

Faculty Statement

Faculty of Health Sciences : Inclusivity Statement

The University of Southampton is committed to a comprehensive policy of equal opportunities both in employment and for students. As such the University seeks to treat individuals on the basis of their relevant merits and abilities and ensure that they are given equal opportunities within the University.

The Faculty of Health Sciences (FoHS) embraces these values and works to the core policies devised by the University. Specific Equality policies exist which relate to:

- Equal opportunities
- Diversity champions
- Flexible working
- Gender dysphoria
- Harassment
- Mediation
- Mental health
- Religious beliefs
- Retirement
- Sexual orientation

These can be accessed via the following link <http://www.southampton.ac.uk/diversity/policies/index.page>

These policies all reflect current equality and diversity legislation under the Equality Act 2010. The full document can be accessed at http://www.opsi.gov.uk/acts/acts2010/pdf/ukpga_20100015_en.pdf

As in earlier legislation, whilst the Equality Act requires us to not discriminate against an individual, it does recognise that certain professions need to set and maintain professional or competence standards. Section 54 (6) of the Equality Act (HMSO, 2009 p 36) defines a competence standard as “an academic, medical or other standard applied for the purpose of determining whether or not a person has a particular level of competence or ability”. Within healthcare professions the requirement that an individual is ‘Fit for Practice’ and ‘Fit for Purpose’ remains paramount, however an organisation would be expected to observe inclusive practices. It is important to remember that application of competence standards is not a defence against direct discrimination.

Having reviewed the Equality Act and University of Southampton core policies, the following statement was prepared by the Faculty of Health Sciences Diversity Task Group¹ to reflect the faculties’ values in relation to inclusivity and diversity:

¹ Task group created as part of the 2011 Nursing and Midwifery curriculum development

“The Faculty of Health Sciences recognises the importance of diversity, inclusivity and equality of opportunity for all of our students and members of staff. This is promoted through the creation of a culture which values the unique contribution that each individual can make and which actively seeks to help the individual to achieve their potential.

Whilst we will do our utmost to help all of our students to achieve their career ambitions, as healthcare professionals we also have a duty to help ensure that future practitioners are Fit for Practice, Fit for Purpose and Fit for Award. On occasions this may mean that we help students to explore alternative career options.”

Principles of inclusive teaching and learning

In order to achieve our goal of inclusive teaching and learning the Faculty of Health Sciences observe the principles of good practice in relation to inclusive teaching and learning included in the University of Southampton Quality Handbook available

at: http://www.southampton.ac.uk/quality/docs/Inclusivity_in_Learning_and_Teaching.doc

These include:

- **Pro-activity:** planning for and anticipating how to address a range of learning needs;
- **Adaptability:** being flexible, varying teaching and assessment practices, making reasonable adjustments, reviewing and modifying practices in the light of feedback and evaluation;
- **Coherence:** approaches, methods etc. adopted are consistent, well-organized and ensure equity in terms of how students are dealt with and the learning experiences they are offered;
- **Holism:** teaching practice that covers all aspects of curriculum and environment and involves the whole department/institution in a collaborative, seamless and joined-up manner;
- **Transparency:** clearly communicating (internally and externally) a consistent message regarding inclusion and being open in communicating and promoting that message.

The Task Force acknowledge that whilst many of these practices were originally designed to support students with disabilities, they could equally apply to race, culture, gender and other issues. They therefore suggest that methods and approaches designed to include students with disabilities could benefit all students.

The principles of good practice have been formatted into an audit document. This is completed annually by the Faculty Lead for Inclusivity to ensure that the Faculty continues to observe best practice. The most recent audit for ‘Pre-Registration programmes leading to a professional award’ is included in appendix 1 and for ‘Academic awards without a professional registration’ in appendix 2.

