

Strategies for Institutional Change to Embed Equity and Inclusion in HE

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Higher Education Academy

**Mainstreaming Equity, Opportunity
and Success in HE**

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Presentation overview

Structured around three sections:

- Rationale and principles of inclusive practice.
- Institutional responses to inclusion.
- Strategies for institutional change.

RATIONALE AND PRINCIPLES OF INCLUSIVE PRACTICE

Defining inclusion

- 'Inclusion' is about enabling of full and equitable participation in and progression through higher education for all students (both prospective and existing).

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Extract from QAA Code of Practice: Disabled Students (2010)

- Staff should be aware of their anticipatory duty under the DED to provide flexible and inclusive approaches to learning and teaching to ensure that all students, including disabled students, are able to demonstrate that they meet intended learning outcomes and so minimise the need for reasonable adjustments. Since all students learn in different ways, a range of methods should be used. Staff involved in the delivery of learning and teaching have a shared responsibility to support disabled students and should work in partnership with them, and with central services, to achieve this.

QAA Code of Practice: Disabled Students (2010)

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Why Develop Inclusive Practice?...

Legislative directives

- Equality scheme
- Anticipatory /reasonable adjustments
- Equality impact assessments

Government/ funding council priorities

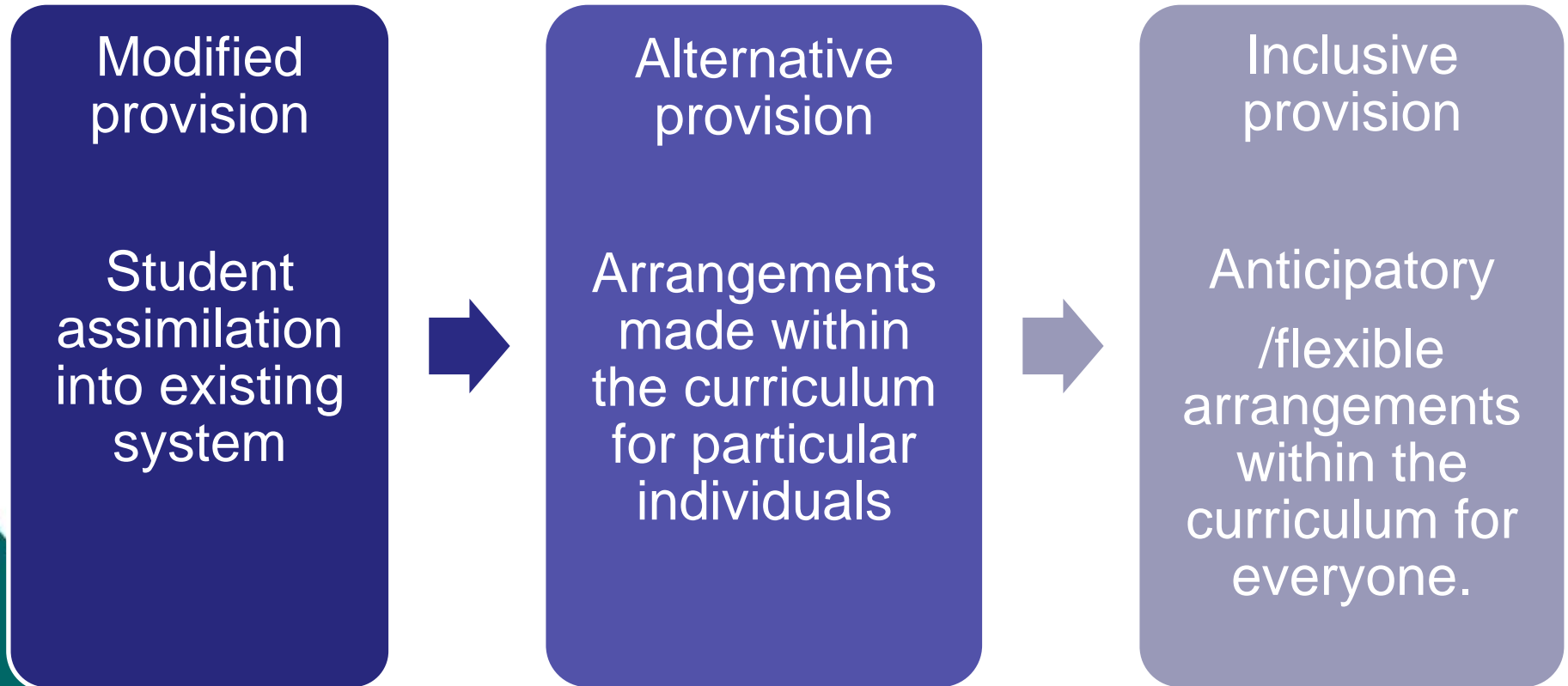
- Widening participation
- Employer engagement
- HEI flexibility and collaboration
- Enhancing quality and standards

