UCD DUBLIN

TOOLKIT

FOR INCLUSIVE HIGHER EDUCATION INSTITUTIONS

From Vision to Practice

UNIVERSITY FOR ALL

> **This toolkit is an essential resource to enable higher education institutions to move the diversity and inclusion conversation from concept to reality.**

Strongly grounded in research and practice, it offers a strategic institution-wide lens to move student access, participation and success from margins to mainstream, where diversity and inclusion is everyone's business. The toolkit is a catalyst for institutional transformation and is most welcome.

Professor Andrew J Deeks
UCD President

Minister for Higher Education, Mary Mitchell O'Connor and UCD President Professor Andrew Deeks (UCD Access Symposium 2018)

TOOLKIT

FOR INCLUSIVE HIGHER EDUCATION INSTITUTIONS

From Vision to Practice

Authors: Dr Anna M. Kelly and Dr Lisa Padden

Publisher: Access and Lifelong Learning, University College Dublin

(cc) 2018 Released under Creative Commons Attribution 4.0 licence

ISBN: 978-1-910963-28-9

Recommended Citation:
Kelly, Anna M., and Padden, Lisa (2018).
Toolkit for Inclusive Higher Education Institutions: From Vision to Practice.
Dublin: UCD Access & Lifelong Learning

FROM VISION TO PRACTICE

"INCLUSION is not an add-on, and it should be at the heart of a university's mission in achieving excellence in education and scholarship.

FOREWORD

"

I am delighted to present this UCD University for All 'Toolkit for Inclusive Higher Education Institutions – From Vision to Practice', a practical guide to creating a truly inclusive educational environment to assist in making inclusion and diversity a priority for an institution.

Diversity of our community, whether geographic, cultural, or social, brings great advantage to an institution. The sharing of different perspectives, ideas, and outlooks generates new thinking, innovation, and creativity. We can achieve much more, where diversity, in the broadest sense of the word, is seen as core business. It is not a goal for its own sake, rather it is a key enabler for a university to achieve excellence in what it does. Inclusion is not an add-on, and it should be at the heart of a university's mission in achieving excellence in education and scholarship.

The 'University for All' initiative was formally launched by the Minister for Higher Education, Deputy Mary Mitchell O' Connor, T.D. on 30th November 2017.

It stems from many years of work in UCD, to reconceive the nature of our student body and how we support their diverse backgrounds, needs, and abilities for their education in UCD and their development as socially engaged and active citizens. University for All is a "whole Institution" approach to inclusion, designed to recognise and value diversity, and ensure that our campus and building, systems and processes, and teaching environments and approaches are designed around the needs of all students and not on any perception of a "traditional" student.

This toolkit builds on our experience in UCD of moving inclusion from the margin to the mainstream. I hope that it can help you to achieve similar success.

Professor Mark Rogers
Registrar & Deputy President

AUTHORS
Dr. Anna M. Kelly

Dr. Lisa Padden

Dr Anna M. Kelly, DipEd(HEc), MEd(SEN), MSc(Mgt), PhD (Inclusive Design) is Director, Access & Lifelong Learning at University College Dublin (UCD).

Dr Kelly leads a team of access professionals who support the University to realise its strategic objective to become a diverse and inclusive scholarly community. She leads UCD University for All - a strategic initiative developed to mainstream access and inclusion throughout the University. Her research interests are in the areas of organisational change in the fields of equality, access, widening participation, mainstreaming and inclusion.

Dr Kelly is also affiliated with the UCD Inclusive Design Research Centre, which promotes research and scholarship in the interdisciplinary domain of Inclusive Design. She also holds several additional roles: she is Chair, Leinster Pillar 1 Cluster - a consortium of five higher education institutions (TCD, NCAD, MIE, IADT, UCD), which received HEA PATH funding to work collaboratively to address access to higher education. Dr Kelly is Chair, IUA Access Steering Group (ASG) Part-Time Flexible Education sub-group, and the IUA ASG Operations sub-group, respectively.

Dr Lisa Padden has worked in University College Dublin (UCD) since 2012 and her current role is as Inclusive Education Coordinator with UCD Access & Lifelong Learning. Lisa works directly with students and faculty and professional staff in UCD. Lisa provides supports for students with disabilities, as well as coordinating and teaching an academic skills development programme.

Lisa also works with faculty and professional services colleagues around the university to embed inclusive practice and Universal Design in all parts of the institution. Lisa also collaborates with colleagues in other Universities, Colleges on the wider implementation of inclusivity in Higher Education.

Lisa received her BA, MA and PhD from the National University of Ireland, Galway (NUIG), where she also taught in the English Department for five years before moving to UCD. Lisa's research interests include Universal Design in higher education, promoting independent learning, equal access to education, and assistive technologies.

CONTENTS

CONTENTS

ACKNOWLEDGEMENTS

SECTIONS

I-IV

INTRODUCTION

This Toolkit for Inclusive Higher Education Institutions is developed for use in the higher education sector, in response to the need for a whole-institution response to access, participation, and success of under-represented students in higher education.

It is offered as a tool to assist universities and colleges to progress mainstreaming and inclusion for all students. The Toolkit offers a strategic institution-wide lens to assess progress, identify opportunities for improvement, and create a bespoke action plan to develop a whole-institution approach to inclusion, where every student feels, welcome, that they belong, and valued.

The implementation of UCD's University for All initiative served as a catalyst for the development of this Toolkit. While the enthusiasm and commitment of UCD faculty and staff to access and inclusion were clearly evident, it became clear that there was an absence of know-how and confidence around these issues that hindered opportunities to capitalise on this energy and engagement. A substantial body of academic literature considers access, participation, and success in higher education. Implementation practice, however, points to a 'gap' and prompted the development of this 'how-to' guide. Hence, this Toolkit is designed as a practical resource, which is intended for use by university and college leaders, faculty members, and professional and administrative staff. It is hoped that it will provide a road map to mainstream access and inclusion, foster confidence, and build a body of good whole-institution practice.

SOCIETY is becoming increasingly diverse.

UCD's UNIVERSITY FOR ALL INITIATIVE

Context

Society is becoming increasingly diverse. Higher education campuses are now home to students from different backgrounds, experiences, and viewpoints.