<i>Originated by:</i>	<i>Michelle Cowen</i>
<i>Approval date:</i>	<i>December 2010</i>
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<i>Reviewed by:</i>	<i>Michelle Cowen</i>
<i>Changes approved by FPC:</i>	<i>September 2016</i>
<i>Date for review</i>	<i>September 2017</i>

Appendix 1

Inclusive practices to support students with a disability: Faculty Audit Document

Name of Faculty: Health Sciences – Programmes leading to professional registration / qualifications

Criteria		Comments / Evidence to demonstrate achievement / Action Plan
1 : Curriculum design and development		
1.1	What flexibility is available in your programme of study in relation to student attendance (ie part-time / full-time, extensions to programme completion dates) transfer to other programmes and scope for choice of modules or elements within the programme?	Professional requirements and funding from Health Education Wessex associated with programmes leading to a professional registration with the Nursing and Midwifery Council or Health Care Professions Council limit the flexibility that can be offered within these programmes. The faculty currently offers a part-time route for Physiotherapy but all other programmes are full time. Students can access additional CIP modules across the university but in order to achieve the required professional competencies all modules are compulsory.
1.2	In the mapping of assessment to learning outcomes has the possibility of offering alternative assessment tasks to meet the needs of a range of students been considered?	Health Sciences considers the needs of students with a disability when designing assessment strategies across a programme. A range of assessment formats are employed to ensure that individual learning styles are accommodated. Where individuals are judged to be seriously disadvantaged by a particular assessment format alternative assessments are offered.
1.3	Where appropriate, are people with disabilities involved in the process of designing and developing new course/curricula?	Students are encouraged to participate in curriculum design. This may include students with a disability although they are not specifically targeted or identified.
1.4	What are the procedures for acquiring feedback from students with disabilities about courses and how is this applied to course reviews and future course planning?	All students are encouraged to evaluate modules and programmes of study, including those with a disability, although again they are not specifically targeted or identified. The faculty have a member of staff who leads on Inclusivity and whose details are advertised to all students. Students with a disability are encouraged to make contact with this member of staff regarding any issues related to their disability. Feedback obtained can be acted on where necessary and can be fed into the relevant governance committees.
2 : Marketing		
2.1	Does the information contained within marketing materials (prospectus, web pages etc) identify specific course requirements which may be challenging for a student with a disability?	Marketing materials aim to make professional requirements explicit and invite potential students to discuss their individual needs and how these can be accommodated. Students are offered a place if they meet the normal entry requirements irrespective of any disability, however a case conference may be required to discuss individual needs. All students on pre-registration professional programmes are required to obtain Occupational Health clearance.
2.2	What signposts are there within your marketing materials to support	The prospectus contains a section on student support which signposts students to help available centrally from Enabling Services. There is also information regarding the Faculty

	available within the university and faculty?	Lead for Inclusivity and how to contact them pre-admission.
3 : Selection processes		
3.1	Do any of your selection processes potentially disadvantage students with a disability, and if so what processes are in place to minimise the impact?	Selection processes are regularly evaluated to ensure that they do not directly or indirectly disadvantage any group of students / individuals. For programmes of study which include a selection interview, applicants are invited to discuss any adjustments they may require prior to the interview.
3.2	Do you have a specific admissions process related to students with a disability over and above the university one? If so how is information about this conveyed to applicants?	The faculty have a Process Document detailing support available for students who have declared a disability, including Specific Learning Difficulties (SpLD). Contained within this is a flow chart outlining the faculty admissions process for pre-registration professional programmes. This is not currently available to prospective applicants unless requested and the faculty are currently exploring how access could be made available outside of the university.
4 : Individualised support needs		
4.1	How does your faculty encourage students to share details of their disability in order that their individual needs can be met?	There are multiple opportunities to ensure that students individual needs are identified and appropriate support offered. <ul style="list-style-type: none"> • When students complete their electronic enrolment each year they are asked if they have a disability. If they tick yes they are taken to a link which asks them to register with Enabling Services. • The Faculty Lead for Inclusivity has created slides to be used by Programme Leads as part of induction to advertise support available within the Faculty and centrally. Where possible the Faculty Lead delivers this content personally. • Staff who act as Personal Academic Tutors are able to seek advice from the Faculty Lead for Inclusivity and refer students as required. All academic staff have been offered staff development in relation to inclusive teaching and learning delivered by the Professional Development Unit and/or the Faculty Lead for Inclusivity.
4.2	When reviewing students' academic progress, do staff evaluate (in collaboration with students) whether the support requirements of students with a disability are being met effectively?	Academic staff meet students regularly to discuss their progress. During the course of this review there is an opportunity for students to identify if they require any additional support. In addition where students have registered with Enabling Services they are sent a personal letter by the Faculty Lead for Inclusivity discussing support available. Students are encouraged to contact the Faculty Lead for Inclusivity at any stage during their programme if they feel that their support needs are not being met or if they require additional support.
4.3	Can teaching staff provide feedback to students on their work/performance in a way that is appropriate for students with disabilities e.g. by email for blind students (so their screen reader can access it) and that recognises success?	The faculty are moving towards the use of e-assignment for all written assignments. This supports the use of assistive technology to enable students with a disability to access feedback in a format that suits their needs. Where traditional typed feedback is provided this could be provided in a larger font if required.
5 : Learning environment		
5.1	How do you ensure that the venues to be used for teaching are	Where students are known to be a wheelchair user, or have significant mobility difficulties, prior to the academic year commencing rooms will have been allocated accordingly.

