

Embedding the DDA in institutional strategies: challenges and opportunities

Sara Marsh

Director of Learner Support Services
University of Bradford

s.l.marsh@bradford.ac.uk
01274 233303





Outline

- Background
- Opportunities via HEA project
 - accessibility
 - student engagement
 - learning and teaching
 - professional development
- Challenges
- Conclusions



Background

- Student complaint about lecture notes
- Options for action
 - "Voluntary binding agreement"
- Let's do better - review everything
 - strong lead from PVC Learning and Teaching
- External consultants
 - 62-point action plan

Opportunities

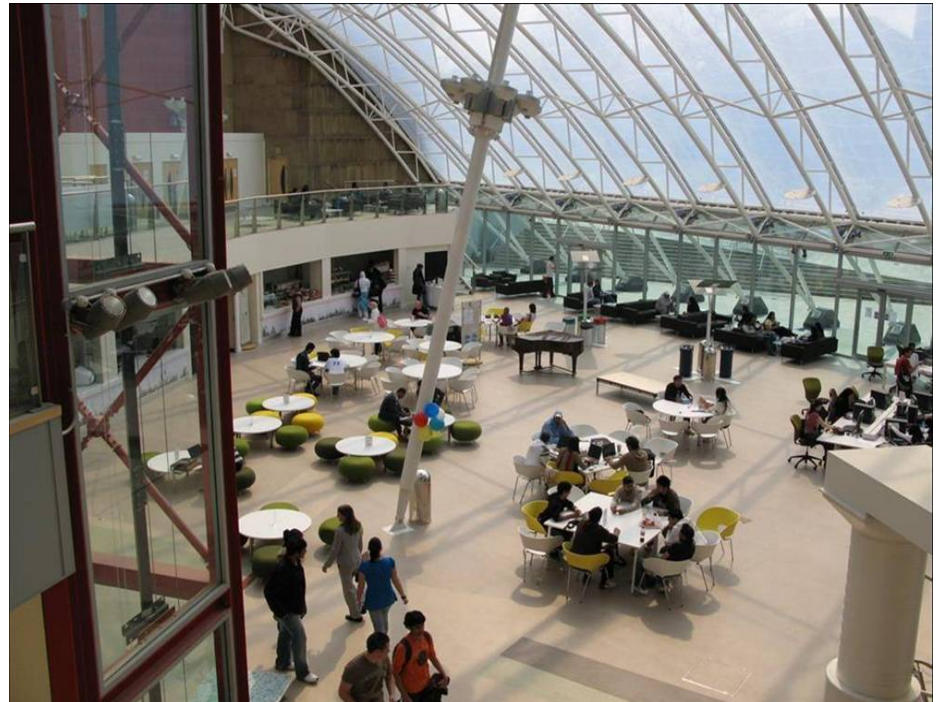
- HEA Project
 - "developing and embedding inclusive policy and practice"
- Four themes
 - Accessibility
 - Student engagement
 - Inclusive curriculum
 - Professional development





1- Accessibility

- Estate (audits)
- Teaching areas
- Learning materials
- Formats





2 - Student engagement

- Learner Support Profile
 - all students to create Personal Development Plan (using PebblePad) and reflect on learning plans
- Employability
 - all students enabled to reach full potential
 - Support, Progression and Employability ...



3 - Inclusive curriculum

- Learning outcomes
 - different learning styles
 - flexibility and variety of modes
- Assessment processes and criteria
 - not just exams ...
 - minimise individual adjustments
- Technology can facilitate



4 - Professional development

- E-learning module on inclusive L&T
 - collaboration and sharing, not telling
- Review of PG Certificate in HE Practice
 - framework for professional development of teaching staff
- Risk management - DDA issues



Challenges

- From action plan to action
 - use of concept map in planning
- From action to attitude
 - IT issues
- Beyond the Disability Service
- The lecturer on the Bradford omnibus?
- Evaluation / impact assessment



Conclusions

- Not just legal compliance but making things better for everyone
- Learning and teaching a good focus
- From rules and constraints to opportunities for all
- "Celebrating diversity?"
- The inclusive campus



Stick or carrot?

"The Bradford Learning, Teaching and Assessment Strategy ... is now the main driver for change in relation to inclusion ... [rather than] the legislation. As a consequence our focus on an inclusive campus should be seen as a route to professionalism and teaching excellence. The carrot rather than the stick."

Patrick Allen and Helena Jones, University of Bradford



With acknowledgements and thanks to colleagues at Bradford:

Patrick Allen

Ron Harle

Peter Hartley

Helena Jones

Nigel Lindsey

Stuart Walker