Page (2007) argues that, when developing solutions, diversity is more important than individual ability and suggests that "organizations, firms, and universities that solve problems should seek out people with diverse experiences, training, and identities that translate into diverse perspectives and heuristics"(Page, 2007, p. 173). In responding to this increasing student diversity however, higher education institutions have tended to rely on specialist staff, as well as the commitment of particular academic faculty, who often assume the role of 'access champion'. This often leads to access, participation, and success being 'owned' by the few, rather than the many: this in effect runs counter to national access policy, which envisions the student population as reflecting the diversity of Ireland's population (DES, 2011). In line with this vision, the Higher Education Authority (HEA) recommends that "the next step is to integrate the principle of equity of access more fully into the everyday life of the HEIs so that it permeates all faculties and departments, and is not marginalised as the responsibility of the designated access office" (HEA, 2015, p. 25). There is an increasing academic literature that discusses the institutional perspective on access, participation, and success in higher education (Bamber & Tett, 2001; Callaghan, 2000; Clarke, 2003; EAN, 1999; ECU, 2014; Gorard et al., 2006; HEA, 2006c; Osborne et al., 2007; Skilbeck & O'Connell, 2000; Verbeurgt, 2014; Wagner, 2002; Woodrow, 1999). Some studies specifically point to the impact of institutional culture on such issues and suggest that developing awareness of its influence is a prerequisite to creating a more inclusive institution (Greenbank, 2004, 2007; Wray, 2013). Awareness and understanding of access by leaders is also considered crucial to the development of inclusive education (Aguirre & Martinez, 2002; Foucault, 1972; Pasque, 2010; Pasque & Rex, 2010; Bourdieu et al., 1994; Burke, 2012; Butcher et al., 2012; ECU, 2014). The academic literature also includes 'frameworks' to support inclusion and embed and mainstream equality of access in higher education (Baker et al., 2004; Blythman & Orr, 2002; Bohle-Carbonnell & Dailey-Hebert, 2015; Clayton-Pedersen et al., 2009; Duvekot, 1999; EUA, 2008; Garvey & Treanor, 2011; Hill & Hatt, 2012; Jones & Thomas, 2005; Layer et al., 2003; Lynch, 2005; May & Bridger, 2010; Schroeder, 2012; Shaw et al., 2007; Thomas, 2011; Thomas et al., 2005, 2009; Thomas & Tight, 2011; Tuitt, 2016; Williams

et al., 2005; Woodrow & Thomas, 2002). Among the areas highlighted by such 'frameworks' are institutional vision, leadership, culture, structures, staff development, policies surrounding admissions, programme design, curriculum, assessment, and student supports; in addition to targets, data collection, and resource allocation. This growing awareness of the need to develop a holistic approach to access and inclusion provided the backdrop for the development of the UCD University for All initiative (Kelly & Padden, 2018).

Aim of University for All

Although UCD has a long tradition of educational access (Fleming & Tracey, 2018; McCartney, 1999), the University sought to develop a more strategic institutional approach that would build on this legacy, offer a blueprint for an institution-wide approach, and would move access from the margins to mainstream.

University for All was officially launched by the Minister for Higher Education, Deputy Mary Mitchell O' Connor, T.D. on November 30th 2017. It offers a systemic response to mainstreaming inclusion, which weaves access into the fabric of the institution at every level, recognising that it is everyone's business. The University for All approach extends access beyond entry, to include an inclusive learning environment, designed for the full range of human diversity, rather than a perceived notion of a typical or so-called 'traditional' student. This whole-institution initiative affects all facets of University life, including teaching and learning, student support, and the built and technological infrastructure. It is a broad and challenging objective, requiring both institutional and individual change. As Osborne, Gallacher and Crossan (2007, p. 10) observe, "it is not simply a question of the preparedness of students for the HE experience, though clearly many are not prepared for the demands of a still largely inflexible system, but it is also the degree to which institutions respond to the challenges of diversity". When achieved, it has the power to transform the institution, eliminate discrimination, and embed equality.

University for All offers a systemic response to mainstreaming inclusion, which weaves access into the fabric of the institution at every level, recognising that it is everyone's business.

Development & Implementation

The development of the University for All project had its genesis in decisions taken by UCD some ten years ago. At that time, a renewal process was initiated to give fresh impetus and focus to the challenges associated with access and inclusion. A review of access-related activities and approaches was undertaken. Uniquely among Irish universities, UCD opted to integrate the continuum of access-related strands, resulting in the establishment of UCD Access & Lifelong Learning (ALL). This brought together the previously stand-alone strands of access and adult education-related activity, including students experiencing disadvantage, those with disabilities, mature learners, as well as those studying part-time.

UCD's then Strategic Plan was committed to broaden the range of opportunities for students with diverse backgrounds, to build flexible modes of course delivery, and consolidate and develop existing access programmes and initiatives (UCD Forming Global Minds, 2010). The cornerstone of Mainstreaming Equality of Access and Lifelong Learning - Opening Worlds (UCD, 2010) was to embed access and inclusion in the University's mainstream policies, practice, and systems so that "Good practice for access becomes good practice for all learners throughout the institution" (HEA, 2006, p. 20).

Oversight and Governance

A key staging post in this change journey was the establishment of the UCD Widening Participation Committee, which would be the formal mechanism to oversee, promote, and monitor the University's progress towards the achievement of access, participation, and success for under-represented students. Its creation was the culmination of several factors. For example, Opening Worlds committed to the establishment of an oversight committee to advise on policy and best practice in the achievement of an inclusive university (UCD, 2010, p. 25). In 2012, UCD Access & Lifelong Learning (ALL) was the subject of a periodic Quality Review, which highlighted the need to embed the access agenda and reposition the ALL unit as supportive of, rather than constituting the sole or main component of, UCD's widening participation effort. Over the next several years, the purpose, role, and structure of the ALL unit was reimagined and its structure reconfigured. Today, its overarching purpose is to be the 'bridge to inclusion', offering support for under-represented students and to the University to mainstream and embed access throughout the institution (UCD, 2017a).

The University's academic structures did not have formal processes to generate advice and guidance on the policy and practice of access, widening participation and lifelong learning. To address this, UCD established the Widening Participation Committee in May 2012. Professor Brian Nolan was appointed as the first Chair; in 2014, Professor Colin Scott took over this responsibility. The appointment of highly regarded and respected members of faculty is an important lever and sends a message to the institution's community that this work is valued and regarded. The Committee reported to the University Management Team (UMT) Academic, and to the Academic Council, and was established for a three-year period. Membership comprised representatives of the UCD College Principals, as well as relevant Support Services. A town hall meeting was held on 22 May 2013 to consult faculty and staff on access-related issues, and the Chair met with academic Programme Boards in early 2015. In addition, the Committee produced a series of reports, including:

- Institutional Barriers to Full Participation by Students Constrained by Personal or Professional Circumstances, or Economic or Social Disadvantage, which identified areas that needed attention in Recruitment, Admissions, and Registration; Teaching & Learning,

Assessment, Programmes; Student Supports; and Campus Access, Services and Facilities (September 2013).

