

Inclusivity - Quick Advice

Planning

1. Make course materials available online and in advance. This will allow students to process, prepare and modify into alternative formats that may be more suitable for their needs.
2. Ensure course materials are visually clear and that examples, illustrations and case studies are accessible (i.e. jargon is minimal and cultural references can be universally understood).

Teaching

1. Provide flexibility in how information is delivered and discussed such as giving instructions verbally and visually. Use a variety of teaching strategies, activities, and assignments that will accommodate the needs of *all* students. [Watch](#) our videos of students talking about their diverse learning needs, abilities, backgrounds and experiences.
2. Recognise and value your students by approaching teaching sessions with an ethos of dialogue. Find ways to connect with and learn about the uniqueness of all students through ice breakers and personal reflection activities and facilitate peer-to-peer discussions to encourage students to support each other. See the [interactive teaching and group work](#) pages for further guidance and resources.

Assessment

3. Provide flexibility in how students demonstrate their knowledge and how you assess this by varying the assignment type (for example presentation, lab report, reflective portfolio) and allowing choice in assignments, where appropriate (for example between topics or allowing students to set their own questions). Our [case studies of good practice](#) of inclusivity initiatives across the university might provide inspiration.
4. Prepare and support students in the assessment process by giving clear guidelines, access to marking schemes, organising assessment specific tutorials and providing opportunities to practice via class tasks or formative assessment. See the [assessment](#) pages for further guidance and resources, including the [7 Steps to: inclusive assessment](#).

Dialogue

5. Utilise your pastoral role. Be aware of what support services are available in order to refer students on to the right place. These services also exist to provide guidance to academic staff on how to teach more inclusively so if in doubt, ask the [experts](#).
6. Everyone is different. For example, once you have met one person with Asperger's, you have met one person with Asperger's! Invite those who may have requirements to talk about what might be best for them.

Finally...

7. Inclusivity is a journey. It is not about being all things to all people all of the time but about continually reflecting on teaching practice and asking, how can I do better?