Changing the culture of higher education: 
Learning from others through research about inclusive practice

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Learning from others

- Learning from others
- Role of research
- **Colleagues**
  - Inclusive Curriculum Design
- **Students**
  - Disability Effective Inclusive Policies
  - Smart Start – Access Agreement evaluation
  - Moodle – an inclusive approach
- **Sector**
  - Mental Health and Complex Needs
A question of research

I’m a practitioner / policy maker / academic ...

- Where will I find the time / money / opportunity?
- How can I engage in research?
  - Generate the questions for research ...
  - Collaborate with colleagues and students
  - Attend events and networks
  - Share and discuss good practice
- What sort of research?
  - Theoretical, Desk based, Empirical, Evaluation, action research, student consultation, reflective practice
Colleagues

Inclusive Curriculum Design
Hannah Morgan, Rebecca Marsden, Steve Dempster & Amy Burgess

Embedding Mental wellbeing in the curriculum
Jill Anderson
An inclusive approach

- Recognises **multiple identities**

- Avoids compartmentalising solutions based on specific ‘need’

- Adopts holistic approach to meet **entitlements**
Typology Student Diversity

A kaleidoscope of opportunities

Inclusive Curriculum Design contains:

- Principles
- Questions for course design
- General considerations
- Discipline considerations
- Ideas
- References

Inclusive Curriculum Design
Inclusive Curriculum Design (ICD)
Global – Graduates - Goalposts

- Celebrating Cultures - Global
- Changing context – Graduate
- Continuous process - Goalposts
Built Environment

Integrating conventional design processes

Challenging stereotypes and celebrating diversity - LAW

Providing more inclusive work placements and internships
DANCE, DRAMA AND MUSIC, LAW, SOCIAL POLICY AND SOCIAL WORK
Just out ...

- Embedding mental wellbeing in the curriculum maximising success in higher education
Embedding mental wellbeing

- Curriculum content
  - Interdisciplinary approach
  - Disciplinary specific
  - Curriculum infusion

- Curriculum process
  - Using the 5 ways to wellbeing as a practical framework
    - Connect
    - Be active
    - Keep learning
    - Take notice
    - Give

- Whole university approaches ... reflective tools
MMHE ... what’s in a name?

- Mental Health in Higher Education Hub
- Minority Males for Higher Education
Keep learning ...

- Your name
- Where you are from
- A learning situation you felt was inclusive or
- An inclusive strategy you use to support students
Students

- Disability Effective Inclusive Policies

- Disability related Access Agreement evaluation

- Enhancing teaching and Learning for digital Lancaster
Complex decision making

▪ What to say, when to say it
▪ How might an inclusive approach remove the need?

I didn’t put it on UCAS form or anything, so that was one of the things I used to worry about. I used to suffer from quite bad depression, and ... self-harm so that was scary. ... I’ve had depression which some people might call a disability I still think its something you can overcome if you are strong enough, whereas dyslexia is a bit different, I think you’ve got it, its more difficult to shift. **Damian**
Disclosure

What might influence students decision to disclose?
Why might they feel more able to disclose:
- To certain people
- in certain situations

I haven’t told lecturers, my seminar tutors know, ... lecture notes are already available for all students, there aren’t many ways they can adapt to someone with dyslexia, if they gave me some extra notes that would be positive discrimination and so that’s not fair (David)
How can inclusive approaches reduce the need for reasonable adjustment?

When I had my assessment of need I was offered a proof reader, and someone to take notes for me, and that would have been great but in the real world I wouldn’t have people to do that for me, so I have to learn how to do that for myself. (Diane)
Access Agreement evaluation

- Outreach and retention and success activities across the student lifecycle

| Disabled Students | 
|-------------------|---|
| Summer School + Outreach | • Range of pre-entry outreach activities  
• Science Hunters e.g. Minecraft Club |
| Smart Start Transition | • Transition intervention for students on Autistic Spectrum |
| Front Runner On course | • Leadership course by Common Purpose |
| Careers Progression | • Career Networking Club, “Talent has no boundaries workshop” |
Give and Take - Reciprocity

- Beneficiaries
- Beneficiaries and Deliverers
- Deliverers and Beneficiaries
- Deliverers
Enhancing Teaching and Learning for Digital Lancaster

Projects within Educational Research Department

**Moodle Survey**

- PhD student - Carla Briffet Atkas;
- Staff - Rebecca Marsden Sue Cranmer, Natalie Holland, Ann-Marie Houghton

**Making documents accessible**

- PhD student - Manish Malik;
- Staff - Rebecca Marsden, Sue Cranmer, Ann-Marie Houghton
Moodle survey summary

What we found...

Many of the issues were simply good practice and would help all students and not just students with specific access requirements.

- Streamline design of pages
- Label files correctly and clearly
- Record all lectures and post to Moodle
- Display course announcements prominently
Understanding provision for students with mental health problems and intensive support needs (HEFCE, 2015)

- Need to respond to a changing context
- A case study approach with good practice examples
- A holistic response emphasising the need:
  - For an institutional response – role for everyone
  - To work across the student life cycle

- Support for higher education students with Specific Learning Difficulties
Challenges and Issues

- Encouraging disclosure
- Developing inclusive curricula
- Introducing proactive measures
- Improving internal relationships
- Developing external partnerships
An inclusive curriculum is ...

Where all student entitlement to access and participate in a course is anticipated, acknowledged and taken into account
Everyone is unique
Further information

- For further information:
- Dr Ann-Marie Houghton, REAP Director
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- http://wp.lancs.ac.uk/reap/
- REAP: Researching Equity, Access and Participation is based in the Department of Educational Research and contributes to the work of:
Reference links to resources

- DEIP – Briefing Papers
- Inclusive Curriculum Design Documents
- Embedding mental wellbeing in the curriculum
  maximising success in higher education
- Understanding provision for students with mental
  health problems and intensive support needs