- Key Performance Indicators: Recommendations: Definitions and Data Collection, which made recommendations on: 1) the definitions of under-represented student cohorts; 2) the data collection mechanisms to be used to gather and report on these students; 3) participation targets (December 2013). This led to the development of a robust system to identify and track the participation by under-represented student cohorts in the University.

- Under-represented Students: Targets and Initiatives, which recommended that communication, evidence, and monitoring be prioritised for attention (April 2015).

UCD positioned its commitment to diversity and inclusion front and centre in its Strategic Plan 2015-2020 (UCD, 2015). This strategy's vision explicitly commits the University to becoming "a pre-eminent diverse and inclusive scholarly community of students, faculty and staff" (UCD, 2015, p. 9), while Objective 5 commits to "attract and retain an excellent and diverse cohort of students, faculty and staff" (ibid, p. 10). Such statements offer a platform on which to implement and mainstream access. As such, they are important change levers. Alongside this strategy, the University developed key performance indicators (KPIs), which committed to achieving 33% of undergraduates being drawn from target equity groups by 2020.

Following a review at the end of the three-year period, the UCD Widening Participation Committee was re-established in 2016, with new Terms of Reference; it is sponsored by the Registrar and Deputy President, Professor Mark Rogers. Professor Grace Mulcahy was appointed Chair, and the re-established Committee reports to the Equality, Diversity and Inclusion sub-group of the University Management Team. It is now aligned with the University's academic structures, which constitutes a critical structural change, ensuring that equality of access and participation is embedded in the academic fabric of the institution. Membership is drawn from all Academic Programme Boards, as well as selected Policy and Support Services, including Admissions, Recruitment, Teaching & Learning, and Communications and Library, in addition to Student Access Leaders . The Committee is provided with policy advice, expertise, and operational support by UCD Access & Lifelong Learning (ALL).

The role of the UCD Widening Participation Committee is to oversee and monitor progress towards the achievement of the University's objective of diversifying the student profile to reflect that of the general population. The Committee has a student focus, and its interests extend to all facets of campus life, including academic programmes; infrastructure and facilities; student support; outreach and engagement; and costs, finance, and scholarships.

> UCD positioned its commitment to diversity and inclusion front and centre in its Strategic Plan 2015-2020.

Building on the platform of work already done, the Widening Participation Committee reviewed progress made towards the achievement of recommendations made in the Institutional Barriers report (UCD, 2015), as referred to earlier. Each Programme Board was also invited to provide a report on progress towards meeting targets for under-represented student groups and on actions taken to promote inclusion, participation, and student engagement (UCD, 2017b).

On the 16th May, 2017, the UCD Governing Authority discussed access developments. A comprehensive briefing was provided on the systemic approach to building a mainstream inclusive university community. Actions and progress across key institutional dimensions including infrastructure, academic integration, student support, data and research, as well as engagement and outreach were discussed. The Governing Authority commended and endorsed the approach taken.

University for All Principles

The development of a set of underpinning principles proved an important part of the creation of a whole-institution approach to mainstream and embed access. These principles would become the foundation stones for University for All.

A number of actions shaped these principles. An online anonymous survey was issued to under-represented students , which asked what they thought an inclusive university would look like. Their responses were most revealing. For example, one highlighted the need to "get around without needing to wait for someone to open a door or go the long way around away from my friends and other students". Another emphasised the need for "simple things: slides on Blackboard, emails answered and everyone comfortable enough to talk in class".

Yet another said that there would be "no discrimination and nothing to get in the way of anyone who wants to go to college", while another said, "no matter where you come from or what your disadvantage might be, you have the option to avail of the same opportunities as everyone else and the help you need to do this is readily available". This survey underscored that the essential components of an inclusive university are clearly understood by students. **The development of the University for All principles were informed by the European Access Network Dublin Proclamation (EAN & University College Dublin, 2016). Guided thus, the following set of principles were fashioned:**

1. **Mainstreaming inclusion is the job of the entire university community and is the responsibility of all.**
2. **Everyone has the right to equal participation and engagement in higher education.**
3. **The student body entering, participating in, and completing higher education must reflect the diversity of the national population.**

> An online anonymous survey was issued to under-represented students , which asked what they thought an inclusive university would look like. Their responses were most revealing.

4. Widening participation means ensuring **all students can access higher education** and that they have an equal opportunity to **progress and succeed** within and beyond University.
5. To achieve University for All we must **engage with everyone** - students, faculty, practitioners, community partners, educators, researchers and policy makers.
6. The University believes that **excellence is achieved through diversity**.

