



**The Inclusive Practice Panel (IPP)
Thursday, 26th January 2017**

MINUTES

- PRESENT:** Dr Kathy Baker (KCL, retired) (Chair), Dr Nic Charlton (Learning Technologist, International Programmes), Ms Mariann Hafredal (Postgraduate Student Member), Ms Beatrice Hyams (Head of Programme Management, International Programmes), Ms Diana Maniati (Inclusive Practice Manager, International Programmes), Mr Sebastian Naicker (Senior Subject Matter Expert, International Programmes), Ms Ellen Pugh (External Member), Mr Tim Wade (Director: Student Services, International Programmes), Mr David Walmsley (Head of Student Disability Services, UCL: Specialist Adviser to the Panel), Mr James White (Undergraduate Student Member)
- IN ATTENDANCE:** Mr Robert D'Ath (Quality Officer, International Programmes) (Secretary)
- APOLOGIES:** Mr Usman Tayyab (Senior Examinations Officer: Head of London Exam Centres, International Programmes) (Assistant Secretary)

Part One – Preliminary Items

APOLOGIES

595. The apologies for absence are recorded above.

WELCOME

596. The Chair opened the twelfth meeting of the IPP by welcoming members and introductions were made.

ANNOUNCEMENTS BY THE CHAIR

597. The Chair welcomed Ms Ellen Pugh, Programme Manager (Policy) at the Equality Challenge Unit, to the panel in the role of External Member.
598. The Chair welcomed Mr Usman Tayyab to the panel in the role of Assistant Secretary.
599. The Chair thanked Craig Johnson, outgoing Assistant Secretary, for his work over the past year.

MINUTES

Received:

600. **(IPP 12/1)**, the minutes of the eleventh meeting of the IPP held on Thursday 22 September 2016.

Agreed:

601. That the minutes of the eleventh meeting of the IPP be approved as an accurate record of the meeting.

MATTERS ARISING

602. **Minute 535:** To *note* that the audit of learning materials provided to students, including students studying from prison, was ongoing.
603. The panel was informed that this piece of work would be continuously monitored and that further updates would be provided as appropriate.
604. **Minute 540:** To *note* that the analysis of the range of disabilities disclosed to the International Programmes was ongoing.
605. Data had been extracted showing the range of different arrangements made for students at the International Programmes. Further analysis would be undertaken to show, for example, commonly grouped arrangements. Once completed, this would be presented to the IPP.
606. The most commonly disclosed disability was dyslexia, which mirrored the nature of disclosures made by students studying on-campus. However, the range of conditions disclosed as a whole was very broad.
607. **Minute 541:** To *note* that the changes to the Disabled Student Allowance (DSA) guidelines were not considered at the Student Voice Group (SVG) in December.
608. As one of the aims of the IPP was to raise awareness of Inclusive Practice it would be beneficial to inform the SVG of the sort of work that the IPP undertakes.
609. **Minute 544:** To *note* that the Central University's Equality and Diversity Committee had held its first meeting. Both the Director: Student Services and the Inclusive Practice Manager were members of this committee.
610. The committee would have responsibility to students and staff at the University.
611. **Minute 570:** To *note* that the accessibility survey was now a feature of the Annual Programme Planning and Review (APPR) process. The responses to the survey were being collected and would be presented to the IPP after the completion of the current APPR cycle.
612. The Head of Programme Management provided an update to the Panel. The initial inclusion of the accessibility survey in the APPR process had been well received by Programme Teams. However, the results had shown that there was a low level of awareness of the need for accessible content to date.
613. The Panel noted the pressures faced by academics delivering programmes, and expressed the hope that by drawing attention to the need for accessibility within programmes this would become a part of the culture of programme delivery.
614. The VLE survey, developed by the Learning Technology Team, was also now included in the APPR process and overlapped with the accessibility survey in some areas. The surveys combined were serving to flag areas for improvement within programmes and acted as a benchmarking tool against which progress could be measured.

615. The results of the APPR Accessibility Survey and VLE Survey would be presented to the IPP at the next meeting.
616. **Minute 573:** To *note* that the Student Affairs Team at the International Academy would be commencing work on the next International Programmes Student Experience Survey in the summer, with appropriate consultation. Inclusion of a question on accessibility would need to be discussed with the Student Affairs Team.
617. The Panel would consider what the aim of including a question in the survey would be, and how the results could be used to further the development of Inclusive Practice at the International Programmes. The results may be relevant to the newly undertaken CDE research project.

