



UNIVERSITY OF
LINCOLN

Inclusive Education: Accessibility, Autonomy, and Authenticity

Dr Deborah Lock, July 2018

About Lincoln International Business School

- ▶ Distinctiveness
 - ▶ Rural and regional emphasis
 - ▶ Civic in nature, embedded within the regional community
 - ▶ Teaching intensive and research active
- ▶ 4th College in the University
- ▶ 4 departments
- ▶ *circa* 120 academic staff (37% international)
- ▶ *circa* 3500 registered students (F2F & online/DL)
- ▶ < 20% international students
- ▶ 3-4% BME students
- ▶ Attainment differences (BME, POLAR, Cert HE / BTEC / A-Level)
- ▶ Complex picture



Inclusive Education

- ▶ Inclusive education respects diversity and values equality. It recognises and draws upon the experiences and expertise that exists amongst different communities, and ensures that no individuals or groups are intentionally or unintentionally disadvantaged (HEA 2011)
- ▶ It demands a good curriculum, one which is not special or something separate but instead one where students' entitlement to access and participation in learning is anticipated, acknowledged and taken into account from inception to delivery (Croucher & Romer, 2007)
- ▶ Our approach will be underpinned by three principles:
 - ▶ **Accessibility:** Through shared ownership and partnership in co-designed curriculum
 - ▶ **Autonomy:** By equipping students with the skills, global competencies, and confidence required to make a positive contribution in a complex world; and
 - ▶ **Authenticity:** By enabling students to see themselves reflected in the curriculum

The LIBS Inclusive Education Project



Where are we going?

- ▶ **Two / three year inclusive education project**
- ▶ Portfolios with curriculum that are **anticipatory** and consider the whole student lifecycle (application to graduation and beyond)
- ▶ **Flexible** curriculum which are responsive and can easily be adapted to accommodate evolving student population requirements e.g. delivery formats
- ▶ Curriculum **accountability** with staff and students being jointly responsible for progress against equality and diversity objectives
- ▶ **Co-design** of curriculum with students, colleagues, and stakeholders to enrich the curriculum content and relevance
- ▶ **Assessments** which are meaningful, relevant and fit for purpose that reflect students' individual learning styles
- ▶ **Innovative** learning opportunities which enable both staff and students to develop their potential
- ▶ **Accessible** (consistent) constructive feedback / forward methods which provide positive and coherent development opportunities for students



Success looks like:

1. No discernible attainment issues between student communities; and
2. learning experiences through which diversity, equality and global citizenship are both 'real' and core



How will we know that we are there?

- ▶ Reduction in the attainment gap amongst international, BME and WP students
- ▶ Value-added scores by programme
- ▶ Attendance aka dis-engagement
- ▶ PTES, NSS and Module Evaluation Scores
- ▶ Retention, progression and success rates
- ▶ Distance travelled using the Learning Gain materials
- ▶ Retention and conversion rates (UG to PGT, and PGT to PGR)
- ▶ Number of and participation in international mobility opportunities by international, WP students and students with challenging socio-economic circumstances (carers, single parents, commuter students)

What are we up to (1)

1. College Student Engagement Lead – supported by representatives from all departments & a member of a university wide community
 1. Responsible for identifying engagement opportunities through targeted interventions
2. Annual Student Conference in Freshers Week (sense of belonging)
3. LHERI award on student stories
4. TSEP research project which is using critical race theory to understand international student engagement
 1. NUS – Student Engagement Toolkit: <https://www.nusconnect.org.uk/the-student-engagement-partnership-tsep/student-engagement-toolkit/enhancing-student-engagement>
5. 'Marking' and supervision training for staff (LIBS)
6. Audio feedback piloted (using the Bb system)
7. Staff development workshops on feedback/forward in place
8. English language diagnostics for UG and PGT students in place, with interventions being tailored towards the individual student
9. Maths diagnostic toolkit currently being developed for PGT – LIBS
10. Annual T&L conference A3 Inclusive Curriculum

What are we up to (2)

1. New project (pending funding) *Re-addressing the white curriculum* (in partnership with the Library & NUS)
2. Supporting the black history month (led by the NUS) and linking to the LIBS Bomber Command initiative
3. Black Ambassadors / mentors (part of the NUS BME initiative)
4. Standard marking grids currently being developed in time for AY2018/19 to be rolled out across all programmes - LIBS
5. Co-design of assessment planned for AY2018/19 - LIBS
6. Feedback /forward focus groups being convened by the SU to ask students about their feedback experiences (what works, what doesn't work)
7. Student Curriculum Consultant recruitment and training scheduled to take place over the summer /autumn (decolonise the curriculum)
8. Institutionally, assessment and feedback protocols currently being audited by the Colleges in terms of progress on implementation of agreed actions
9. Extensive programme dashboards – attendance, attainment, added-value
10. Unconscious bias training



What do we need to do?

1. We need to shift the language that we use from 'gap' to identifying and understanding what makes some BME students more successful than others and learn from this (since BME students may not necessarily be aware of any attainment gap)
2. We need to do to be supportive of each other and be brave enough to reflect on existing, and develop innovative practices
3. We to ensure transparency, consistency and coherency in our assessment, marking and feedback practices
4. We need to do achieve our ambition to provide an inclusive education which a) incorporates respect b) values diversity, and c) enables students to develop the skills and competencies required to maximise their potential