6 — EXCELLENCE THROUGH DIVERSITY

1 — MAINSTREAMING INCLUSION

5 — ENGAGE WITH EVERYONE

2 — EQUAL PARTICIPATION AND ENGAGEMENT

UNIVERSITY FOR ALL 6 PRINCIPLES

4 — ALL STUDENTS CAN ACCESS HIGHER EDUCATION

3 — REFLECT DIVERSE POPULATION
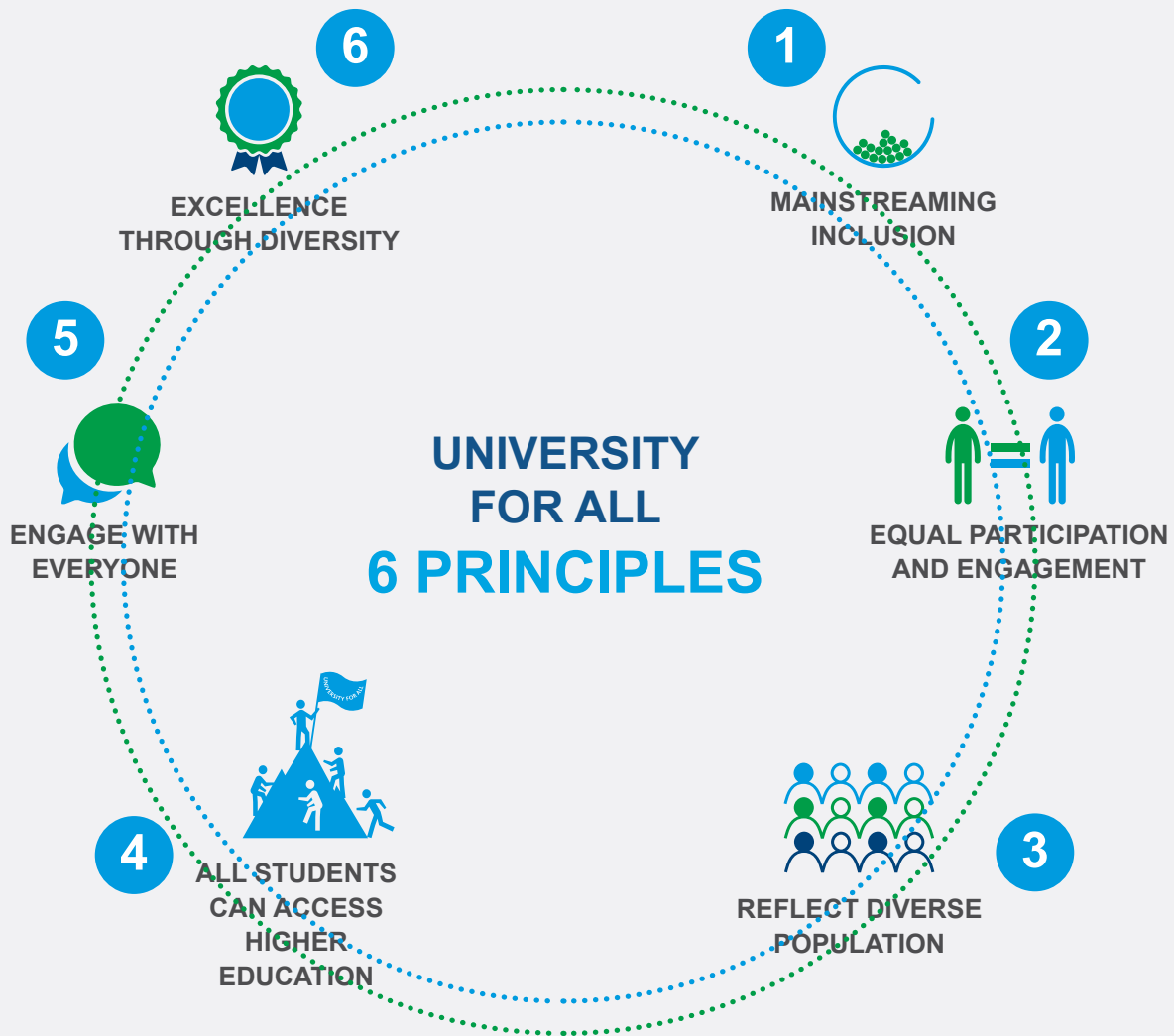
TOOLKIT FOR INCLUSIVE HIGHER EDUCATION INSTITUTIONS

This Toolkit for Inclusive Higher Education Institutions is developed for use in the Irish higher education sector, in response to the need for a whole-institution response to access, participation, and success of under-represented students.

It is offered as a tool to assist universities and colleges to progress mainstreaming and inclusion for all students. The Toolkit offers an institution-wide lens to assess progress, identify opportunities for improvement, and create a bespoke action plan to develop a whole-institution approach to inclusion, where every student feels welcome, that they belong, and valued. Under-represented students attending universities and colleges decide whether or not to identify themselves. This is their right. Therefore, it is important to design institutions that enable as many students as possible to undertake their programmes of study without the need to identify themselves. This Toolkit is intended to offer practical assistance to advance mainstreaming and promote inclusion and, as a result, to mitigate the tendency to consider under-represented student cohorts as 'other'.

> This Toolkit is intended to offer practical assistance to advance mainstreaming and promote inclusion and, as a result, to mitigate the tendency to consider under-represented student cohorts as 'other'.

The development of this Toolkit for inclusive practice in higher education is influenced by research in areas of 'universal design' (Mace, 1998; Rose & Meyer, 2002), 'inclusive design' (Goodman, 2016; Politis et al., 2014), and 'design for all' (Bendixen & Benktzon, 2015). Inclusion in this specific context is fundamentally concerned with ensuring that higher education in its totality is accessible to a broad range of students. In other words, inclusive higher education means that the design of every aspect, including teaching and learning, student supports, and the built and IT environment is suitable for the broad range of human diversity. However, it is recognised that such approaches cannot always meet the needs of the entire student population. Thus, it is important to note that inclusive higher education is not a 'one size fits all' approach and there will always be a need to offer bespoke or alternative solutions to meet the requirements of particular

students. However, inclusive higher education demands that bespoke or alternative solutions are offered in an integrated mainstream way and should not result in these students being marginalised or 'othered'.

Methodology for Development of Toolkit

The development of this Toolkit was informed by the work of Kelly (2017, 2017), Padden (2016), Padden, O'Connor, and Barrett (2017). In particular, it evolved out of the experience of the implementation of the UCD University for All initiative (Kelly & Padden, 2018), which pointed to a need for a 'how-to' practical guide to assist higher education institutions to realise a whole-institution approach to mainstreaming access and inclusion. The Toolkit focuses on the four institutional pillars of a typical higher education institution, as well as the foundation and scaffolding components, necessary to develop a whole-institution approach to mainstreaming and inclusion.

The diagram below shows the four main components:

- **1. Programme & Curriculum Design, Teaching & Learning;**
- **2. Student Supports and Services;**
- **3. Physical Campus and the Built Environment;**
- **4. Information Technology Systems and Infrastructure.**

The diagram also features the foundation: the institution's strategic approach and organisation that forms the basis of a successful whole-institutional approach. The scaffolding elements are also shown; typically, these comprise those units or committees that support the development of work of inclusion, access, and widening participation within the institution.

