

How inclusive is your department?: individual activity

Collection: Inclusive teaching

Resource: Departmental audit

Approximate duration

Initial individual task: 1-2 hours; Departmental discussion: open-ended.

Learning outcomes

To rethink the way in which one's department works, and to be ready to keep a close watch on the inclusivity or otherwise of its practices.

Introduction

This individual activity makes use of a list produced by the English Subject Centre of nine basic steps that departments could take with relative ease, and which would help make their teaching more inclusive (the steps are detailed on a downloadable handout within this resource in HumBox).

Even if you are not a head of department, it will still be useful for you to look at this list and ponder ways in which your department might address (or, likely as not, already does address) it. The issues raised by the list are very straightforward, but also fundamental to the experience of your students. Getting them right will benefit all students in the department, not just those with 'special needs'.

The activity

This activity is different from others in The Pool in that its final step involves the possibly very long-term process of implementing these recommendations in your department. As

the list in step 2 below indicates, it is an activity that you might like to undertake after other activities in the Inclusive Teaching collection.

1. Download and read the [departmental checklist](#), this is contained within the same folder as this resource in HumBox.
2. This checklist was produced as a result of the English Subject Centre's research into the experience of disabled students, research summarised in the report [Staying the Course](#). To fill in some of the detail behind the checklist you may like to consult both *Staying the Course* and the Subject Centre's 'seed guide' on [Inclusive Teaching](#). In particular, it should help to know the following:
 - Recommendations for the use of 'PowerPoint' (as mentioned in item 5 in the checklist) form the basis for the activity [Making PowerPoint more accessible](#) in the Inclusive Teaching collection in The Pool. Related recommendations for the use of 'PowerPoint' and the design of handouts and online materials appear on pp. 2 and 5 of the [Inclusive Teaching](#) guide.
 - Different types of support for lectures (as mentioned in item 6 in the checklist) are listed on p. 5 of [Inclusive Teaching](#).
 - Varied forms of assessment (as mentioned in item 7 in the checklist) are discussed on p. 4 of [Inclusive Teaching](#). You may also like to look at the activities in the [Assessment collection](#) in The Pool.
 - Competence standards (as mentioned in item 8 of the checklist) are discussed on p. 10 of [Inclusive Teaching](#).
 - Guidelines on running sessions inclusively (as mentioned in item 9 of the checklist) form the basis for the activities [Inclusive lectures](#) and [Inclusive seminars](#).
3. For each item, write down what your departmental practice is. For some items, you may have to write 'Don't know'.
4. Investigate further the items you have marked 'Don't know', to find out what departmental policy/practice is.
5. Write against each item either 'Already implemented', 'Explore further' or 'Not practical'.
6. For each item marked 'Not practical', write down three reasons why you feel this recommendation is not one that your department can take on board. Are there



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other ways of achieving the aim behind these 'impractical' recommendations in your department?

7. Set about implementing the recommendations with your colleagues!

Links & References

- *Inclusive Teaching*. An English Subject Centre 'seed guide'. A short guide to how to teach in the most helpful way possible for the largest possible number of undergraduates.
- *Staying the Course: The Experiences of Disabled Students of English and Creative Writing*. The English Subject Centre report which formed the basis for the seed guide. This report contains many vivid quotations from disabled students about their experiences when studying our discipline.

Relationship to the Professional Standards Framework

- **Core Knowledge 2:** Appropriate methods for teaching and learning in the subject area and at the level of the academic programme
- **Professional Values 1:** Respect for individual learners
- **Professional Values 3:** Commitment to the development of learning communities
- **Professional Values 4:** Commitment to encouraging participation in higher education, acknowledging diversity and promoting equality of opportunity
- **Professional Values 5:** Commitment to continuing professional development and evaluation of practice

More information about the Professional Standards Framework can be obtained from the summary factsheet in the *Subject & Pedagogy* collection in HumBox.

<http://humbox.ac.uk/2731/>

Resources in the inclusive teaching Collection

- Inclusive teaching: introduction to the collection
- Imaginary students: resource overview



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- Imaginary students: individual activity
 - Imaginary students: group activity
- Inclusive lectures: resource overview
 - Making lectures inclusive: individual activity
 - Making lectures inclusive: group activity
- Inclusive seminars: resource overview
 - Making seminars inclusive: individual activity
 - Making seminars inclusive: group activity
- Inaccessible documents: resource overview
 - Making 'PowerPoint' more accessible: individual activity
 - Making 'PowerPoint' more accessible: group activity
 - Making 'Word' documents accessible: individual activity
 - Making 'Word' documents accessible: group activity
- Students, comments, conditions: resource overview
 - Inclusive teaching quiz: individual activity
 - Inclusive teaching card sort: group activity
- Departmental audit: resource overview
 - **How inclusive is your department?: individual activity (*you are here)**



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