HE institution priorities

- Mission and corporate objectives
- Quality of student experience
- Enhance academic professional practice
- Student satisfaction, retention & success
- Respond to changing demographics

INSTITUTIONAL RESPONSES TO INCLUSION

A continuum of approaches to inclusive practice.....



Waterfield and West (2006);
Fuller et al (2009); May and Bridger (2010)

Getting the right balance

Reasonable
Adjustments

Anticipatory
Adjustments

Extra time
in exams

Lecture
notes

Change
policy

Modify
practice

Impact
assessment



Reflecting on your institution....

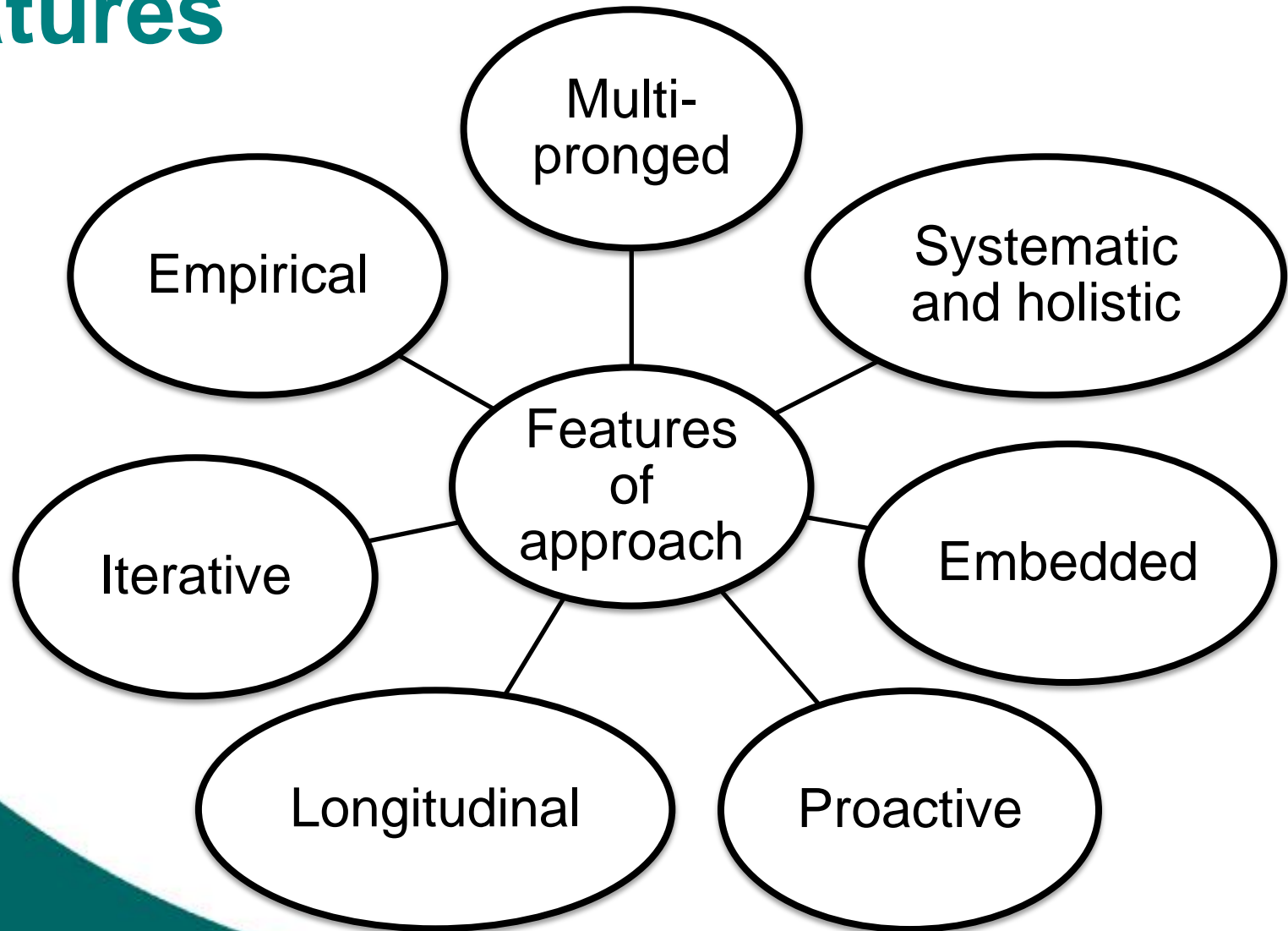
- To what extent are you expecting 'diverse' students to adapt to HE or are you adapting the system to support the diversity of our student body?
- To what extent is inclusion treated as discrete activities or an ongoing process?
- To what extent is inclusion embedded within policies/processes/ plans/ routine thinking?
- To what extent is inclusion a shared responsibility or for those with equality or widening participation in their remit?
- To what extent are students involved in the process?