SCAFFOLDING

STUDENT EXPERIENCE

1 2 3 4

OVERSIGHT

STRATEGIC APPROACH ORGANISATION

FOUNDATIONS
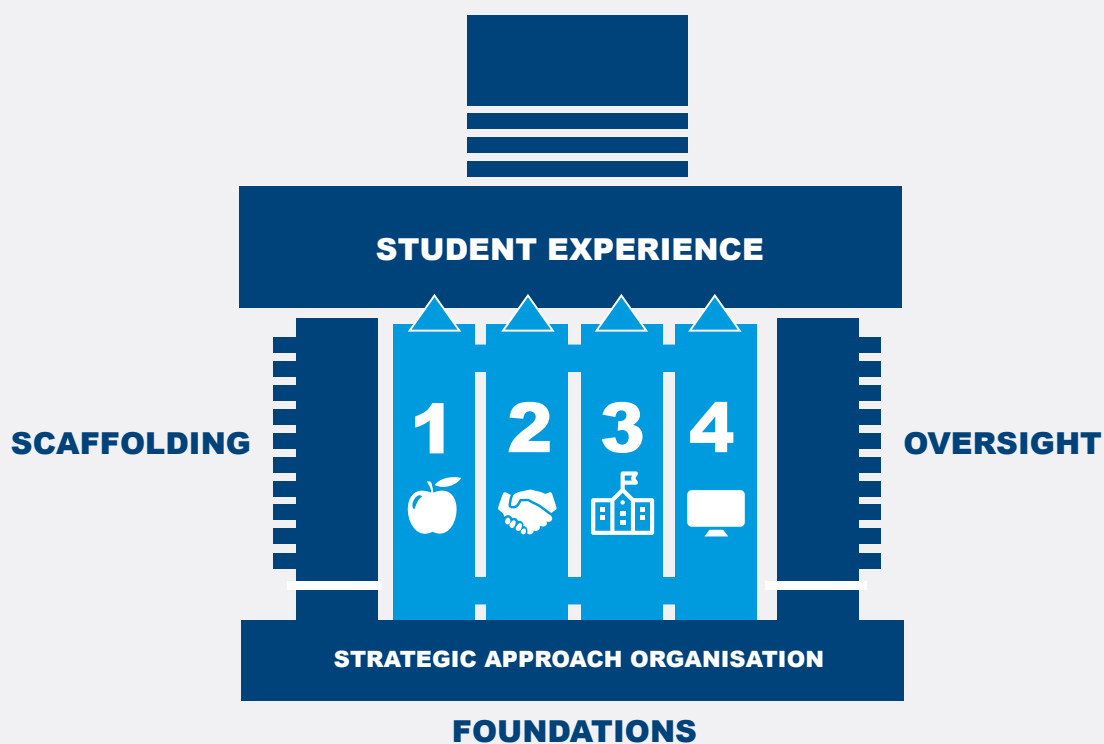
Following development of the initial Toolkit draft, experienced access colleagues reviewed the text and offered valuable advice and suggestions; these were considered and incorporated. Using a workshop format, this iteration of the Toolkit was trialled by a broad range of academic and professional staff from a sister higher education institution. The resource was well received, and the insights offered were helpful in ensuring that the Toolkit could be used by HEIs at different stages of mainstreaming and embedding inclusive practice. It is intended that the Toolkit will assist in identifying the range of areas, activities, and processes that form part of this task. It allows for the identification of progress already made, which offers reassurance and a platform on which to build. The goal is to help identify any levers of change, potential resources available, and ultimately enable the development of an action plan for the creation of an inclusive higher education environment.

In summary, the Toolkit is intended to:

- **ASSIST in creating an action plan,**
- **RECOGNISE the work already achieved,**
- **IDENTIFY areas of priority,**
- **OFFER practical steps to implement and embed inclusive practice,**
- **FACILITATE dialogue between faculty, professional staff, technical staff etc. on the importance of inclusive higher education practice.**

Who should use this Toolkit?

This Toolkit is intended for use by all university and college leaders, faculty members, and professional and administrative staff to mainstream access and inclusion, foster confidence, and build a body of good whole-institution practice. While it can be used at various levels and departments throughout the organisation, ideally an institution-wide group, including those with responsibility for the organisational strategy, as well as each of the four pillars, works best.

Understanding and commitment of senior colleagues is a central component in realising the vision for an inclusive higher education experience for all students. If an institution has established a committee to support the work of access/inclusion/equality issues, this self-assessment Toolkit offers a mechanism to assess progress, and to identify opportunities for action. Some areas of the self-assessment may require a more in-depth institutional knowledge; in such cases, engagement with relevant stakeholders is highly recommended. The completion of the self-assessment exercise with as many colleagues as possible can be highly effective in creating awareness of inclusive practice. Undertaking this exercise collaboratively also acknowledges and respects domain expertise and demonstrates inclusion in practice. In highly complex educational organisations, considering the perspective and standpoint of all stakeholders, including students, is highly recommended and often results in more creative problem solving and effective solutions (Page, 2007).

HOW TO USE THE TOOLKIT

The Toolkit has been designed for use as a self-assessment exercise. A series of statements is set out under each of the four institutional pillars , and the Foundation and Scaffolding components.

Each statement asks for a score of 0-5, as follows:

Provide a score of 0 if the area has not been considered previously. An area can be deemed considered when it has been tabled in at least one mid to senior level meeting.

Provide a score of 1 if the area has been considered but has been addressed poorly. An area can be deemed addressed when at least one action has been suggested, planned, and completed. The area may be considered poorly addressed if the action taken has not had the desired impact or if a number of further actions are required.

Provide a score of 2 if the area has been considered and has been partially addressed.

Provide a score of 3 if the area has been considered and has been adequately addressed. The area may be considered adequately addressed when no further immediate action is required.

Provide a score of 4 if the area has been addressed fully across the institution. The area may be considered fully addressed when all necessary actions have been taken and a system of ongoing review of the area has been implemented.

Provide a score of 5 if the area has been addressed and the institution is now a leader in this area nationally or internationally.

"

Understanding the commitment of senior colleagues is a central component in realising the vision for an inclusive higher education experience for all students.

Sample Scoring: Strategic Approach and Organisation

To help apply the Toolkit scoring, sample scores are outlined as follows: Sample Scoring: Foundation and Scaffolding: Strategic Approach and Organisation

- **A designated senior academic leader holds responsibility for the access portfolio.**

In a HEI, where senior academics are part of a committee with responsibility for the access portfolio, but where the Chair of that committee is a senior administrative colleague, then a score of 2 may be given. The area has been considered but is only partially addressed. A potential step to show progress could be to assign a senior academic to the role of Chair: this may require some allowance for workload balance between academic and access responsibilities.

Sample Scoring: Programme & Curriculum Design, Teaching & Learning

- **Academic skills training is embedded in programmes e.g. a student is never asked to complete a task where the skill has not been expressly taught.**

In a HEI where academic skills training is provided to students outside of their programme modules through a separate service, i.e. it is not embedded in the programme, a score of 2 is given. The area has been considered and training is provided, but it is not linked in with the programme, making the skills more difficult to acquire as they are taught in isolation. To improve the score here, the HEI could conduct a programme level examination of the skills students are expected to acquire, with a view to determining if these skills should or could be assigned to modules, where they would be then be taught and assessed in an integrated way.

Sample Scoring: Student Supports and Services

- **All students can avail of the same level of support. For example, students with disabilities are not referred through the disability service for mainstream supports available for other students.**

In a HEI, where students with a disability are provided with a range of supports, including writing, mathematics, IT, etc. by the disability service only, rather than providing access to these mainstream supports, which are typically available to other students, a score of 0 may be given. The issue has not been considered and, as a result, under-represented students receive segregated services.

Sample Scoring: Physical Campus and the Built Environment

- **Entrances to buildings are independently accessible using automatic doors, therefore avoiding segregatio**n.

In a HEI, where there is an accessible entrance with automatic doors using push buttons, rather than sensors on all campus buildings, a score of 3 would be given. The area has been considered and addressed adequately. To improve this score, sensor doors, which do not require any additional action from the user, should be considered. Such doors require less maintenance in many cases, which would reduce the possibility of users needing assistance to get through malfunctioning doors.

