

University of Dundee Inclusive Curriculum Checklist

Checklist items	☑ Observations and action points
<p>1. All staff (academic and support) involved in the programme have completed the University's mandatory training on equality and diversity.</p>	<p>☑ 5 of the 10 members of staff have fully completed the training.</p> <p>Due to technical problems with the website on which the modules are presented, the other members of staff have not been able to complete the training at this stage.</p> <p>3 of the 10 members of staff are part- way through the training.</p> <p>2 of the 10 members of staff have yet to commence the training.</p> <p>The University's Equality and Diversity Officer has been contacted and is endeavouring to sort out the log in problems.</p> <p>Regardless of the University's mandatory training, the TQFE team are knowledgeable in this area. Inclusion matters are high on the agenda in the College sector and there are various resources about Equality and Diversity on the TQFE VLE, including Learning Units entitled: 'Equal Opportunities Legislation' and 'Young Learners and Vulnerable Learners'. Programme participants have to write on inclusion in their assignments for both Module 1 and 2, e.g. from Module 1: Evaluate your performance in relation to providing guidance and support to meet the diverse needs of your learners, making links to equal opportunities legislation.</p>
<p>2. Curriculum development has taken account of a wide range of viewpoints representing the protected characteristics under the Equality Act</p>	<p>☑ The team strive to ensure that Learning materials and Teaching materials use inclusive language and are presented in an accessible way. All materials are available as Word files which download for ease of access using a range of readers or printed out for participants who prefer to read from paper.</p> <p>Resources are developed to be accessible to participants with a range of impairments, e.g. use of alt-tags on images; provision of transcripts for videos</p>

<p>2010.</p>	<p>used.</p> <p>The team has consulted with the University’s Head of Disability Services and are aware of other support available through Disability Services – such as that provided by the IT Disability Support Specialist who has been seconded to work on providing information in alternative formats and designing accessible MS Office templates. It is intended to consult closely with the IT Disability Support Specialist as necessary in future.</p> <p>Materials are presented in sans serif font in all Learning Units and correspondence. Images in Learning Units have alt- tags attached. Information has, as far as possible, been chunked in to single web pages for ease of reading.</p> <p>Programme participants and other stakeholders have Members of the student body have been consulted on significant matters pertaining to the development, ongoing management and enhancement of learning materials.</p>
<p>3. The learning environment promotes equality of opportunity.</p>	<p><input checked="" type="checkbox"/> The following statement is extracted from the Programme Handbook:</p> <p>The programme’s virtual learning environment promotes equality of opportunity. Advice has been sought and followed for example on appropriate fonts and use of colours; all learning units may be downloaded as documents for those who prefer to read from paper. Learning outcomes accommodate all protected characteristics. The programme is flexible in curriculum delivery; for instance with regard to time: except for the specified dates for assignments, you can study whenever suits you. The programme is primarily delivered online, however, through the workshops, telephone calls, online tutorials and observations, altogether it incorporates a wide range of methods of teaching which</p>

accommodate and value a variety of learning preferences and experiences.

Mechanisms are in place for anticipating and making reasonable adjustments to teaching and assessment methods, to enable students to achieve the intended learning outcomes through alternative routes where appropriate. The School Disability Support Officer liaises with the University's Disability Services and the Programme Director to determine the most appropriate way to include disabled students in all aspects of the programme and to ensure that they are not disadvantaged by the working environments. Specific adjustments can be arranged to meet individual students' needs. Further details of the University's provision for disabled students are available at: <http://www.dundee.ac.uk/disabilityservices/>.

Websites which contain the learning and teaching resources are, as far as possible, accessible to all users.

Workshops are presented in accessible buildings and access information is sent to all users in advance of meetings.

Following on from discussions with the Head of Disability Services in April 2012, the team has been made aware of various tools and assistive software which we have already publicised to our current cohort and will flag up early on in the programme for future cohorts.