Agreed:

618. **The Director: Student Services and the Inclusive Practice Manager would present the analysis of the range of disabilities disclosed to the International Programmes to the IPP at the next meeting.**
619. **The Head of Programme Management and the Learning Technologist would present the findings of the accessibility and VLE surveys, newly included in the APPR process, at the next meeting of the IPP.**

Part Two – Matters for Discussion

WEB CONTENT ACCESSIBILITY POLICY AND GUIDELINES

Received:

620. **(IPP 12/2)**, an excerpt from the minutes of the Academic Committee meeting, held on 14th October 2016.

Noted:

621. The Learning Technologist informed the panel that the Academic Committee had considered the draft Web Content Accessibility Policy and Guidelines. The documents were well received and further work was endorsed.
622. The policy and guidelines were specific to Virtual Learning Environments. Therefore, it was likely that the title of the documents would change to more accurately reflect this.
623. It had been agreed at Academic Committee that the policy and guidelines should be completed and recommended for approval by the end of the year. It was therefore agreed that the final version of the documents would be presented to the IPP at the September 2017 meeting, with an update on progress provided at IPP13 in April.
624. The Learning Technologist was developing a plan to complete this project, in consultation with relevant parties at the International Academy and within the IPP.

Agreed:

625. **That the VLE Content Policy and Guidelines would be finalised and recommended for approval at Academic Committee by the end of the year.**
626. **That the Learning Technologist would lead on this work with relevant input from colleagues.**

627. An update would be provided at IPP13.

SPECIAL ARRANGEMENTS AND EXAMINATION CENTRES SURVEY

Received:

628. **(IPP 12/3)**, a paper presenting results from the survey of examination centres undertaken in the summer of 2016.

Noted:

629. The panel discussed the survey results. The response rate was thought to be good. Slight discrepancies in the recorded percentages may be explained by students entering for examinations and subsequently not sitting.
630. The results showed that students were most commonly charged additional costs for special arrangements in Europe. The Director: Student Services informed the panel that, in situations where a student faces additional costs, these are usually covered by the International Academy.
631. Additional comments on the process from examination centres emphasised the need for centres to be informed of any arrangements required as soon as possible. This greatly increased the chances of arrangements being able to be implemented. The panel acknowledged that this was not always possible in the event of a last minute requirement, such as a scribe for a student who has broken their arm.
632. The Director: Student Services and the Inclusive Practice Manager would liaise with centres that had stated they were unable to provide certain arrangements, such as scribes, with an aim to explore alternative options and resolutions.
633. The survey results would be shared with the Inclusive Practice Arrangements Panel for information.

CHANGES TO THE DSA GUIDELINES

Received:

634. **(IPP 12/4)**, a paper outlining the key changes to DSA funding and the impact on International Programmes students.

Noted:

635. The government had published updated guidance in October 2016 concerning DSA provision. The changes resulted in substantial reductions in the level of support previously provided to disabled students through DSA.
636. There was now greater emphasis on Higher Education providers to be anticipatory and proactive in supporting students and fulfilling obligations under the Equality Act 2010.
637. Responsibility for the provision of support in examinations, such as a scribe, now fell to Higher Education institutions. The International Programmes already covered this provision for students, both in the UK and overseas.

638. The greatest impact would be concerning learning materials. The International Programmes has positioned itself well to support students requiring alternative formats.
639. Certain changes would not have an impact on the International Programmes, such as student accommodation, as they were not relevant to distance learning provision.
640. Members considered possible ways of communicating these changes to students, and whether this was necessary. It was considered that this information would be somewhat abstract for students and could potentially cause confusion. It was suggested that it would be more beneficial for the International Programmes to focus on the delivery of alternative learning materials where necessary and the processes for delivering this support.
641. The University was well positioned to accommodate these changes to DSA guidelines based on its existing policies and procedures. The situation would be monitored to ensure that the disabled student experience did not worsen and that reasonable adjustments continued to be provided.

Agreed:

642. **The Director: Student Services and the Inclusive Practice Manager would monitor the impact of the changes to the DSA guidelines and report any findings to the IPP as necessary.**

Part Three – Matters for Report

REPORT ON THE UPGRADED FUNCTIONALITY OF SITS

Noted:

643. The Senior Subject Specialist updated the panel on the updated online application process on SITS, with particular emphasis on the disclosure of specific access requirements. This was accompanied by a demonstration.
644. The application form was the first place that students were invited to disclose a disability, or any requirements, to the International Programmes. Students would have further opportunities to make a disclosure during the registration process and also when making an examination entry.
645. Links to the Inclusive Practice Policy and accessibility guidelines were provided on the application page.
646. All elements of the online application process were accessible and compatible with screen readers.
647. The application form featured a number of tabs that could be completed in any order. This was based on feedback from students and their wish to be able to complete sections in their own order of preference.
648. Disclosures were made on the “Support Requirements” tab. Any disclosure made here and submitted by the student would be sent directly to the Inclusive Practice Manager for consideration. This information was not included in the application form considered by the Admissions department, ensuring that the application was considered solely on academic grounds.

