

University of Chester - Inclusive Approaches and Staff Responsibilities

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The University requires academic departments to prioritise inclusive teaching and learning methods in their degree programs. The below is a comprehensive list of expectations for inclusive approaches, as well as staff responsibilities to ensure appropriate support provision across all programmes.

It's important to note that if these inclusive practices are not being implemented, students have the right to receive support as a reasonable adjustment as per the link provided in their Inclusion Plan. This support must be provided to ensure equal opportunities for all students.

Lectures, Seminars, Practical Laboratory, Online Sessions and Webinars

(FAO Academic Department, Support Staff and Students)

- Where reasonably possible, all written teaching materials will be available at least 2 days prior to the lecture. For accessibility purposes Moodle should be utilised for this. If the above is not possible, an alternative format should be provided (e.g. lecture notes/plans, PowerPoints, handouts).

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- It is expected that any teaching resources made available on Moodle are provided in an accessible format to support the use of assistive technology. Please contact assistive-technologies@chester.ac.uk for advice on making materials accessible.
- Students should not be singled out to engage in any way without the opportunity to prepare adequately.
- Describe the key content of all slides.
- Reading lists should be broken down into core and optional texts, inclusive of specific chapters where applicable.
- In cases where academic departments determine it suitable based on the delivery methods, permission to record sessions may be granted. If lectures cannot be recorded, academic departments are responsible for providing equitable alternatives such as online learning resources, information sheets, short videos, reading lists, and other relevant materials. Please note; Some programmes cannot offer recording of sessions due to privacy reasons. Where this is the case, departments will look to offer short one to one discussions on key concepts and skills being developed upon request.

Examinations/Assessments

(FAO Academic Department, Support Staff and Student)

- Feedback on drafts of assignments or outlines in accordance with academic departmental policy. Where departments do not usually provide feedback on drafts of assignments, tutors should provide feedback on a plan if requested to do so by the student. This should indicate if the student has understood the question and appears to be addressing it appropriately. Feedback may be written or verbal, which can be recorded by the student.

Learning and Information Services

(FAO Learning Information Services (LIS), Support Staff and Student)

- Provision of an individual induction to Library Services. The student has been advised to make themselves known to the Student Support Librarian who will be able to facilitate this.
- To arrange individual research sessions, including using Portal and accessing University of Chester electronic resources please contact the Student Support Librarian (Appendix C).

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- Assistance with using the Library Catalogue.
- Opportunity to access one to one sessions on the assistive technology that is available throughout the University, please contact the LIS Officer for Assistive Technologies on assistive-technologies@chester.ac.uk

Professional Placements (NHS, Schools, Youth Work)

(NHS Supervisors/Placement Mentors, Tutors, School Liason Officers, Mentors)

- Provision of written instructions about placement requirements by the academic department.
- Consultation between the academic department and the student about the disclosure of any condition, disability or impairment that may have an impact in a placement environment in any way, to the placement provider to help ensure the safe implementation of any agreed and appropriate reasonable adjustments.
- Complete the Reasonable Adjustment for Placement Plan (RAPP) form with academic department. Once completed, both the department and student will need to ensure that relevant colleagues in placement have access to the RAPP.
- If the academic department are unable to determine reasonable adjustments for a professional placement due to the student experiencing complex difficulties, then Disability & Inclusion can look to offer a joint meeting in order to help facilitate the process.

Work Placements

(FAO Work Placement Mentors, Tutors, Support Staff and Students)

- It is the academic department's responsibility to inform Disability & Inclusion and the student of work placements as far in advance as possible.
- Provision of written instructions about placement requirements by the academic department responsible for managing the placement module (e.g. Work Based Learning)
- Consultation between the academic department (as identified above), the student and the placement provider about the disclosure of any condition, disability, mental health need or neuro divergence that may

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impact on the accessibility of the placement. Support to identify and request any reasonable adjustments.

Field Trips & Excursions

(FAO Tutors, Support Staff and Students)

- Provision of written (electronic) instructions about field trip requirements by the academic department, as well as information regarding the types of reasonable adjustments. Disability & Inclusion can be involved in discussions if required.
- The academic department should provide Disability & Inclusion with at least 3 weeks' notice to review field work on University premises within the student's normal campus of study.
- The academic department should provide Disability & Inclusion and the student with at least 6 weeks' notice to review field trips/excursions external to University premises or on University premises away from the student's normal campus of study. This will allow for a detailed review of the field trip/excursion, and for the student to ensure any travel, personal care needs or academic support can be put in place.
- If the field trip is abroad, the academic department should inform Disability & Inclusion at the start of the academic year.