Proof reading tool - Scottish voice:
<http://www.thescottishvoice.org.uk>

Grammar and spelling checker:

	<p>http://www.gingersoftware.com</p> <p>Access Apps and MyStudyBar - range of assistive software: http://eduapps.org/</p> <p>A form of words for a disability disclosure question in our end of module surveys has also been provided by the Head of Disability Services and will be put in use next session (2012/13); this will help the programme team to get further feedback on accessibility. The BOS survey tool which the team uses for these surveys enables close cross-tabulation; the data gathered should be very useful in the programme's development.</p>
<p>4. Learning outcomes accommodate all protected characteristics.</p>	<p><input checked="" type="checkbox"/> All programme participants have access to assessment materials. All materials are presented in an inclusive style, in accordance with TQ(FE) 'house' style.</p> <p>Alternative arrangements are made, wherever possible, for participants to have access to scribes or submit materials via audio files.</p> <p>TQ(FE) Blog and Webinars have been developed and made accessible, as far as possible, within the restrictions of the Adobe platform or the participants' facilities outwith the university.</p>
<p>5. Curriculum content reflects an appropriate range of cultural perspectives.</p>	<p><input checked="" type="checkbox"/> Images used within the curriculum content reflect the cultural diversity of our student population. Care has been taken with language used to ensure inclusion and the Learning Unit 'Inclusive Learning and Teaching' specifically reinforces this by providing links to an extensive range of online materials and resources that allow students to enhance their knowledge and understanding in this area.</p>
<p>6. An appropriate range of teaching approaches is used.</p>	<p><input checked="" type="checkbox"/> The programme is delivered in a way which is accessible to all learners. All materials are easily downloaded, are printable and have visual and audio links. Transcripts are included for such materials.</p> <p>Online tutorials welcome participant contributions and podcasts are utilised in order to provide specific learning support to all.</p> <p>Wherever possible, arrangements for teaching</p>

		<p>observations are made to suit the participant and, when necessary, take place in a way which enables the participant to demonstrate their full range of capabilities, such as through video recording or interview procedures.</p> <p>Workshops on University campus make use of the latest technologies in teaching and are fully accessible to all participants with physical needs.</p>
<p>7. Strategies are in place to engage all students in class activities and to allow the student body to integrate with one another.</p>	<input checked="" type="checkbox"/>	<p>By its nature the online delivery platform we use is inclusive in that it allows students to interact and communicate with each other through a range of social media. Shared student experiences on the TQFE-Tutor blog and the journal (Campus pack blog) tool in Blackboard facilitate integration and discussion around set course topics. These media also allow for extension of student work into related topics and shared dialogues around these. Regular webinars also give participants the opportunity to integrate with one another. The team hosts two face-to-face workshops per annum to which all participants are invited. These are highly interactive events at which participants are encouraged to work together, for example by taking part in paired and group activities.</p>
<p>8. Assessment methods take account of the range of needs and backgrounds of the student body.</p>	<input checked="" type="checkbox"/>	<p>Assessment materials and procedures are maintained in strict accordance with the University policy on Inclusion, allowing for access to all participants and employing a range of strategies which address the spectrum of needs which may exist in a given cohort.</p> <p>Assessment arrangements are adapted and modified on a case –by –case approach in order to respond to participants’ needs when meeting any existing barriers to learning which may arise for them or already exist prior to commencing study.</p> <p>Students are encouraged to disclose, without prejudice, any barriers to learning which they might have so that the University’ Disability Services can be informed, with a view to advising how best to manage the learning needs of individuals.</p> <p>A variety of Assessment For Learning approaches are employed to ensure that any cultural, personal or ability barriers are overcome. This is demonstrated through participant feedback in assignments, email,</p>

		<p>on the Blog, in workshops and in online tutorials as well as in the formal observations of teaching.</p>
<p>9. Feedback given to students on their work is sensitive to the need to maintain the dignity of the individual.</p>	<input checked="" type="checkbox"/>	<p>Feedback is given in a timely and considerate manner. All feedback is given in confidence and shared only by those members of the Teaching Team who require access to this information. Where particular information is deemed to be potentially valuable to current or future cohorts, members of the Teaching Team or Associate Staff members in partner Institutions we will make a direct request to individuals for permission to use this in specified ways, always respecting the individual's right to refuse such requests.</p> <p>The team has recently been trialling various alternative methods of feedback, intended to supplement the formal mark sheets. JING screen-casting has been used, to make short narrated videos of submitted work and also Adobe Connect Pro (online conferencing tool) has been utilised, to enable discussion between marker and participant whilst both are viewing the submission.</p>
<p>10. Where used, placements, internships and periods of learning abroad have been scrutinised in relation to equality and diversity issues. See https://secure.dundee.ac.uk/student-services/disabilityservices/dundeonly/docs/student-placement-guidance.doc</p>	<input checked="" type="checkbox"/>	<p>The TQ(FE) Programme does not currently include placements, internships or periods of learning abroad. Compliance with regulation on inclusion is the responsibility of the participants' institutions.</p> <p>Associate Staff are considered carefully by the programme director prior to the commencement of the programme and are selected in accordance with University policies on inclusion matters. There are workshops for developing practice on their part during the academic session.</p>