Inclusive and Accessible Learning and Teaching Checklist

The following checklist provides guidance to programme teams about a minimum standard that the University would consider for making programmes more accessible and inclusive. It signifies a first step towards developing an Accessibility Policy and allows programme teams to put in place measures in anticipation of such a policy. It also provides an opportunity for identifying barriers and biases in programme material/activities. Additionally, it aligns with the Strategy for Learning Principle of inclusive, accessible learning and supports the University's compliance with the Equality Act (EQA) 2010, especially in relation to its anticipatory duty with regards to the nine protected characteristics:

- age,
- disability,
- gender reassignment,
- marriage and civil partnership,
- pregnancy and maternity,

- race,
- religion or belief (including lack of belief),
- sex,
- sexual orientation.

Additional guidance is available on the GCU Disability Team website and on the staff portal in the GCU LEAD Themes Section under FAIR Curriculum.

Minimum Accessibility[1] Standard:

How you design the programme, and ensure that the programme design does not create unnecessary barriers or discriminate against disabled students:

- Learning outcomes are genuine measures of competence, relevant to the Programme/Module and are non-discriminatory by design.

How you describe the programme, and help students identify any potential impacts of disability at the earliest stage possible:

- Programme and Module handbooks are available in electronic format, and accessible to users of assistive technologies;
- Programme and Module handbooks include clear descriptions of assessment criteria, and methods of teaching delivery.

How you ensure that assessment information and methods anticipate the needs of disabled students:

- Consideration has been given to how reasonable adjustments will be applied to any 'exams by another name' and other forms of assessment (in-class tests, on-line assessments, group projects, peer assessment, etc.);
- Assessment titles and due/test dates are published in the Programme or Module handbook, or are otherwise communicated in writing to all students at the start of the trimester.

How you ensure that your teaching delivery is accessible and inclusive of the needs of disabled students, thereby minimising the need for individual reasonable adjustments:

---

[1] English Dictionary definition of 'access' (excerpt): Entry or approach: a means of entering or approaching a place; opportunity for use; get information: the opportunity or right to experience or make use of something; right to meet somebody; entry to computer system: the right or ability to log on to a computer system or use a computer programme.

- Consideration has been given as to how students with sensory impairment will access audio, visual and multi-media resources used in teaching delivery;
- All staff involved in delivering teaching on the Programme or Module are familiar with good practice guidance in accommodating the needs of D/deaf and hard of hearing learners;
- All staff involved in delivering teaching on the Programme or Module are familiar with good practice guidance in accommodating the needs of visually impaired learners;
- All staff involved in delivering teaching on the Programme or Module are familiar with good practice guidance in accommodating the needs of learners on the autism spectrum;
- Students are permitted to audio record their lectures, tutorials and supervision sessions using their own equipment for their own personal learning, and in compliance with GCU guidance on the use of recordings;
- Reading lists are provided to the library at least 4 weeks prior to the start of teaching
- Published reading lists identify key/priority texts;
- Copies of lecture outlines, handouts or presentations are made available to all students via GCULearn at least 24 hours in advance.

Minimum Inclusiveness[2] Standard

Measures are in place to ensure that curriculum/programme design does not create unnecessary barriers or discriminates against students from diverse backgrounds, esp. in relation to the EQA 2010 nine protected characteristics:

- In-built/embedded scaffolding of support for students;
- Flexibility regarding access to learning material with regards to time, manner and place.

Stereotyping and power differentials between genders, races, classes and people with disabilities are recognised and minimised:

- All learning material (text-based, audio and/or visual), including scenarios and examples of practice provide differing cultural/gender/race/abilities perspectives;
- Use of inclusive language throughout the programme to ensure that stereotyping is not present;
- A mutually agreed charter between students and teaching staff of accepted behaviour and responsibilities in all learning spaces (incl. virtual spaces).

Measures are in place to check whether bias is evident in learning material and activities, i.e. preference for certain groups, contexts, mindsets, cultures, incl. UK, Euro, and US-centric material:

- Texts/articles/readings and other learning material provide differing cultural/gender/race perspectives;
- Teaching methods and learning activities are varied to promote and support students from different backgrounds.

Alternate and diverse options for assessing student learning have been included:

- Alternative formats for assessing students are being offered to all students;
- Where summative assessment is obligatory due to professional body requirements, different formative assessment options are offered to all students.

---

[2] English Dictionary definition of 'inclusive' (excerpt): Including many things or everything; including people of all kinds: not excluding any group or section of society; non-discriminatory: describes language that avoids discrimination, limitation, or stereotypes.