	compatible with the disclosed needs of your students?	
5.2	How do you notify students about any accessibility issues associated with learning spaces that are scheduled to be used?	Information on accessibility to all buildings, and where appropriate individual areas, is available on the University of Southampton website available at http://www.disabledgo.com/organisations/university-of-southampton/main-2#VenueListing
5.3	Does the way in which you organise placements, study abroad or field trips take the needs of students with a disability into account?	Wherever possible individual students needs related to their disability are accommodated when arranging placements when these are not in conflict with professional requirements stipulated by the relevant professional body. On programmes leading to registration with the Nursing and Midwifery Council professional regulations and European Union directives require students to have placements in certain specialities which must be completed.
5.4	Where offered how are placements in other settings (off campus) notified of students individual needs?	Where students require adjustments during their clinical placements these are communicated to the area in writing by the placements team approximately 6 months in advance of the placement. Where a student requires more complex adjustments a case conference may be held with staff from the placement area to discuss if the students needs can be accommodated.
6 : Learning resources		
6.1	Does your faculty as a matter of routine make the information provided for students in lectures (and other activities) available in ways that take into the account the needs of all students, including those with disabilities?	All modules use the Virtual Learning Environment 'Blackboard' . Lecturers are requested to post lecture materials (PowerPoint slides and/or notes) at least 48 hours prior to the session unless in exceptional circumstances the content of a session deems this inappropriate. In addition students are encouraged to audio-record lectures with some sessions being lecture captured using Panopto.
6.2	Are staff in your faculty aware of ways in which they can make learning resources accessible to all students? (e.g. preparing in electronic format, font size and style, wide margins and spaces, careful use of colour and non-justified text)	Staff development sessions facilitated by the Professional Development Unit and by the Faculty Lead for Inclusivity are offered to all staff. Staff are also required to complete the on-line University Equality and Diversity package as part of their induction. Staff frequently consult the Faculty Lead for Inclusivity for advice on making teaching materials accessible for all students.
7: Learning and teaching methods and activities		
7.1	Does the programme use a variety of instructional strategies or teaching methods?	Yes. Curriculum are designed to utilise a range of teaching, learning and assessment strategies for all students.
7.2	Are there opportunities for students to suggest different methods/activities or tasks that would meet the learning outcomes?	Students can suggest different activities or alternative ways of achieving learning outcomes and wherever possible these will be accommodated. There may be occasions where an activity is designed to develop skills required for professional practice eg giving a presentations and these may not be negotiated out of. Any concerns expressed by students relating to a particular format will be explored with them and if necessary the student is referred to appropriate support services.
7.3	What arrangements do you make for flexibility over deadlines and timetabling of assessments for students requiring this?	Students can apply for an extension to a submission deadline in accordance with University regulations.
7.4	Do teaching staff provide opportunities for the experiences, voices,	All student contributions and experience are valued equally. There is no