INSTITUTIONAL STRATEGIES FOR EQUITY AND INCLUSION IN HE

Developing and embedding inclusive policy and practice

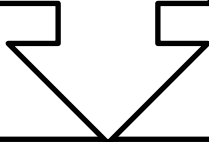
- A 14 month long programme, involving 10 HE institutions and diverse teams of 5-7 staff.
- Each worked on an self-defined whole-institutional initiative related to equality or WP.
- The Academy provided a facilitative, structured programme, which promoted evidence-informed practice.
- The programme was underpinned by research into their experiences to share the learning.

Institutional approaches: common features

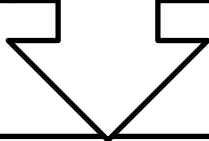


Key Findings

Simultaneously change institutional policy and procedures as well as individual attitudes and practice.



Build a robust evidence base to identify priority areas and/or demonstrate the case for, and impact of, change.



Use a multi-method, tailored approach with different stakeholder groups.

Institutional Change

Aiming for widespread use of inclusive practice

Ensure a shared vision and inclusive philosophy

Review & develop policy

Embed equality impact assessments

Changes to management processes (quality, performance, validation)

Changes to induction

Exploit existing change

Individual Change

Aiming to promote understanding & action

Form advisory or working groups

Work with influencers or advocates

Continuing professional development

Ongoing dialogue

Dissemination of information and practice

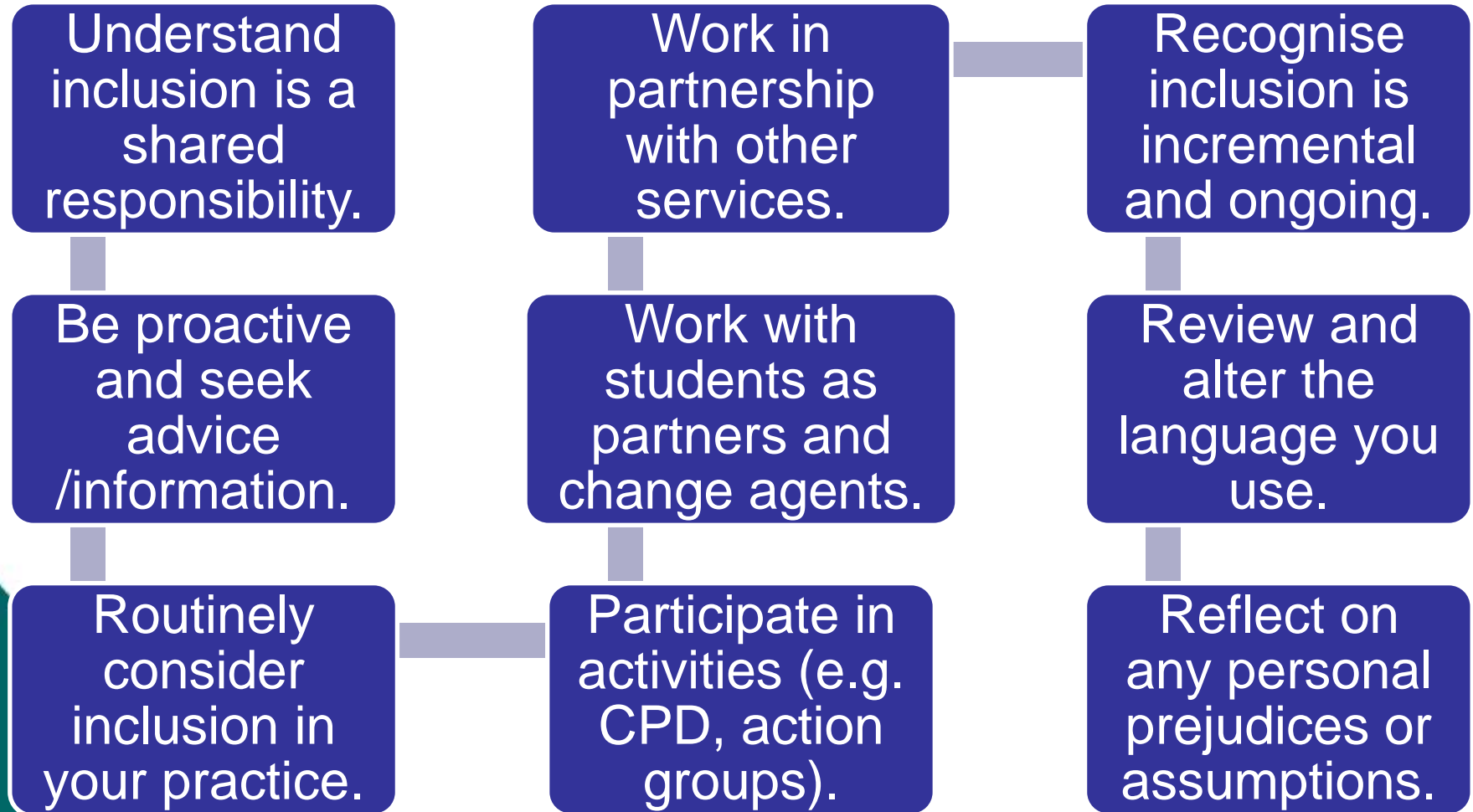
Conduct research

Resources and materials

Process for managing change

- Institutional change
 - Can be considered a project management task.
 - Defined scope, aims/objectives, target areas/stakeholders, timescales, impact.
