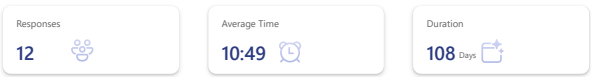


Responses Overview Active



1. The programme team works in partnership with professional services teams and students to achieve inclusivity



2. The programme team works together to establish consistent terminology and ways of working across the programme, minimising 'mixed messages' where possible



3. The programme team understands the demographics of students on our programme in terms of widening participation (e.g. Ethnicity, Mature students, Disability, POLAR Quintiles of HE participation)



4. We all know how to locate information about reasonable adjustments for students we are responsible for, and know how to implement reasonable adjustments.



5. We all use student-facing materials that meet digital accessibility standards (e.g. closed captions, alt-text for images)



6. We review our teaching spaces and facilities to ensure accessibility for those physical disabilities (e.g. step-free access, hearing loops installed, microphones etc) and flag issues where identified (e.g. with estates, timetabling, student services)



7. Our students are active partners in curriculum design, development and delivery



8. Our programme actively considers the content that students are likely to have covered before university (e.g. A level, GCSE, BTEC syllabus) and design interventions to address disparities and gaps in knowledge



9. Our teaching content has been reviewed to ensure it goes beyond white European perspectives i.e. has been decolonised



10. Our curriculum highlights diverse figures within the discipline to students (e.g. LGBTQIA+/Black/Asian/Disabled researchers, authors, or policy makers)



11. We work with students to review our teaching materials to pro-actively point out any language that is not clear and consistent



12. Our teaching resources are made available in appropriate accessible formats in advance of scheduled teaching sessions wherever possible.



13. Our teaching adopts an active and authentic learning approach, not being overly reliant on didactic lecturing, and designed to be accessible to all students (considering e.g. disability, international students, those with limited financial resources)



14. Our assessment is designed at programme level, giving students a manageable assessment workload and minimising clashes of hand-in dates



15. Our programme uses a range of assessment formats, and enables student personalisation choice of assessment format where appropriate



16. Our students have had an opportunity to practice all final year summative assessment types earlier in the programme, and understand the relationships between assessments at different levels



17. Our assessments are clearly explained to students through module documentation, written materials and activities in class, using transparent and consistent language to make requirements clear



18. Markers' feedback comments are constructive, and actively point out ways that students can improve their work for future assignments



19. Markers provide relevant, focussed and timely formative feedback to support student learning



20. Our programme team are sensitive to student anxieties around assessment and feedback, so create a supportive culture around assessment, provide clear guidance, and offer opportunities for students to voice concerns



21. Our programme team can effectively signpost students they are responsible for to appropriate support services where required



22. Our programme provides opportunities for our students to interact socially within structured activities



23. Our programme team and students work in partnership to establish clear ground rules around inclusion and respect for all



24. Group work on our programme is designed so that all students are actively included regardless of background, current circumstances or demographic group



25. Our programme team make it clear to students that they can confidently raise concerns around inclusivity, including potential bias or discrimination, and staff would feel confident about intervening if necessary



26. Our programme team provide our students with clear information about commonly used academic terminology, degree classifications and institutional conventions **throughout** their programme



27. Our programme embeds or signposts towards structured tools and resources designed to encourage student self-management, self-belief, and aspiration where available (eg. MyMentor, MyCareer, Sorted, Togetherall)



28. We know how to signpost students to relevant support and personal development services within the university (e.g. academic skills support, learning support, wellbeing team, money support)



29. Our programme embeds careers guidance and related schemes (e.g. entrepreneurship, MyCareer, Careers service), and relates these to personal ambitions of our students where possible



30. Our programme embeds opportunities for all students to work with employers, develop personal networks and reflect on self development and career goals



31. We design placements and external opportunities on our programme to be inclusive, particularly for those with caring responsibilities, health conditions, financial constraints etc.



32. How do you feel after answering these questions? (click all that apply)