	work and learning of students with disabilities to be shared and valued?	
7.5	How do the learning and teaching methods used on your programmes encourage students to work together in mixed groups e.g. in lab work?	Students regularly work together in small groups in a variety of settings to complete learning activities. These include group discussions, presentations, clinical skills etc
7.6	How do the examples that teaching staff use (e.g. case studies, scenarios) reflect the diversity of people in the community and the workplace? (e.g. with respect to disability, race, culture and gender)	Students are given 'case studies' to discuss on a regular basis. The examples used reflect diverse needs relating to various 'protected characteristics'.
7.7	Do students have the opportunity to choose their units, work placements and other learning activities?	All students have an opportunity to complete a Practice Development Experience which they are responsible for organising themselves. All other units and clinical placements are allocated to ensure that by the end of their programme they can meet the professional requirements to qualify.
8 : Staff attitudes and awareness		
8.1	Do teaching staff know about other university services that can help to support students with a disability?	Information posters summarising the types of support available across the university are displayed in key areas around the faculty. In addition the faculty has a member of staff who can advise on support for students with a disability. Staff seek advice as from the Faculty Lead for Inclusivity when required.
8.2	How are internal and external teaching staff made aware of the procedures within the institution/faculty for accessing support for students with a disability?	New members of teaching staff meet with the Faculty Lead for Inclusivity as part of their induction, during which the role of Enabling Services and faculty level support are discussed. External speakers who conduct isolated sessions are supported by an internal member of staff who retains responsibility for the delivery of the session.
8.3	Have you considered offering appropriate disability awareness or equality training to staff in placement organisations?	Yes. Staff who are involved in assessing students whilst on practice based placements undergo a formal preparation programme which includes a session on supporting students with a disability. In addition the Nursing and Midwifery Council require practice mentors to update annually. The update delivered to all mentors throughout the academic year 2009/10 was specifically about supporting students with a disability. All NHS staff also undertake Equality and Diversity training as part of their mandatory skills update each year. Finally the Faculty Lead for Inclusivity acts as a resource for practice based staff advising on how to support students with a disability as required.
8.4	Has your faculty considered the ways in which it might inform staff in advance, of the disclosed needs of students likely to require additional help or modification of teaching practice to enable students to participate e.g. large font size for handouts?	Personal Academic Tutors are aware of individual students needs and will accommodate these during small group sessions. During main hall lectures the approach by the faculty is to ensure that all teaching is delivered in an inclusive manner due to the numbers involved. Within a lecture there are potentially 70+ students who are registered with enabling services with varying needs due to visual impairments, hearing impairments, mobility difficulties, specific learning difficulties etc. Lecturers are encouraged to recognise this and design and deliver learning activities in a way which accommodates all of these students individual needs.
8.5	When discussing the needs of students with a disability with potential placement providers and other learning support staff do you focus on	Information shared with placement providers does not reveal the nature of a students disability. Agreed adjustments are listed and the placement provider invited to contact the

	the positive abilities of the students, rather than the nature of their disability?	Faculty Lead for Inclusivity if they feel that these cannot be accommodated.
9: Student awareness		
9.1	How are students with a disability advised of the availability of flexible study modes?	Due to the professional requirements of pre-registration programmes flexible learning modes cannot be accommodated. Where necessary students are given an individualised programme but this must still meet the professional body requirements.
9.2	What information is provided during induction sessions about support available for students with a disability and how it can be accessed?	The Faculty Lead for Inclusivity has created slides to be used by Programme Leads as part of induction to advertise support available within the Faculty and centrally. Where possible the FLI delivers this content personally.
9.3	How do teaching staff provide timely guidance to students with a disability of the types of learning activities (incl. Placements) they will be expected to undertake, so that students can negotiate and plan their support requirements well in advance?	Students are notified of their next placement several months in advance to allow them to identify any additional support they may require.
9.4	How do you positively promote placements, study abroad and field trips to students with a disability?	The opportunity to access the Erasmus scheme or undertake a Practice Development Experience abroad is promoted to all students. If a student required specific adjustments these would be communicated to the placement provider in the same way as for UK based placements.