Sample Scoring: Information Technology Systems and Infrastructure

- **All reports and other documents published online are provided in an accessible format.**

In a HEI, where reports are published in an inaccessible format, but an accessible version is available upon request, a score of 2 is warranted. The area has been considered – the need for an accessible version is acknowledged. However, this method of providing accessible formats on request requires students, staff, and other readers to make an extra effort in order to access the content. This segregates users who require accessible content and fails to acknowledge that accessible content improves readability for all.

Using results to effect change

The self-assessment exercise identifies progress achieved and offers a useful process to identify areas that require attention. It is recommended that areas resulting in a score of 2 or below, should be considered first. On the other hand, where a score of 4 or 5 is identified, this presents opportunities to showcase such achievements. For example, where a HEI collects and tracks student data that records the relevant characteristics and/or 'flags', and provides accurate and timely information to support planning and service delivery, the methodology used would be of value to others in the sector. By publishing such innovation, confidence is built, areas where the institution is doing well are highlighted, and colleagues are encouraged to continue the work in embedding inclusive practice.

> The self-assessment exercise identifies progress achieved and offers a useful process to identify areas that require attention.

> University for All means the campus is as diverse and vibrant as our communitiies with a mix of cultures, backgrounds and experiences.

INSTITUTIONAL FOUNDATION AND SCAFFOLDING

There are organisational levers and scaffolding dimensions that help bolster and reinforce the development of a systematic, whole institution approach to access and inclusion.

Levers typically include the organisational strategy, the associated goals and structures, and a suite of policy instruments. The inclusion of access-related dimensions in their construction and formulation, signals the institutional priority afforded to such matters, ensures visible leadership support, and provides a platform to enable embedding and mainstreaming inclusion throughout the campus.

In addition to these levers, the availability of 'scaffolding' arrangements to support and guide the development of a whole-institution approach is an important consideration. Such 'scaffolding' may include, an oversight committee, the role of access and widening participation services, and staff development.

STUDENT EXPERIENCE

SCAFFOLDING

1 2 3 4

OVERSIGHT

STRATEGIC APPROACH ORGANISATION

FOUNDATIONS
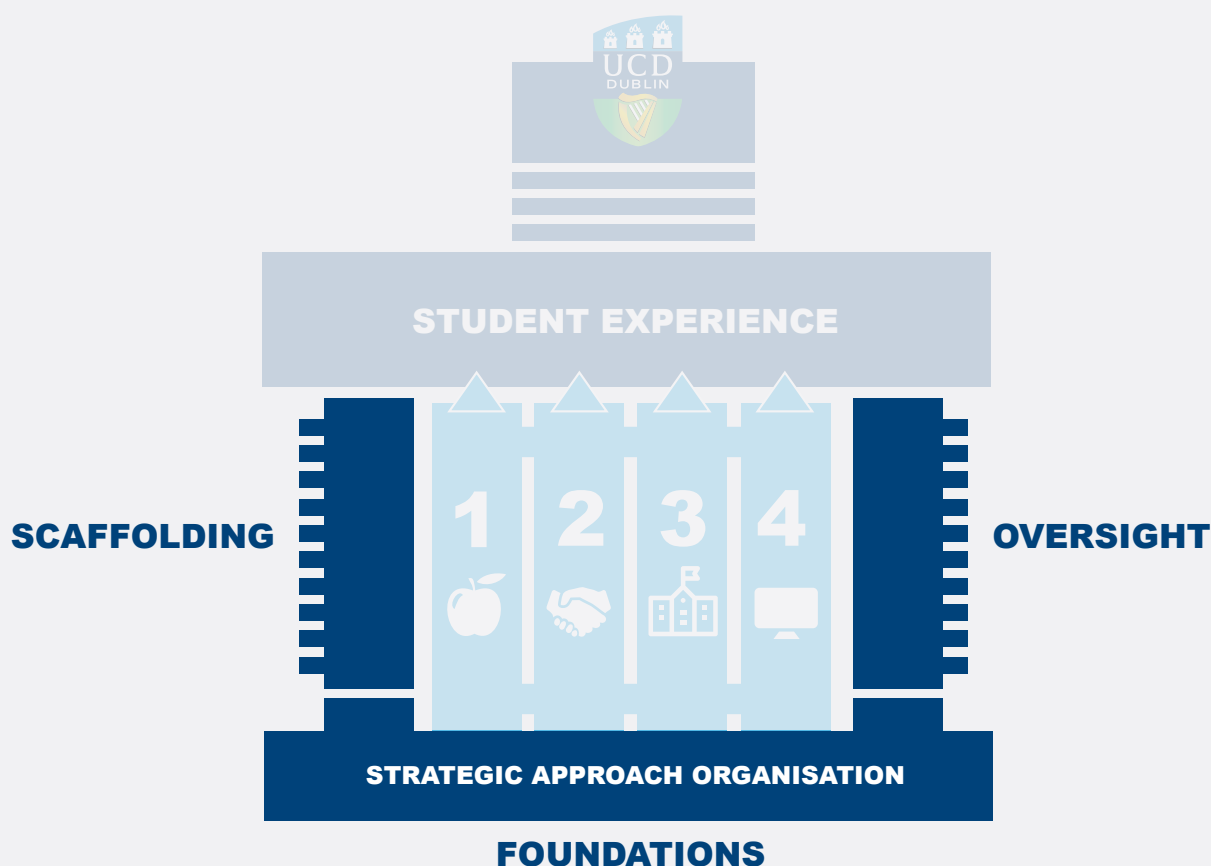
> **"** A university where we all go to class together and no one is left separate.

REMINDER

HOW TO USE THE TOOLKIT

The Toolkit has been designed for use as a self-assessment exercise. A series of statements is set out under each of the four institutional pillars, and the Foundation and Scaffolding components.

Each statement asks for a score of 0-5, as follows:

0 **Provide a score of 0** if the area has not been considered previously. An area can be deemed considered when it has been tabled in at least one mid to senior level meeting.

1 **Provide a score of 1** if the area has been considered but has been addressed poorly. An area can be deemed addressed when at least one action has been suggested, planned, and completed. The area may be considered poorly addressed if the action taken has not had the desired impact or if a number of further actions are required.

2 **Provide a score of 2** if the area has been considered and has been partially addressed.

3 **Provide a score of 3** if the area has been considered and has been adequately addressed. The area may be considered adequately addressed when no further immediate action is required.

4 **Provide a score of 4** if the area has been addressed fully across the institution. The area may be considered fully addressed when all necessary actions have been taken and a system of ongoing review of the area has been implemented.

5 **Provide a score of 5** if the area has been addressed and the institution is now a leader in this area nationally or internationally.

