

VPV - Inclusion Q&A

Question	Answer
<p>If we consider SAS for example, how do you encourage inclusion within curriculum when you do not have racial representation among staff?</p>	<p>Answered in the session</p>
<p>Very happy to report that I was chatting to a disabled student recently and they asked me to feed back that ENU is by far the most inclusive educational establishment they have experienced. A question from me - how can we ensure an improved closing of the loop between specification of adjustments in learning profiles and actual implementation in the classroom (and audit of our success with this)</p>	<p>This should be something where school EDI leads can work in partnership with School SDCs, PLs/MLs and Disability &amp; Inclusion. We can encourage school leads to explore this further once all are in place in all schools so we have some consistency of approach.</p> <p>In addition, the recent Internal Audit that looked at 'Support for Disabled Students' considered this question and recommended that Schools would benefit from a 'control' process that would provide them data about how many students believed that their Individual Learning Plans were being implemented. This control process will be discussed at School SLT's this trimester and a robust sample of disabled students will be surveyed about this in November with findings reported to Schools and to the Inclusion Committee.</p>
<p>What simple thing should I bear in mind to help me, as an academic, navigate this?</p>	<p>Answered in session Also ENhance Inclusion strand is a good place to start <a href="https://moodlecommunity.napier.ac.uk/course/view.php?id=585">https://moodlecommunity.napier.ac.uk/course/view.php?id=585</a></p>
<p>In response to the question about what you can do as an academic, I would say that the important place is to start with yourself. What are your assumptions and beliefs? What are your values and sense of your role in a higher education institution? Above all, who are your learners? And how do you know?? Often exploring these questions with yourself and with your colleagues and students will give you great insight into what you can then do to be more inclusive in your practice. As Pamela says, we are all learning and we will always make mistakes...</p>	<p>Related to this, wanted to highlight a couple of things: <a href="#">Student engagement reporting</a>, a helpful tool to indicate if a student may be experiencing challenges; PDT Moodle Community course (self enrolment): <a href="#">Course: Supporting your role as Personal Development Tutor (napier.ac.uk)</a>, providing guidance and support to Personal Development Tutors (PDTs) and lots of information about University support services. Also the DLTE resources found at <a href="https://livenapierac.sharepoint.com/sites/FocusOn/ENhancing">https://livenapierac.sharepoint.com/sites/FocusOn/ENhancing</a></p>
<p>Perhaps one of the members could explain for us the</p>	<p>Answered in session Also</p>

<p>difference between equality and equity, and the concept of intersectionality? We all have personal experiences we can bring, and we have to come from a position of listening and partnership so we can move from equality to a position of equity.</p>	<p><a href="https://www.advance-he.ac.uk/news-and-views/embracing-intersectionality-interrogate-and-action-equality-diversity-and-inclusion">https://www.advance-he.ac.uk/news-and-views/embracing-intersectionality-interrogate-and-action-equality-diversity-and-inclusion</a> is worth a read</p>
<p>I wonder if inclusion/diversity is what we, academics, want...not necessarily the students? Teaching is our life; students have other communities of practice that they care about more - sports team, workplace, peer groups, etc.</p>	<p>Answered in the session – I'll be doing some research with ENSA this year to explore inclusion and diversity in relation to student voice and will keep this point in mind, thanks. (Pamela)</p>
<p>We don't seem to have a "what makes a good class policy". For instance, on my module timetabling seems to be by programme. So I may have 46 in one class and 9 in another. What is a good class size for the average tutorial? How can we ensure inclusion/range of voices when timeabling?</p>	<p>This is a good question because it gets us back to Claire's point about learning spaces but also shows how important how our design approach really matters. The L&amp;T activities we plan for a group of 10 students is very different to 45 so how do we ensure that students feel seen and heard. One recommendation I would make is getting to know your students right at the beginning of a trimester and establish expectations about what you want as a teacher but also to find out what they want too. Our technology can really help with this. Do get in touch to explore further!</p>
<p>In addition to this (the above), how do we embrace diversity and inclusion in our accommodation policy?</p>	<p>If it hasn't been done already, then the accommodation policy should be subject to an equality impact assessment as that will help to identify areas that might require some enhancement. One area I would urge the Accommodation team to look at is the blanket policy of accommodation not being offered to new students with an EH postcode; could there be an exclusion for contextual students? [I would be happy to discuss this further – Clare]</p>
<p>Is the University still engaged in Athena SWAN accreditation? I was once involved in that with Clare, some time ago now, but it may be that we have chosen to broaden our scope and look more at intersectionality- whilst acknowledging that gender and identification is still very important- the SFC GAP may have replaced?</p>	<p>Answered in session</p>
<p>For students with learning needs/ support, where the</p>	<p>There is a paper going to 5<sup>th</sup> October University Education &amp; Student Experience Committee (ESEC – formerly LTASEC) on the</p>

<p>learning profile requests video access to lectures, will all rooms have video recording in place so we can provide this?</p>	<p>development of the Lecture Capture Policy - your Head of Learning Teaching will be able to tell you more.</p>
<p>Absolutely agree that all groups should have equal access to reach their potential. How will the university ensure that students without a quiet space/equipment for online exams will not be disadvantaged? What provision will there be for students to choose to sit their exams in a suitable space on campus?</p>	<p>All students should be able to either borrow the necessary equipment from the library or if eligible make the case that they can't afford the technology in an application for a discretionary award - see here: <a href="https://my.napier.ac.uk/money">https://my.napier.ac.uk/money</a> and here: <a href="https://my.napier.ac.uk/life-on-campus/computers-on-campus/laptops-to-loan">https://my.napier.ac.uk/life-on-campus/computers-on-campus/laptops-to-loan</a></p>