

Mr John Gilchrist
Freedom of Information Officer

27 June 2018

Ref: FOI/June 2018/ Ivan Newman

By email to ivan.s.newman@googlemail.com

The Burroughs
Hendon
London
NW4 4BT
United Kingdom

Tel: +44 (0)20 8411 4061
e-mail:
j.gilchrist@mdx.ac.uk
www.mdx.ac.uk

Dear Mr Newman

Your request for information received on 4 June 2018 has been dealt with under the provisions of the Freedom of Information Act 2000 (FOIA).

You asked:

A. Your HEI's academic staff's knowledge of inclusive teaching:	
1. How does your HEI define inclusive teaching?	
2. Does your HEI offer training in inclusive teaching to its academic staff?	
3. If YES: a. How is that training delivered? (eg PGCHE PG CAP, CPD) b. How much training in inclusive teaching is offered? (eg hours per course/year) c. What % of your HEI's total academic staff has currently received this training? d. What percentage of your HEI's total academic staff receives this training annually? e. How do you track this training for each academic? f. Does the training explicitly include teaching students with SpLDs? And if so, what are	

<p>the learning objectives of the relevant modules?</p>	
<p>4. If NO:</p> <ul style="list-style-type: none"> a. In what ways do you expect your academic staff to gain knowledge of inclusive teaching in general and for students with SpLDs in particular? b. How do you track each academic's acquisition of such knowledge? c. Does your HEI plan to offer training in inclusive teaching, if so over what timescale? 	

<p>B. Your HEI's incorporation of inclusive teaching in its under and postgraduate courses:</p>	
<p>1. Does your HEI's validation/revalidation of new/existing courses take into account the ways in which they deliver inclusive teaching?</p>	
<p>2. If YES:</p> <ul style="list-style-type: none"> a. What percentage of your HEI's courses have so far been so validated/revalidated? b. By what date does your HEI expect to have all its courses so validated/revalidated? c. What are the key validation/revalidation criteria relating to inclusive teaching in general and for students with SpLDs in particular? 	
<p>3. If NO:</p> <ul style="list-style-type: none"> a. By what means does/will your HEI implement inclusive teaching in general and for students with SpLDs in particular? b. How does/will your HEI measure the implementation of such inclusive teaching? c. What are/will be the key criteria of such measurement? d. By when does/will your HEI expect all its courses to implement inclusive teaching? 	

University Response

A. Your HEI's academic staff's knowledge of inclusive teaching:	
1. How does your HEI define inclusive teaching?	<p>It is our responsibility as individuals and collectively to enable the University's strategic aim of 'developing and sustaining a culture of respect, purpose, collaboration and trust' across Middlesex that actively promotes equality and inclusivity and supports an environment in which our students and staff can succeed. Teaching inclusively has a positive impact on student learning, and it is part of Middlesex's strategic plan to create a welcoming and vibrant environment that fosters critical discussion in the learning spaces that Middlesex makes available.</p> <p>Middlesex's Equality and Diversity policy states that 'the achievement of equality of opportunities and inclusion is central to the University's mission as a provider of higher education'. The aim of Middlesex in this regard is to foster and develop a wide range of skills and experience which cannot be found within any single group of students or staff. In the pursuit of our aims we seek to create a community in which diversity is valued and which both reflects and serves the needs of the broader communities in which we operate.</p> <p>Our legal requirement to adhere with the Equality Act (2010), which covers employment, education and the provision of services, outlaws direct and indirect discrimination on the grounds of the protected characteristics including age, disability, ethnicity, gender, gender reassignment, religion/belief and sexual orientation. The Act also requires universities and other public authorities to take positive steps to promote equality across all their activities.</p> <p>The Department for Education (2017) on behalf of the Disabled Student Sector Leadership Group has</p>

published ['Inclusive teaching and learning in higher education as a route to excellence'](#) ([external link](#)), which encourages higher education providers 'to look at how they can support and offer the best environment for disabled students' and includes guidance outlining 'some very simple changes that can make a significant difference to student outcomes around inclusive practice' (page 19):

- Housing all teaching materials on the virtual learning environment in such a way that students can access them when they are needed, before or after formal teaching
- Improve the accessibility of all materials provided (even if just with the right sub-headings or an appropriate use of font)
- Ensure reading lists are focused and up to date
- Allow or facilitate the recording of teaching
- The use of plain English and clear presentation in lectures
- The pre-selection of diverse learning groups
- Diversify the range of learning opportunities, approaches and assessment methods
- Regarding students as learning partners
- The embedding of inclusive practice in recruitment, promotion, performance development review and other staff focused processes

Threshold standards in inclusivity

The threshold standards for all University programmes are considered as the following:

Before teaching

- Explore inclusive pedagogic approaches, such as [active practice-based learning](#), in which flipped learning is

encouraged as a way to allow students to engage with material and prepare for sessions in advance.