> **The INCLUSION** of access-related dimensions in their contruction and formulation... ensures visible leadership support, and provides a platform to enable embedding and mainstreaming inclusion throughout the campus...

Self-assessment exercise

0 **1** **2** **3** **4** **5**

Using the series of statements below and the scoring system, 0-5, as set out in Section 3, undertake this self-assessment exercise. Thereafter, this exercise should help to devise an action plan for any gaps identified.

Institutional strategy and approach

In setting out the vision and mission, the institutional strategy includes a specific reference to attracting and retaining a diverse student cohort.

The stated institutional values are consistent with equity of access and widening participation.

The key measures of student success are indicated, including diversity, experience, progression, and completion.

Key Performance Indicator (KPIs) are developed to measure the admission and achievement of access cohorts, and embed mainstreaming and inclusion.

The access portfolio is held by a designated senior academic leader.

The institution's communication strategy and promotional materials highlight the diversity of the student population and inclusive nature of the Institution.

A data collection mechanism, which records and tracks access cohorts, and provides accurate and timely information to support planning and service delivery.

Scaffolding mechanisms are in place to support the development and implementation of a whole-institution approach to access and inclusion.

An oversight committee, aligned with academic structures, and reporting to the Institution's management group, is assigned responsibility for overseeing work to embed and mainstream access and inclusion. Ideally, a senior academic would hold the role of Chair, with membership drawn from senior faculty, relevant policy and support services, and student representatives.

Responsibility for supporting and enabling the integration, embedding and mainstreaming of access and widening participation, is assigned.

Governance arrangements for academic programmes includes responsibility for ensuring equity of access and the application of inclusive higher education principles to teaching, learning, and assessment.

All staff, including faculty, professional, technical, and administrative, are provided with staff development opportunities that address issues of access, widening participation, universal design, and inclusive approaches.

Institutional policies

Admission policies and alternative entry routes are in place for all academic programmes, which address the needs of access cohorts identified as under-represented in higher education.

Policies governing careers, work placement, and related areas are in place and ensure access and participation by all students.

Policies and procedures governing the Erasmus programme, study abroad initiatives and related opportunities are in place and ensure equal opportunity to access and participate for all students.

The institution-wide outreach strategy is developed and implemented, which targets student groups identified as having low participation rates in higher education.

Enrolment policies are in place for all academic programmes, which address the needs of access cohorts identified as under-represented in higher education.

Policies governing financial support are in place to ensure the achievement of a diverse student body.

Quality assurance policies include a requirement to address access and widening participation issues.

Student health and well-being policies are in place.

Actions to consider

Strategic planning process

Is the institution's strategic plan due for renewal? This offers a useful opportunity to review current practice and implement changes to improve. It may be helpful to revisit any inclusion statement, with a view to strengthening or amending. If such a statement is not part of the existing strategic plan, a case could be prepared for its inclusion, pointing to external policy developments such as the Higher Education Authority, Department of Education & Skills, research reports, etc.

Quality Review

Is the access service due for a quality review? This offer a useful opportunity to review current practice, to consider what works best, and to discover the scaffolding opportunities to support a whole-institution approach. Reviewing the role, purpose, and responsibilities of the access/widening participation service also offers an opportunity to shape how the mainstreaming agenda and inclusive practice could be advanced by the institution.

Oversight Committee

Does the institution have an oversight group to guide and lead on the development and promotion of inclusive practice? Are there existing groups/committees whose remit might be expanded to include mainstreaming access and inclusion? Is it possible to establish a sub-committee of existing high-level committees to specifically address access and inclusion? Senior institutional leadership is critical to identifying the optimum way. Developing a discussion paper or proposal, and citing examples of practice may assist in deciding the best arrangement.

Possible challenges and suggested solutions

Competing priorities in higher education

The institution's key priorities typically revolve around research, teaching, community partnership, thus institutions may view development of institution-wide inclusive practice as burdensome. In dealing with these concerns, it is worth revisiting the overarching goal of the higher education access policies, which state that the student population in higher education should reflect the diversity of Ireland's population (DES, 2011; HEA, 2015). In HEIs today, key faculty and professional staff are demonstrating good practice in including students from diverse backgrounds; acknowledging this commitment benefits these staff and also offers exemplars to the wider institution. Alongside diversifying the student profile, national access policy also prioritises mainstreaming the delivery of access (HEA, 2015, p. 25). Section 42 of the Irish Human Rights and Equality Commission Act 2014 places a legal duty on public sector organisations to have regard to the need to eliminate discrimination, promote equality, and protect human rights in their daily work. It requires public bodies to take proactive steps

> In HEIs today, key faculty and professional staff are demonstrating good practice in including students from diverse backgrounds; acknowledging this commitment benefits these staff and also offers exemplars to the wider institution.

to address the equality and human rights issues that affect the people who use their services, people affected by their policies, and people employed in the organisation.

The institution is performing well in terms of the number of students being admitted

This argument is sometimes heard in institutions that have historically placed emphasis on outreach and building links to enable students from diverse backgrounds to attend college. These colleges may also have well-developed supports in place for some students, such as students with disabilities. Such work is an essential component to increasing access to higher education. However, there is also an acknowledgment that participation and success of under-represented students is also a key component (HEA, 2013a). Creating a sense of belonging is of equal importance to under-represented student cohorts (Crozier, Reay, Clayton, Colliander, & Grinstead, 2008; Reay, Davies, David, & Ball, 2005). Using the institution's data is a useful way to begin a conversation on student participation, progression, engagement, and success.

Examples of Good Practice

UCD Widening Participation Committee

As previously mentioned, UCD established a Widening Participation Committee in 2012. The appointment of a highly regarded and respected members of faculty as its Chair is an important lever and sends a message to the institution's community that this work is valued. The role of the UCD Widening Participation Committee is to oversee and monitor progress towards the achievement of an inclusive university, regardless of student backgrounds or circumstances. Its remit extends to all facets of campus life, including academic programmes; infrastructure and facilities; student support; outreach and engagement; and costs, finance, and scholarships (UCD, 2017b).

> **This means that everyone can have a chance at getting a degree and you'll get the help you need.**

Institutional research and practice awards

Loyola Marymount University (LMU)
LMU University Intercultural Council (UIC) aims to identify and fund higher education research and inclusive excellence projects that help LMU achieve its mission by way of infusing diversity and inter-culturalism throughout the campus community. UIC membership includes staff and faculty who represent various departments and units across the campus. All are invited to submit proposals for Inclusive Excellence Grants and nominations for Inclusive Excellence Awards.