- Individual change
 - Process of winning 'hearts and minds'.
 - More challenging to plan for and measure.
 - Requires a strategic, ongoing process; an embedded approach and acknowledgement that responsibility is shared.

What can individuals do to contribute to an inclusive culture?



Concluding remarks

- ‘The UK policy, regulatory and legislative context for equality and widening participation [...] necessitates a shift away from supporting specific student groups through a discrete set of policies or time bound interventions, towards equity considerations being embedded within all functions of the institution and treated as an ongoing process of quality enhancement’.
- Inclusion is ‘not about doing different things, rather it involves doing things differently’.

(May and Bridger 2010)

‘Civilization is the process in which one gradually increases the number of people included in the term 'we' or 'us' and at the same time decreases those labelled 'you' or 'them' until that category has no one left in it’.

(Howard Winters)

References

- Fuller, M.; Georgeson, J.; Healey, M.; Hurst, A.; Kelly, K.; Riddell, S.; Roberts, H. and Weedon, E. (2009) Improving Disabled Students' Learning in Higher Education: Experiences and Outcomes Routledge Falmer
- May, H and Bridger, K (2010) Developing and Embedding Inclusive Policy and Practice in Higher Education. York: Higher Education Academy
- QAA Code of practice for the assurance of academic quality and standards in higher education. Section 3: Disabled students (2010).
- Waterfield, J. and West, B. (2006) SPACE project 'Inclusive Assessment in Higher Education: A resource for change' University of Plymouth

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