Based on the work of J Seale. Updated and formatted by Michelle Cowen, Health Sciences 2014

Last review completed 05/09/2016

Appendix 2

Inclusive practices to support students with a disability: Faculty Audit Document

Name of Faculty: Health Sciences – Programmes leading to academic qualifications without professional registration/ qualifications

Criteria		Comments / Evidence to demonstrate achievement / Action Plan
1 : Curriculum design and development		
1.1	What flexibility is available in your programme of study in relation to student attendance (ie part-time / full-time, extensions to programme completion dates) transfer to other programmes and scope for choice of modules or elements within the programme?	Programmes leading to an academic qualification (without professional registration) are normally offered on a modular basis. This provides flexibility as to the choice of module, although core modules are compulsory. Students can choose to register for a single module or degree pathway which they should normally complete within 5 years in accordance with university regulations. There are currently small number of programmes offered on a full time basis, which offer less flexibility. Where students have a disability or health condition which requires an individualised programme this is managed by the relevant Programme Lead.
1.2	In the mapping of assessment to learning outcomes has the possibility of offering alternative assessment tasks to meet the needs of a range of students been considered?	Health Sciences considers the needs of students with a disability when designing assessment strategies across a programme. A range of assessment formats are employed to ensure that individual learning styles are accommodated. Where individuals are judged to be seriously disadvantaged by a particular assessment format alternative assessments are offered.
1.3	Where appropriate, are people with disabilities involved in the process of designing and developing new course/curricula?	Students are encouraged to participate in curriculum design. This may include students with a disability although they are not specifically targeted or identified.
1.4	What are the procedures for acquiring feedback from students with disabilities about courses and how is this applied to course reviews and future course planning?	All students are encouraged to evaluate modules and programmes of study, including those with a disability, although again they are not specifically targeted or identified. The faculty have a member of staff who leads on Inclusivity and whose details are advertised to all students. Students with a disability are encouraged to make contact with this member of staff regarding any issues related to their disability. Feedback obtained can be acted on where necessary and can be fed into the relevant governance committees.
2 : Marketing		
2.1	Does the information contained within marketing materials (prospectus, web pages etc) identify specific course requirements which may be challenging for a student with a disability?	Marketing materials aim to make module requirements explicit and invite potential students to discuss their individual needs and how these can be accommodated.
2.2	What signposts are there within your marketing materials to support	The prospectus contains a section on student support which signposts students to help available centrally from Enabling Services. There is also information regarding the Faculty

