

Standards of Inclusive Practice

Information for Students

Introduction

Leeds Beckett University is committed to providing an inclusive teaching and learning experience for all our students^[1]. These baseline standards are designed to benefit all learners. By embedding inclusive practices from the outset, we aim to reduce the need for additional reasonable adjustments, promoting a more accessible and equitable environment. Where feasible, disabled students will receive this standard level of inclusive practice.

If a disabled student feels this is insufficient for their needs and they require additional support and/or reasonable adjustments, they can discuss their needs with their tutor or with the Disability Advice Team. Our inclusive practice standards do not replace bespoke recommendations (including exam adjustments) made in an individual Reasonable Adjustment Plan.

[1] Students refers to anyone undertaking a taught course such as undergraduates, postgraduates, apprentices, and short course participants.

Disability Advice

Telephone: 0113 812 5831

Email: disabilityadvice@leedsbeckett.ac.uk

Website: <https://www.leedsbeckett.ac.uk/student-information/disability-advice/>

Teaching and Learning Materials

- Recommended reading and learning material where appropriate will be categorised into essential, recommended and further reading, to enable prioritisation. Essential reading will ideally be no more than 5-10 items per module where appropriate and where possible use the Accessible online TALIS system.
- Resources will be in an accessible format and where appropriate/possible include a variety of styles (e.g. hardcopy books, eBooks, journals, and audio/audio-visual)
- To support planning and pre-reading before the taught session, main teaching materials (PowerPoint slides, handouts, and discussion materials) will be available to students electronically at least 48hrs in advance. Tutors may use additional materials during the session.
- Where possible the following will be provided when needed:
 - videos will have closed captions where available (some auto-generated captions may be used where embedded captions are unavailable)
 - audio information will be closed captioned where possible, or a written/auto-generated transcript provided
 - written information will be made available in electronic format

Teaching Sessions

- Students will be advised by the tutor at the beginning of the learning session of the approximate time and proposed length of planned breaks and will be allowed to take additional breaks if needed
- Tutors will notify and give students sufficient time to prepare prior to reading aloud or writing in front of others
- Where possible and appropriate teaching staff will provide students with additional support and/or signposting to additional resources, to clarify the subject matter or catch up on anything missed

Recordings

- Students will be permitted to use a recording device/laptop to assist with notetaking

Note: it may not be appropriate to record some sessions where confidential or sensitive subject material is being discussed. Teaching staff will advise students when recording is and isn't allowed (see [Recording Guidance](#))

- Where appropriate, offline recordings of taught sessions will be made available within 1 week to students via the lecture capture platform (Panopto).

Note: It may not be appropriate to record some sessions (see [Recording Guidance](#))

- Where available and appropriate teaching staff will use accessibility functions within online platforms (e.g., Microsoft Teams) to record the session, capture any 'chat' threads and generate automated transcription

Assessment

- All information relating to assessment tasks will be provided in writing on MyBeckett
- Tutors will provide within the module an opportunity for students to clarify their understanding of the assessment(s)
- Feedback will include strengths and areas for development.
- Students with a disability are eligible for a 10-day submission window

Note: If you need support with your submission, please contact your course team – they can offer you advice and guidance throughout your course.

Presentations

- Students will be notified in advance of presentations to allow sufficient time to plan, prepare and practice
- Presentations will be assessed in line with the module assessment criteria
- Where possible the impact of difficulties with recall, anxiety, word finding difficulties, eye contact, volume, and pace of delivery will be taken into consideration by the assessor
- Where it is known that a student may struggle with academic presentation, a scaffolded approach will be discussed with the student. For example, the opportunity to pre-record, deliver to just their tutor, a smaller group, progressing, to a larger group as they gain confidence, skills and strategies in this area.

Field Trips/Study Visits/Residential

- Any known study visits or trips will be communicated to students with advance notification to allow adequate preparation time
- Teaching staff will initiate a planning meeting with the student to discuss any individual requirements e.g, accommodation/travel

Exams

- Students are advised to discuss their exam needs with their tutor or the Disability Advice team.

Other information

- Where possible students impacted by fire alarm testing will be directed to information that lists scheduled alarm tests

Note: Students/apprentices can find this information directly by visiting <https://www.leedsbeckett.ac.uk/student-information/disability-advice/disability-advice-service/>