disability and gender.

It follows the stages in the students' life-cycle and is also a contribution to the development of the student entitlement framework.

Aspiration Raising

Marketing

- · Do marketing materials project the Faculty as an Equal Opportunities institution by including specific references to the University policies and/or an appropriate strap-line that reflects the equality ethos?
- · Do publicity materials reflect both in visual images and language the diversity of the student and staff population? Are they always inclusive and free from language and images that promote or reinforce bias and stereotypes?
- · Are marketing materials capable of being available in alternative formats as standard and in good time, for example Braille, audiotape, disc and well as in other languages? Do materials carry a flag indicating availability in alternative formats? Is there a note on each publication indicating where readers may obtain the material in alternative formats? The simplest way is to make a plain text version available electronically, from this most other formats can be easily produced either by the individual or by the Assistive Technology Service or other specialist external services. For information about recognised standards of web accessibility see the World Wide Web Consortium Web Accessibility Initiative <http://www.w3c.org/wai>
- · Do publicity materials include a clear statement about any limitations on physical access for applicants who may have a disability (e.g. professional body regulations, mandatory elements of course) and any limitations on access to essential teaching spaces e.g. laboratories? Have these statements been discussed and agreed with Enabling Services before publication to ensure that they are phrased as positively as possible and do not breach the legislation?
- · Do marketing strategies ensure that they are attractive and informative to the full range of prospective students, regardless of background? This might be achieved through the use of media or outreach to community groups serving particular communities.
- · Are particular requirements for international students clear? e.g. language requirements and how we can support to attain them.
- · Is support available for helping international students gain their qualifications, bursaries and visas and is it clear; is information available regarding the likely costs of private-rented/other accommodation, general maintenance, in the UK?

Outreach and Access Initiatives and Collaborative Programmes

- · Do the educational strategies and/or plans include specific mention of the planned activities that promote race equality?
- · Do aspiration raising activities, recruitment activities and Foundation year/degree programmes target ethnic minorities as well as other under-represented groups?
- · Do links/partnerships with the community or other education providers promote the targeting of ethnic minorities as well as other under-represented groups?
- · Do collaborative agreements with other education partners include mention of how they meet the requirements of the Race Equality Policy and Disability Discrimination Act Part IV?

Is it clear which Institution has responsibility for which aspects of the support for disabled students?

- · Are staff or students engaged in outreach, aspiration raising or admissions with children/young people (under 18 years) or vulnerable adults, completing an enhanced Criminal Records Bureau disclosure?

Recruitment and Admissions

- · All Faculties need to keep records about the outcome of all applications and in particular of the interviews. Claims of discrimination can only be brought within 3 months of the action.
- · All those staff who interview students need to be trained in diversity and equality policies and interviewing techniques; they need to be aware of the support available for disabled applicants and the requirements of the DDA Part IV.
- · All Faculties need to be aware of the additional support offered during Visit Days and Interviews by the Enabling Services staff..
- · Visit Day Activities need to be planned in accessible locations.
- · Materials need to be made available on Visit Days in alternative formats if requested and flagged to indicate that they are available.
- · Applicants need to be advised in writing of professional body or other requirements concerning medical conditions or disabilities or “fitness to practice” or occupational health requirements. They need to be told to complete a CRB disclosure (see paragraph 2e)

Pre-Entry and Induction Activities

- · International Students need to receive pre-departure information in-country via the British Council or University of Southampton Alumni Society.
- · International students need to receive information in advance and fair access to living accommodation, scholarships/bursaries, meet and greet facilities at airports, pre-sessional language courses, book lists, course outlines.
- · All Faculties need to be aware of religious festivals, facilities for prayer, special dietary needs, all of which may affect students’ attendance. (See BBC Interfaith Calendar for religious festivals)
- · Faculties are encouraged to arrange for senior students/others to provide additional support for new students who may require it. For UK disabled students this work can usually be paid from the Disabled Students’ Allowance, provided that this has been arranged beforehand: the Enabling Services can provide more information.
- · All students need to be reminded during their induction that it is helpful if they can disclose any medical conditions. (The DDA IV requires that we provide multiple opportunities for this to be done, ideally in confidence and that any requests for disclosure/confidentiality be respected, provided there is not conflict with the health & safety legislation) and be directed to the Enabling Services.
- · The Faculty Safety Officer needs to check with any students identified as disabled during induction to ensure that they are familiar with emergency egress routes and procedures for all of the buildings they will need to use on campus. Individual evacuation plans need to be drawn up and placed on file.
- · All students need to be made aware at induction of the University’s Equal Opportunities Policy, the Race Equality Policy, the Gender Equality Scheme, codes of practice for harassment, counselling and the availability of student support services and facilities.
- · Induction sessions need to be timetabled so that all students, including those with domestic or work commitments can attend them and the venue needs to be accessible and welcoming to all students The quality of the welcome in an international University needs planning and integration across the Accommodation Office, Halls, Faculties and Services.