	available within the university and faculty?	Lead for Inclusivity and how to contact them pre-admission.
3 : Selection processes		
3.1	Do any of your selection processes potentially disadvantage students with a disability, and if so what processes are in place to minimise the impact?	Selection processes are regularly evaluated to ensure that they do not directly or indirectly disadvantage any group of students / individuals. For programmes of study which include a selection interview, applicants are invited to discuss any adjustments they may require prior to the interview.
3.2	Do you have a specific admissions process related to students with a disability over and above the university one? If so how is information about this conveyed to applicants?	For programmes leading to an academic award without professional registration the university admissions process is followed.
4 : Individualised support needs		
4.1	How does your faculty encourage students to share details of their disability in order that their individual needs can be met?	There are multiple opportunities to ensure that students individual needs are identified and appropriate support offered. <ul style="list-style-type: none"> • When students complete their electronic enrolment each year they are asked if they have a disability. If they tick yes they are taken to a link which asks them to register with Enabling Services. • Staff who act as module/programme leads are able to seek advice from the Faculty Lead for Inclusivity and refer students as required. All academic staff have been offered staff development in relation to inclusive teaching and learning delivered by the Professional Development Unit and/or the Faculty Lead for Inclusivity.
4.2	When reviewing students' academic progress, do staff evaluate (in collaboration with students) whether the support requirements of students with a disability are being met effectively?	Academic staff meet students regularly to discuss their progress. During the course of this review there is an opportunity for students to identify if they require any additional support. In addition where students have declared a disability on their application form they are sent a personal letter from the Faculty Lead for Inclusivity discussing support available. Students are encouraged to contact the Faculty Lead for Inclusivity at any stage during their programme if they feel that their support needs are not being met or if they require additional support.
4.3	Can teaching staff provide feedback to students on their work/performance in a way that is appropriate for students with disabilities e.g. by email for blind students (so their screen reader can access it) and that recognises success?	The faculty are moving towards the use of e-assignment for all written assignments. This supports the use of assistive technology to enable students with a disability to access feedback in a format that suits their needs. Where traditional typed feedback is provided this could be provided in a larger font if required.
5 : Learning environment		
5.1	How do you ensure that the venues to be used for teaching are compatible with the disclosed needs of your students?	Where students are known to be a wheelchair user, or have significant mobility difficulties, prior to the academic year commencing rooms will have been allocated accordingly.
5.2	How do you notify students about any accessibility issues associated	Information on accessibility to all buildings, and where appropriate individual areas, is available on the University of Southampton website available at

	with learning spaces that are scheduled to be used?	http://www.disabledgo.com/organisations/university-of-southampton/main-2#VenueListing
5.3	Does the way in which you organise placements, study abroad or field trips take the needs of students with a disability into account?	The majority of students undertaking academic awards do so on a part time basis and do not undertake organised placements, clinical experience is gained in their normal place of work. If a specialised programme requires placements or study away from the University of Southampton and/or the students normal place of work the needs of all students will be considered on an individual basis. Any specific needs related to a disability will be accommodated where possible.
5.4	Where offered how are placements in other settings (off campus) notified of students individual needs?	The majority of academic awards are offered on a part time basis and are undertaken in parallel with the students own employment. As such they do not include placements.
6 : Learning resources		
6.1	Does your faculty as a matter of routine make the information provided for students in lectures (and other activities) available in ways that take into the account the needs of all students, including those with disabilities?	All modules use the Virtual Learning Environment 'Blackboard' . Lecturers are requested to post lecture materials (PowerPoint slides and/or notes) at least 48 hours prior to the session unless in exceptional circumstances the content of a session deems this inappropriate. In addition students are encouraged to audio-record lectures if they wish.
6.2	Are staff in your faculty aware of ways in which they can make learning resources accessible to all students? (e.g. preparing in electronic format, font size and style, wide margins and spaces, careful use of colour and non-justified text)	Staff development sessions facilitated by the Professional Development Unit and by the Faculty Lead for Inclusivity are offered to all staff. Staff are also required to complete the on-line University Equality and Diversity package as part of their induction. Staff frequently consult the Faculty Lead for Inclusivity for advice on making teaching materials accessible for all students.
7: Learning and teaching methods and activities		
7.1	Does the programme use a variety of instructional strategies or teaching methods?	Yes. Curriculum are designed to utilise a range of teaching, learning and assessment strategies for all students.
7.2	Are there opportunities for students to suggest different methods/activities or tasks that would meet the learning outcomes?	Students can suggest different activities or alternative ways of achieving learning outcomes and wherever possible these will be accommodated. There may be occasions where an activity is designed to develop a specific skill eg giving a presentations and these may not be negotiated out of. Any concerns expressed by students relating to a particular format will be explored with them and if necessary the student is referred to appropriate support services.
7.3	What arrangements do you make for flexibility over deadlines and timetabling of assessments for students requiring this?	Students can apply for an extension to a submission deadline in accordance with University regulations.
7.4	Do teaching staff provide opportunities for the experiences, voices, work and learning of students with disabilities to be shared and valued?	All student contributions and experience are valued equally and are evaluated as part of normal module and programme evaluation. There is no specific mechanism to ascertain the specific views of students with disabilities but they are included within current processes.