- 649. The panel was informed that the terminology used in the application process was under review and would be updated as necessary over the course of the coming year.
- 650. The panel suggested that examples of possible arrangements to be considered, such as extra writing time and use of a computer, would help encourage students to make a disclosure.

REPORT FROM THE INCLUSIVE PRACTICE MANAGER

Noted:

- 651. The Inclusive Practice Manager provided an oral report to the panel detailing special examination arrangements and disclosures made since the last meeting of the IPP.
- 652. 299 students had disclosed a disability or made a request for special arrangements. Of these, 155 had only made a disclosure and not requested any arrangements.
- 653. The Inclusive Practice Arrangements Panel (IPAP) had considered 67 cases.
- 654. 53 students had had arrangements approved for the entirety of the student lifecycle.
- 655. Seven students had arrangements approved on a year specific basis, due to the temporary nature of their condition.
- 656. The IPAP had requested further evidence from four students.
- 657. Three students were yet to provide supporting documentation. The IPAP would consider their cases once this was received.

REPORT FROM THE LEARNING TECHNOLOGIST

Noted:

- 658. The Learning Technologist provided an oral report to the panel on developments with the Inclusive Practice research project being conducted through the Centre for Distance Education (CDE).
- 659. The project, proposed by the IPP, had been taken on by a research fellow from the CDE. The project would take approximately one year to complete and would focus on barriers faced by disabled students studying by distance learning.

THEMATIC REVIEW OF SPECIAL ARRANGEMENTS

Noted:

- 660. The Director: Student Services informed the panel that work on the actions resulting from the Thematic Review of Special Arrangements was ongoing. The item would remain on the IPP agenda.
- 661. Additional members would be appointed to the IPAP in the near future, and consideration was currently being given to the training that would be provided to new members.

Agreed:

662. **The Director: Student Services would provide the Panel with a further update on the progress of the actions resulting from the Thematic Review of Special Arrangements at the next meeting of the IPP.**

PROGRAMME TEAMS' FORUM 2017

Noted:

663. The Head of Programme Management informed the panel of the upcoming Programme Teams' Forum, which provided an opportunity for programme teams to share good practice and to consider items put forward.
664. The working title for this year's forum was, "The Student Experience: Supporting the learning journey".
665. The Head of Programme Management invited members of the IPP for suggestions for inclusion on the Programme Teams' Forum agenda. Topics currently under consideration include accessibility, improving the VLE, and plagiarism prevention.

QUALITY STANDARDS AND GOVERNANCE SHAREPOINT

Noted:

666. The Head of Programme Management informed the panel of a new platform currently under development at the International Programmes. This SharePoint would serve as a platform for the exchange and retention of documents.
667. Further updates would be provided to the IPP as appropriate.

ANY OTHER BUSINESS

Student Blog on Inclusive Practice

668. The IPP student members informed the panel that they had expressed interest in writing a blog for the Student Website. This would be on a topic related to Inclusive Practice.
669. Any suggestions for topics or content for the blog should be forwarded to the Secretary of the IPP.

DATES OF NEXT MEETINGS

Noted:

670. The Panel noted the dates for the remaining meetings of the IPP for the 2016-17 academic session.

IPP13: Thursday 20 April 2017

RESERVED ITEMS

None Notified

END

University of London International Academy
Chair confirmed
6/2/17

Action Sheet - IPP 12

Colleagues are invited to note the agreed actions and relevant minute references assigned to them.
If you have any queries, please contact Robert D'Ath (robert.dath@london.ac.uk)

Actions arising from the Inclusive Practice Panel meeting held on 26 JANUARY 2017			
Minute	Agreed action	Taken forward by	Timescale
618	To present the information on the range of disabilities disclosed to the International Programmes.	TW/DM	IPP 13
619	The Head of Programme Management and the Learning Technologist would present the findings of the accessibility and VLE surveys, newly included in the APPR process, at the next meeting of the IPP.	BH/NC	IPP 13
625-627	To complete the VLE Content Accessibility Policy and Guidelines by the end of the year.	NC	Update at IPP 13 Final version for IPP 14
642	The Director: Student Services and the Inclusive Practice Manager would monitor the impact of the changes to the DSA guidelines and report any findings to the IPP as necessary.	TW/DM	Ongoing
662	To provide the Panel with a further update on progress (<i>re Thematic Review recommendations</i>) at the next meeting of the IPP.	TW	IPP 13

KEY (Bold = lead):

NC – Nic Charlton; BH – Beatrice Hyams; DM – Diana Maniati; TW – Tim Wade