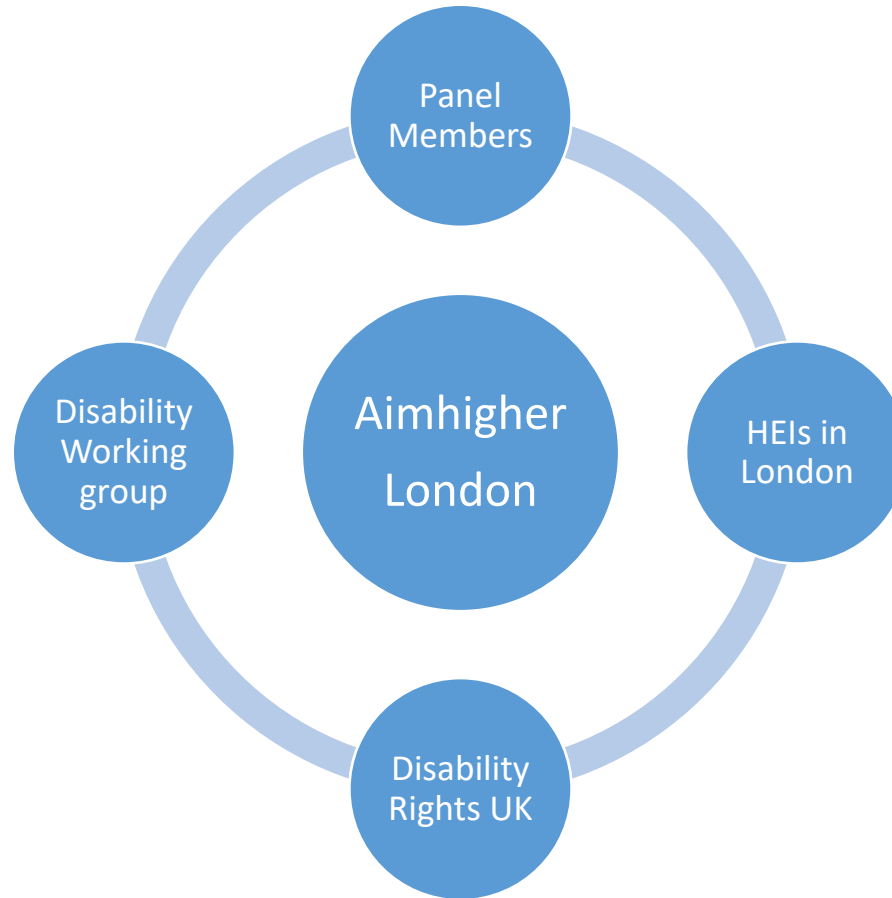# Inclusive Practice Award 2022
Webinar 10-11am

22 February 2022

Our Vision

To support HEIs to be key influencers for individual, institutional, social and economic change for those with a disability into, through and beyond Higher Education and improve outcomes for students

Who
We are

Panel members

Aims and Objectives

- Acknowledge the educational inequalities for those with a disability

- Aligning key strategic priorities across departments

- Identify whole system approaches and initiatives that support and anticipate need across the learner journey: access, participation and progression throughout university and beyond *('…from the classroom to the workplace')*

- Encouraging collaboration between education and training providers in providing tailored advice and support

- Sharing effective practice within and across universities and local stakeholders

Arriving at Thriving report (recommendations specific to HEIs)

1. *A senior leader in every HEP, (eg) Pro Vice Chancellor, must take on the responsibility and accountability for driving change to improve the experiences of disabled students.*

1. *HEPs should undertake a review of disabled students' access to teaching and learning.*

2. *Training related to disability inclusion should be mandatory for all staff. HEPs to include information (Access and Participation Plans) about the training they provide for academic and professional staff*

9. *Students' unions must take on the access and inclusion of disabled students as an institutional priority. HEPs should support this by providing funding additional to the block grants they provide to students' unions, to enable students' unions to improve their practices with regard to the inclusion of disabled students.*

10. *HEPs should have a policy with a target for the affordability of the student accommodation owned or run by the institution, agreed with input from students.*

Aimhigher London

DWG DISABILITY WORKING GROUP

Disability Rights UK

Themes

The framework uses **6 indicators** of progress/success (figure 1) across **9 themes**;

- Stretching targets
- Curriculum, design, delivery and development
- Professional learning
- Inclusive recruitment practices
- Student Unions
- Student engagement and support
- Students and staff as champions
- Staff and students who disclose a disability
- Employability

Each theme is attributed to each of the **3 areas** Access, Participation and Progression. Examples given are suggestions and not exhaustive.

