ADPS Inclusive Practice

Video introduction

Please watch [Video 1](#), where Dr Alex Owen introduces you to the new format for the Academic Development CPD workshops. We then encourage you to listen to Dr Shelly Kemp’s [Developing Practice Podcast](#) where she chats with the podcast hosts, Matt Davis and Alex Owen, about the potential diversity of student needs and the importance of inclusive practice. In the podcast she explores with the hosts the deficit discourse often associated with diversity and seeks to reflect on what it could mean if we reframe our understanding within the context of diversity gain.

Please also watch [Video 2](#), where Shelly summarises the theme for the ADPD Inclusive Practice workshop and introduces some of the additional resources listed below. She covers:

- What do we mean by inclusive practice?
- Why is inclusive practice important?
- How do we make inclusive practice work?

You will find several resources to help you explore these issues further in the reading list below.

Once you have had a chance to look at these resources, we would like to encourage you to meet individually with the workshop leaders online to share your own experiences of inclusive practice, the challenges you have faced, and the solutions you have found. We will collate some of the themes that emerge from these discussions and we will endeavour to expand the reading list and resources in response. To arrange to meet the workshop leaders online, once you have looked at the resources and reflected on your practice, please email [a.e.owen@liverpool.ac.uk](mailto:a.e.owen@liverpool.ac.uk) and we can book an online meeting at a time to suit you.

Resources

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<tr>
<th>Reading recommendations</th>
<th>A very concise document that describes a definition of inclusive practice, a list of benefits of inclusive practice, and a useful checklist for inclusive practice for academics.</th>
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<tr>
<td>Morgan, H. Houghton A. (2011). Inclusive curriculum design in higher education: Considerations for effective practice across and within subject areas. Higher Education Academy (<a href="#">available here</a>)</td>
<td>This HEA guide is a great overview of the topic of inclusive curriculum design. A particular feature of the guide is that it contains many case studies of inclusive approaches from a range of different disciplines. The guide is useful because in order to be an inclusive practitioner you are firstly encouraged to think about diversity dimensions that can affect your students’ approaches to their learning. The guide also contains helpful prompt questions to support you in thinking inclusively in relation to your practice in areas of teaching methods, learning activities and learning materials, as well as other areas relating more to curriculum design.</td>
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<td>Oliver, M. (2013). “The Social Model of Disability: Thirty Years On.” Disability &amp; Society 28 (7): 1024–26. <a href="https://doi.org/10.1080/09687599.2013.818773">https://doi.org/10.1080/09687599.2013.818773</a></td>
<td>This review article is written by Mike Oliver who in 1983 originally introduced in a book the individual and social models of disability which has impacted inclusive approaches in society since. This particular article is his reflection on the impact of the social model over 30 years since publication, and is particularly beneficial because it highlights the criticisms of the social model, and cautions against misinterpretation. This can have implications for how we view and approach inclusive practice in HE settings.</td>
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<td>Universities UK/National Union of Students. (2019). BLACK, ASIAN AND MINORITY ETHNIC STUDENT ATTAINMENT AT UK UNIVERSITIES: # CLOSINGTHEGAP. Retrieved from <a href="https://www.universitiesuk.ac.uk/policy-and-analysis/reports/Documents/2019/bame-student-attainment-uk-universities-closing-the-gap.pdf">https://www.universitiesuk.ac.uk/policy-and-analysis/reports/Documents/2019/bame-student-attainment-uk-universities-closing-the-gap.pdf</a></td>
<td>This publication gives a relatively recent overview of the issue of the Black, Asian and Minority Ethnic (BAME) student inequalities and attainment gap in UK Higher Education Institutions (HEIs). Within it, it briefly describes the deficit model (p. 16) (which contrasts with the social model). The publication introduces some approaches that different UK universities are taking to reduce and remove any BAME attainment gaps, including a link to a further document with more detail of each case study, covering different disciplines. The document also includes some prompt questions, mostly aimed at senior leaders in HEIs to encourage them to think about their institutions approach to tackling the BAME inequality and the embedding of inclusive practice.</td>
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<td>Hockings, C. (2010). Inclusive Learning and Teaching in Higher Education: A synthesis of research. Evidence Net HEA Resource. Retrieved from: <a href="https://www.heacademy.ac.uk/system/files/inclusive_teaching_and_learning_in_he_synthesis_200410_0.pdf">https://www.heacademy.ac.uk/system/files/inclusive_teaching_and_learning_in_he_synthesis_200410_0.pdf</a></td>
<td>Whilst this synthesis of research is a little dated (at 10 years old), it still provides a really useful synthesis of some key ideas that impact approaches to inclusive practice. The author presents a summary of some key research and then goes on to present a synthesis of the findings in four sections: curriculum design, curriculum delivery, assessment, and institutional commitment to inclusive practice.</td>
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<td>Freeman, J. (2016). “An Innovative Approach for Addressing Inclusion with Teacher Candidates.” Journal of Research in Special Educational Needs 16 (1): 895–96. <a href="https://doi.org/10.1111/1471-3802.2_12347">https://doi.org/10.1111/1471-3802.2_12347</a></td>
<td>This document gives a very brief critical reflection on the experiences of teaching teacher trainers about inclusion and I think it is valuable to read because it makes some useful conclusions that may help you reflect upon your own approaches, and could also be used as a stimulus to think about disseminating your own critical reflections on your inclusive practice approaches.</td>
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<td>HEA (2015). Framework for student access, retention, attainment and progression in higher education. HEA Framework Series. Retrieved from <a href="https://www.heacademy.ac.uk/system/files/downloads/studentaccess-retention-attainment-progression-in-he.pdf">https://www.heacademy.ac.uk/system/files/downloads/studentaccess-retention-attainment-progression-in-he.pdf</a></td>
<td>This HEA resource provides a framework for inclusive teaching practice with the aim of promoting student access, improving retention, attainment and progression to support eradicating gaps between populations of students. It usefully defines some approaches to each of the four angles.</td>
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From the positioning of STEM education, this is a systematic literature review of the use and application of Universal Design for Learning (UDL) in higher education. The review is beneficial because it covers the history and origins of UDL for those unfamiliar with this, and most valuably provides a synthesis of the research that has been conducted on the use of the UDL framework in STEM higher education.