Student Retention in First Semester

- -Students are particularly at risk of withdrawing or under-performing in their first semester and we need to be particularly sensitive to the needs of students from social groups who may not be immediately familiar with the learning styles of British universities.
- -Faculties need to set assignments early enough in the Semester from which they can diagnose early difficulties with acclimatising to study at higher education levels.
- -Personal Tutors need to be aware of the sources of help to which they can refer students who may need extra support, such as the Dyslexia Service, Mentor Service, Assistive Technology Service, Academic Skills website, and International Advisers in the Students' Union Advice and Information Centre.
- -Staff need to be aware and sensitive to the fact that some students have particular language needs. Even though some have passed the IELTS test to show that they have the level of proficiency required for academic study, they may struggle with technical language or the way assessments are presented. There are mechanisms in place for supporting students with language difficulties, offered by the Centre for Language Study and tutors should make an approach to the Centre for Language Study and refer students with language support needs to them at the start of their course. This applies to all students on all campuses.
- -Faculties need to recognise the need for international and home students to mix, without requiring full integration. They need to be sensitive to the different cultural preferences at social gatherings e.g. not all students drink alcohol or eat a British diet.
- -Personal/year tutors need to be aware that they should check with any disabled students about how their support is working out and advise the Enabling Services of any on-going or acute difficulties. Staff need to be alert to any difficulties that are anticipated in the following semester(s) e.g. with new activities, field trips, time abroad, work placements?
- -Faculties need to have local access to any specialist equipment or assistive technology that students may need.
- -Disabled students' learning needs need to be routinely discussed during personal tutorials/student reviews.
- -Faculty Quality committees need to have a standing item on their agendas, that encourages colleagues to raise any concerns about Equal Opportunities issues relating to gender, disability, or race (either regarding individual students or general issues). Consideration of such issues needs to be an integral part of the monitoring of student progression that is reported in the LTERAP.

Moving Through the Programmes

Curriculum Design and Organisation

When Faculties design and review modules and programmes, they need to ensure that where appropriate:

1. the content and case study materials include a balanced representation of all students' experience particularly if they come from groups that have been hitherto marginalised or excluded; and
2. that language is inclusive and non-discriminatory so that no student in the group feels undervalued or ignored.

- -Where it is appropriate, disciplines should include issues relating to Equal Opportunities within the curriculum with appropriate presentation and language.
- -In subjects where there are disproportionate numbers of one sex, Faculties need to be pro-active in encouraging the active participation of the minority group in developing the expertise and skills necessary to be successful.
- -The needs of dyslexic and disabled students need to be taken into account when designing new programmes/modules such as special arrangements for exams and assessments need to be considered and along with possible alternatives to exams if a person is unable to undertake exams for a reason relating to a disability.

Learning and Teaching Methodology

- Faculties need to be aware of and encourage the use of learning and teaching pedagogy that ensures all students participate actively in seminars, tutorials and forms of group work.
- Faculties need to examine their pedagogy for its appropriateness to cultural differences in students' prior learning styles; they need to identify different ways of supporting students who are new to the UK HE system.
- All course materials need to be dyslexia friendly by taking into account the size and style of font, line spacing and use of colour. Advice may be sought from the Dyslexia Service.
- All course materials need to be flagged to show that they are available in alternative formats. Advice may be sought from the Assistive Technology Service.
- The needs of students with specific learning difficulties and disabilities need to be considered when designing e-learning materials. Advice may be sought from iSolutions.

Assessment

- Faculties need to be aware of the range of possible provision which may be recommended for students with disabilities/specific learning difficulties and how this is organised.
- Module/programme evaluation and review documents and Faculty exam/marking policies/guidelines include explicit information about the range of variations which may be necessary for disabled or dyslexic students.
- Suitable confidentiality procedures need to be in place to ensure that any medical evidence, submitted to support a case for special consideration, is maintained in an appropriate place and not generally available in the student file. There needs to be a process for checking that the student has been offered information about the Enabling Services (if this medical evidence has not been revealed before).
- Learning outcomes, marking criteria, assessment criteria need to be clear enough for international students to understand what is expected of them.
- There needs to be effective support in Faculties for International Students out of term-time

Monitoring of Student Progression and Attainment

- When Faculties consider the Management Information data available to them as part of compiling their LTERAP they need to monitor and analyse the progression of individuals and groups within the social categories now included in Equal Opportunities' policies, such as race, disability, gender and age.
- The issues they need to consider are as follows :
 - Applications
 - Choice of subject
 - Offers made
 - Relative success of selection method (UCAS form, informal interview, formal interview, additional selection mechanisms)
 - Acceptances
 - Home/International Students
 - Overall student numbers
 - Non-completion rates (suspensions, withdrawals)
 - Job offers arising from work placements
 - Employment rates on graduation
 - Attainments levels at the end of each year
 - Levels of complaints, appeals
 - Levels of disciplinary action
 - Reported incidents of unlawful discrimination and their outcomes
- In carrying out the above cohort analysis, Faculties need to track routinely the progress of individuals and groups of students at every stage, by comparison with other groups. They need to record the reasons for withdrawals, suspensions and track whether the reasons are to do with health or equal opportunities.

- ·Faculties need to be aware of the need to brief colleagues who will be teaching a disabled student and ensure they are fully briefed about their learning needs.
- ·Professional Service groups need to monitor by gender, race and disability the demand for and access to each student support service. They need to track routinely patterns within the take-up that might have implications for the Institution’s anti –discrimination policies.
- ·Faculties and Services need to monitor the outcome of work by racial group to raise student achievement levels.

Graduation

- ·Graduation materials need to be available in alternative formats on request.
- ·Graduands and their families need to be invited to inform Faculties and the Graduation Office of any particular or additional needs they have in participating in the formal and social events of graduation.

Careers Education and Employment

- ·Career Destinations needs to monitor take up of its services across all the social categories covered by the equal opportunities’ policy.
- ·The provision of career education needs to target the specific needs of particular social groups.
- ·Faculties need to be aware that the Careers Destinations can offer specialist advice for graduates with specific needs.
- ·Students need to be given information about any constraints there may be in some working areas for people with (or develop) a disability.

Monitoring of Complaints, Appeals, Grievances, Instances of Harassment

As part of its published procedures for monitoring, recording and reporting under each of the following headings, the University needs to report all instances within EO categories and the action taken as a result:

- Complaints
- Appeals
- Grievances/Invoking of Disciplinary Procedures
- Reported Cases of Alleged Harassment (disability, sex, race or other).

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