7.5	How do the learning and teaching methods used on your programmes encourage students to work together in mixed groups e.g. in lab work?	Students regularly work together in small groups in a variety of settings to complete learning activities. These include group discussions, presentations, clinical skills etc
7.6	How do the examples that teaching staff use (e.g. case studies, scenarios) reflect the diversity of people in the community and the workplace? (e.g. with respect to disability, race, culture and gender)	Students are given 'case studies' to discuss on a regular basis. The examples used reflect diverse needs relating to various 'protected characteristics'.
7.7	Do students have the opportunity to choose their units, work placements and other learning activities?	Most degree pathways include some degree of flexibility although there are also compulsory 'core' modules. The majority of students undertaking academic awards (without a professional qualification) are part time so study alongside their normal employment, as such they do not undertake placements. Modules include a variety of learning activities but in keeping with adult learning these offer flexibility and the opportunity to negotiate with individual module leads.
8 : Staff attitudes and awareness		
8.1	Do teaching staff know about other university services that can help to support students with a disability?	Information posters summarising the types of support available across the university are displayed in key areas around the faculty. In addition the faculty has a member of staff who can advise on support for students with a disability. Staff seek advice as from the Faculty Lead for Inclusivity when required.
8.2	How are internal and external teaching staff made aware of the procedures within the institution/faculty for accessing support for students with a disability?	New members of teaching staff meet with the Faculty Lead for Inclusivity as part of their induction, during which the role of Enabling Services and faculty level support are discussed. External speakers who conduct isolated sessions are supported by an internal member of staff who retains responsibility for the delivery of the session.
8.3	Have you considered offering appropriate disability awareness or equality training to staff in placement organisations?	All NHS staff are required to undergo Equality and Diversity training as part of their role so no additional training is routinely offered. The Faculty Lead for Inclusivity is available to provide advice on how to support students with a disability where required.
8.4	Has your faculty considered the ways in which it might inform staff in advance, of the disclosed needs of students likely to require additional help or modification of teaching practice to enable students to participate e.g. large font size for handouts?	Personal academic tutors are aware of individual students needs and will accommodate these during small group sessions. During larger lectures the approach by the faculty is to ensure that all teaching is delivered in an inclusive manner due to the numbers involved.
8.5	When discussing the needs of students with a disability with potential placement providers and other learning support staff do you focus on the positive abilities of the students, rather than the nature of their disability?	Information shared with placement providers does not reveal the nature of a students disability. Agreed adjustments are listed and the placement provider invited to contact the Faculty Lead for Inclusivity if they feel that these cannot be accommodated.

9: Student awareness		
9.1	How are students with a disability advised of the availability of flexible study modes?	The prospectus provides information about modes of study, however all students are encouraged to contact the admissions staff if they require more information. Where necessary the student is referred to the programme /module lead for advice.
9.2	What information is provided during induction sessions about support available for students with a disability and how it can be accessed?	The Faculty Lead for Inclusivity has created slides to be used by Programme Leads as part of induction to advertise support available within the Faculty and centrally.
9.3	How do teaching staff provide timely guidance to students with a disability of the types of learning activities (incl. Placements) they will be expected to undertake, so that students can negotiate and plan their support requirements well in advance?	The majority of academic awards are offered on a part time basis and are undertaken in parallel with the students own employment. As such they do not include placements. Module proformas contain an overview of indicative content and teaching methods and can be sent to prospective students on request.
9.4	How do you positively promote placements, study abroad and field trips to students with a disability?	The majority of academic awards are offered on a part time basis and are undertaken in parallel with the students own employment. As such they do not include placements, study abroad or field trips although there are occasional exceptions. In these cases if a student requires specific adjustments these would be communicated to the placement provider in the same was as for UK based placements.

Based on the work of J Seale. Updated and formatted by Michelle Cowen, Health Sciences 2014

Last review completed 05/09/16