This is a study conducted at an institution in Spain, aiming to address questions such as, Is the University inclusive? The participants within the study included disabled student perspectives. The authors discuss the perceived barriers and support with their university education for disabled students. Whilst this study focusses on disability, many of the barriers and support identified are generalizable to inclusive practice of all individuals, regardless of disability status. Beatriz Morgado is a recent key researcher in the area of Inclusive Practice in Universities.

This blog guide by Sathy and Hogan, is a really easy read, running through the questions you might initially have when considering approaching inclusive practice. It then provides 3 clear principles of inclusive practice, and 5 ways to interact inclusively with your students. It also discusses design, evaluation and benefits of inclusive practice.

**Videos & Podcast**

Implicit bias (video)
https://www.youtube.com/watch?v=J69HkKz9g4A

Universal Design for Learning (video)
https://www.youtube.com/watch?v=AGQ_7K35ysA

Inclusive Practice (Podcast)
https://www.liverpool.ac.uk/the-academy/podcast/season-one/shelly-kemp/

**Top tips for inclusive practice**

10 inclusion strategies for teachers
https://www.teachertoolkit.co.uk/2017/05/25/10-inclusion-strategies-for-teachers/

Top 10 tips on Inclusive Assessment
http://www.learnhigher.ac.uk/learning-at-university/assessment/top-10-tips-on-inclusive-assessment/
Future Sessions

The role of The Leadership, Organisational, Staff and Academic Development Academy (The Academy) is to promote and enable organisational excellence through the strategic development of the University’s people and practices. One way that we achieve this is by providing opportunities for continuous professional development for individuals through our Academic CPD Developing Practice Series of workshops, seminars and, at this time, online resources.

The Developing Practice Series covers a wide range of topics on learning and teaching in Higher Education. All colleagues are welcome to register for these workshops, which are currently replaced by the provision of online learning resources, by booking using the Core HR system.