1. Stretching targets

Institutional targets that are benchmarked and specifically relate to learners with additional needs in Access, Participation and Progression

2. Curriculum design, delivery and development

Delivery and/or approaches to designing, developing or integrating teaching methods to address a range of needs

3. Professional learning

CPD and training available to staff to raise awareness of additional needs; facilitate conversations with academic staff around disclosure

4. Inclusive recruitment practices

Policies, strategies and training that supports and attracts staff and students with additional needs (celebrates the diversity of the institution)

5. Student Unions

Every student and member of staff has the opportunity and is able to fully participate in clubs and social activities; the union/representatives are consulted on Policy changes/initiatives; representation on Governance groups

6. Student engagement and support

Managers effectively coordinate the sharing of information, track progress so that all staff are able to respond to needs

7. Students and staff as Champions/Ambassadors/Role models

Ways in which staff (leaders, managers, academic and support) pro-actively lead and champion the institution's equality and diversity practices (attendance on task, policy groups and committees)

8. Staff and students who disclose a disability

Incentives, systems and support in place to encourage staff and learners to disclose their needs

9. Employability

The extent to which careers and employability teams collaborate; specialist staff are employed within Careers teams

How will I be assessed?

You will be able to apply for a standard, silver, gold or platinum level of award within as many themes as you want. You will receive an accreditation level for each theme and (depending on the number of themes applied for) an overall award accreditation.

The strength of applications will be assessed on the extent that each indicator is reached within each theme and the strength of the supporting evidence of impact provided.

Feedback

Overall level award winners will be invited to Aimhigher London's practitioner awards on 7th July. Those institutions who have achieved an Individual standard, silver, gold or platinum award will receive notification by post together with a certificate and feedback from the Panel which you may want to incorporate into your wider institutional plans.

Duration of the accreditation?

One year (July-July)

Indicators

	Indicator	Rationale	Example(s)
1	Leading	**Top down** influence/steer from Senior management; level of integration, influence and influence within and across departments and faculties.	• Senior representation on policy and decision making groups • Equality, Diversity and Inclusion Strategy • Aligning Equality and Diversity Policy/strategy across a range of departments/faculties
2	Diversifying	To what extent the **needs** of students with a range of disabilities have been **anticipated and met**	• An approach/response to supporting or understanding a specific need/range of needs
3	Innovating	**Collaborative** and **innovative** approaches to meeting the needs of students/ staff as individuals and/or groups	• Co-produced activity/policy new in its approach to development, coordination and/or delivery
4	Impact	In what way an intervention/approach/policy/ collaboration has been **effective**	• Intended/unintended impact on students/ staff/ other stakeholders
5	Supporting	**Advice and support tailored** to the individual needs of students.	• **Tailored support** for specific needs • **Systems** (departments/faculties) that share information efficiently and effectively to meet the needs of learners
6	Improving	Programmes, activities, interventions that are in the **early stages of development** and meet one or more of the other 5 indicators	• A mental health initiative that is in the early stages of being embedded across the institution

Levels of Award

	Leading	Diversifying	Innovating	Supporting	Impact	Improving	Level
1. Stretching targets							
2. Curriculum, design, delivery and development	✔						**St**
3. Professional learning							
4. Inclusive recruitment practices		✔		✔			**SI**
5. Student Unions							
6. Student engagement & support		✔	✔		✔	✔	**P**
7. Students & staff as Champions							
8. Staff & students who declare a disability	✔	✔	✔				**G**
9. Employability							

Examples of evidence:

- Equality and diversity and related policies (in place)

- Strategy (intention(s)/target(s)

- Testimony (user voice, staff and students)

- Other measures - Monitoring and evaluating discrete activities (feedback, surveys, levels of user engagement/satisfaction)

Timeline

Webinar	Deadline for applications	Panel meeting	Aimhigher London Awards (overall winner)	Feedback to applicants
Tuesday 22nd February	Friday 6th May	Monday 6th June (2-5pm)	Thursday 7th July	Monday 8th August