



ACADEMIC POLICY FRONT COVER SHEET

Name of Policy:	Inclusive Academic Practice Policy
Scope of Policy:	The policy sets out two guiding principles for the University to create and sustain a learning environment that is inclusive for all staff and students
Owner:	Deputy Vice Chancellor (Student Development)
Applicable to:	Staff and students
Consultation Process:	The policy was drafted by the Inclusive Practice Working Group reporting to the Education & Student Life Committee which endorsed it on 17 May 2017
Approval Body:	Academic Board
Date of Approval:	June 2017
Date of Implementation	As above
Review Date:	-
Version:	As referenced in footer
Contact for Further Information:	Student Engagement Support Officer, Lincoln Academy of Learning & Teaching

Inclusive Practice Policy

The University of Lincoln will work to the two guiding principles of this statement below to further an institutional approach in creating and sustaining a learning environment that is inclusive for all of its staff and students.

As an institution we accept that we will never know all of the challenges and needs of our students and staff, nevertheless it is our position that through the application of best practice, learning and associated learning materials can be made to be inclusive, enabling an increased level of access of a greatest number of learners.

Inclusive Practice Principles:

1. Everyone should have the opportunity to access learning and associated learning materials. Through the application of Inclusive Practice this opportunity is afforded to staff and students.
2. Staff and students should familiarise themselves with the Inclusive Practice posters displayed in learning spaces, and take steps to apply the advice and guidance through own practice to ensure an inclusive learning environment for all.

This will be enabled by the following:

- A. Learning materials created by staff and students should adhere to University Clear Print Guidelines, and other associated University best practice guides and/or supporting resources.
- B. Learning materials should be made available in advance of teaching sessions via BlackBoard.
- C. Reading lists should be prioritised. Key chapters should be indicated within recommended texts, where this is applicable, and loaded via the Talis Aspire system.
- D. Permitting alternative methods of note taking, such as the recording of teaching instances, wherever ethically reasonable.