- Give students access to an overview of teaching and learning content and appropriate materials before the teaching session, so that students are fully informed and can engage.
- Make available learning outcomes, assessment methods and deadlines for all modules to all students from the outset of the programme.
- Consider and resolve issues of accessibility of field trips and placements.
- Remove barriers to accessing teaching (e.g. provide content in multiple formats such as video/audio podcasts).
Programmes work collaboratively with support services to ensure this happens.
- Provide lecture content in an accessible format through MyLearning (for example, PowerPoint presentations or other forms of presenting information) at least 24 hour in advance to the lecture. Please note [copyright considerations for learning and teaching](#).

During teaching

- State learning outcomes at the outset of each session.
- Ensure lecture content is captured in an audio-visual format (e.g. Kaltura, Youtube, Adobe Connect). This recording does not necessarily have to be full capture, but the main lecture content in an accessible form (e.g. through narrated PowerPoint, audio file, split screen showing presenter/PowerPoint presentation, webcam recording to showcase the presenter/s). This recording

does not have to be live and can be produced beforehand. Please note [copyright considerations for lecture recording](#).

- Allow students preparation time when asked to contribute to class discussion.
- Provide multi-sensory presentation to appeal to multiple learning preferences.

Assessment

- Offer a range of approaches, where practical, when assessing students' learning, whether through formative or summative assessment.
- Provide regular formative assessment opportunities so that students can receive feedback on their progress well in advance of summative assessment. These could include self- and peer-assessment opportunities.
- Programmes provide clear, transparent and timely information to students on the assessment methods, deadlines and marking schemes employed and in an accessible format.

Quality assurance

- Actively seek representation of student with disabilities at validation or re-validation events.
- Ensure that the voice of students with disabilities is included at Programme Voice Groups and at other representative forums. If this is not in place then utilise specific focus groups.
- Teaching staff and programme administrators have access to Learning Support Forms and processes are in place to ensure that this occurs.

	<ul style="list-style-type: none"> Programmes embed notions of inclusivity within their curriculum design.
2. Does your HEI offer training in inclusive teaching to its academic staff?	Yes
3. If YES: <ul style="list-style-type: none"> a. How is that training delivered? (eg PGCHE/ PG CAP, CPD) b. How much training in inclusive teaching is offered? (eg hours per course/year) c. What % of your HEI's total academic staff has currently received this training? d. What percentage of your HEI's total academic staff receives this training annually? e. How do you track this training for each academic? f. Does the training explicitly include teaching students with SpLDs? And if so, what are the learning objectives of the relevant modules? 	Training offered by The Centre for Academic Practice Enhancement, the Disability and Dyslexia Service, PGCHE Data not available Data not available Data not available Currently not tracked Yes
4. If NO: <ul style="list-style-type: none"> d. In what ways do you expect your academic staff to gain knowledge of inclusive teaching in general and for students with SpLDs in particular? e. How do you track each academic's acquisition of such knowledge? f. Does your HEI plan to offer training in inclusive teaching, if so over what timescale? 	

B. Your HEI's incorporation of inclusive teaching in its under and postgraduate courses:	
1. Does your HEI's validation/revalidation of new/existing courses take into account the ways in which they deliver inclusive teaching?	Yes
2. If YES: a. What percentage of your HEI's courses have so far been so validated/revalidated? b. By what date does your HEI expect to have all its courses so validated/revalidated? c. What are the key validation/revalidation criteria relating to inclusive teaching in general and for students with SpLDs in particular?	100% of our offer has recently been reviewed to ensure they consider the Inclusivity Thresholds. N/A See Threshold standards for inclusivity stated previously.
If NO: e. By what means does/will your HEI implement inclusive teaching in general and for students with SpLDs in particular? f. How does/will your HEI measure the implementation of such inclusive teaching? g. What are/will be the key criteria of such measurement? h. By when does/will your HEI expect all its courses to implement inclusive teaching?	

I trust this satisfies your request sufficiently. Under the Freedom of Information Act 2000, you have the right to complain about the University's response to your request for information. If you have such a complaint, you may contact Mrs Teresa Kelly, Clerk to the Board of Governors, Middlesex University, Hendon campus, London NW4 4BT, tel: 020 8411 6018, t.kelly@mdx.ac.uk within 40 days of the date of this letter for a review of the University's decision. If you remain unsatisfied with the outcome of that complaint, you may seek further recourse by lodging an appeal with the Information Commissioner.

Yours sincerely

John Gilchrist
Freedom of Information Officer