Inclusive excellence re-envisions both quality and diversity. It reflects a striving for excellence in higher education that has been made more inclusive by decades of campus and national work to infuse diversity into recruiting, admissions, and hiring; into the curriculum and co-curriculum; and into administrative structures and practices. It also embraces newer forms of excellence, and expanded ways to measure excellence, that take into account research on learning and brain functioning, the assessment movement, and more nuanced accountability structures. In the same way, diversity efforts move beyond numbers of students or programs as end goals. Instead, diversity and inclusion together, become a multilayered process through which we achieve excellence in learning, research and teaching; student development; institutional functioning; local and global community engagement; workforce development; and more (Williams, Berger, & McClendon, 2005).

👆 **(https://academics.lmu.edu/diversity/interculturalaffairs/ inclusiveexcellencegrantsawards/)**

James Cook University Australia (JCU) Inclusive Practice Awards (IPA)
Through AccessAbility Services, the Directorate of Learning, Teaching and Student Engagement assists teaching staff to provide the best teaching and learning experiences for JCU's diverse student population. The Inclusive Practice Awards have been part of AccessAbility Services since 2000 and are presented annually. The Awards recognise the efforts made by staff to be flexible, consultative, proactive, and/or innovative in minimising the challenges for students studying with a temporary or permanent disability, injury, illness, or health condition - (https://www.jcu.edu.au/learning-and-teaching/awards-grants/awards-and-citations/inclusive-practice-awards-ipa)

Newcastle University, UK
Newcastle University Equality, Diversity and Inclusion Awards recognise that equality, diversity, and inclusion affect everyone, and many staff and students go well beyond their roles to support the University's commitment to improving working practices for all staff and to create a supportive environment for staff and students. The University showcases the people and groups whose excellence in the development of equality, diversity, and inclusion initiatives are making a difference. Any Newcastle University staff

INCLUSIVE
excellence
re-envisions
both quality
and diversity.

or student member can nominate themselves or any other staff or student member. Three categories of award are made:

- Outstanding Equality, Diversity and Inclusion Initiative.
- Equality, Diversity and Inclusion Champion – Staff.
- Equality, Diversity and Inclusion Champion – Student.

(https://www.ncl.ac.uk/diversity/about/news/item/newcastle-university-equality-diversity-and-inclusion-awards).

Strategy Development
UCD Strategic Plan is an example of an institutional strategy that addresses inclusion issues in both the vision statement and also in the key goals (UCD, 2015) - (http://www.ucd.ie/strategy2015-2020/download/index.html)

May, H., & Bridger, K. (2010). Developing and embedding inclusive policy and practice in higher education. York: Higher Education Academy. Retrieved from http://hca.ltsn.ac.uk/assets/documents/inclusion/DevelopingEmbeddingInclusivePP_Report.pdf

Pasque, P. A. (2010). American higher education, leadership, and policy: critical issues and the public good. New York: Palgrave Macmillan.

Pasque, P., & Rex, L. (2010). Complicating 'Just Do It': Leaders' Frameworks for Analyzing Higher Education for the Public Good (PDF Download Available). Higher Education Review, 7, 47–79.

Shaw, J., Brain, K., Bridger, K., Foreman, J., & Reid, I. (2007). Embedding widening participation and promoting student diversity. What can be learned from a business case approach? The Higher Education Academy. Retrieved from http://www.bioone.org/doi/abs/10.1579/0044-7447-29.6.329

Thomas, L. (2011). Institutional Transformation to Mainstream Diversity. In Institutional Transformation to Engage A Diverse Student Body. Bingley, U.K.: Emerald Group Publishing.

NOTES

NOTES

NOTES

PILLARS
V- VIII

PILLAR 1: PROGRAMME & CURRICULUM DESIGN, TEACHING & LEARNING
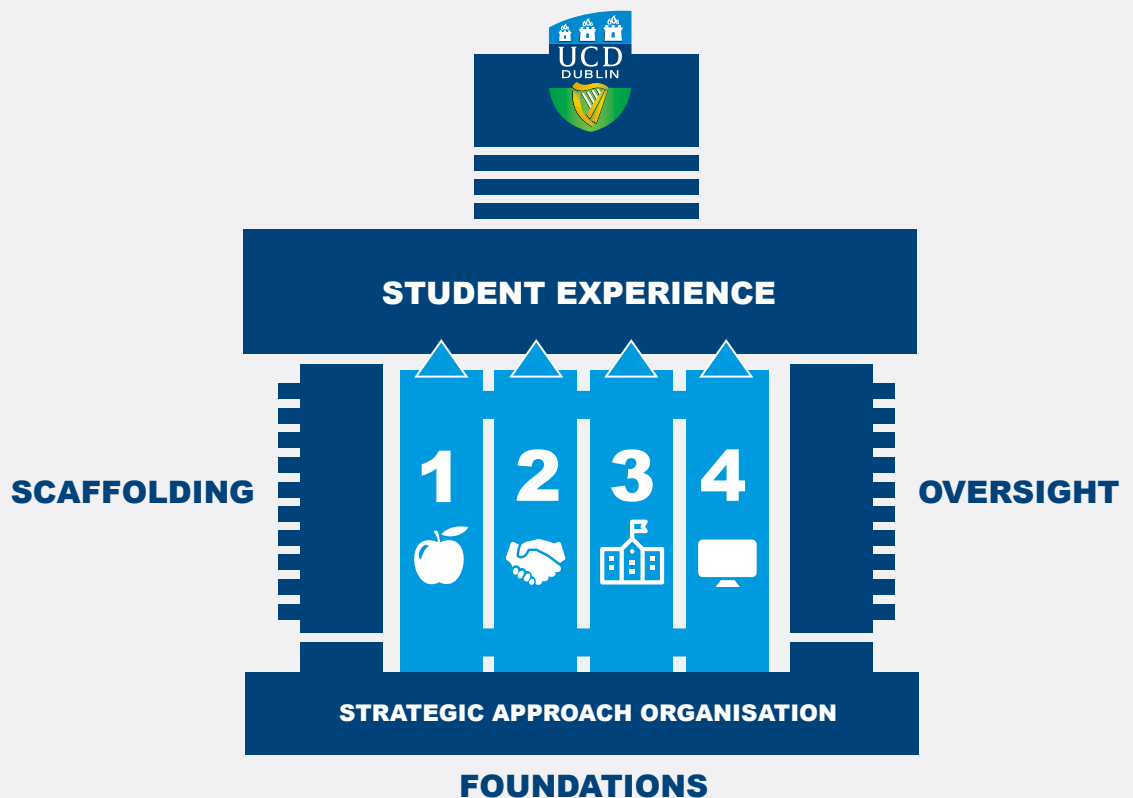
The students' experience in their academic programme constitutes the central plank of their higher education journey. Because of its centrality, it is placed as the first pillar in the development of an inclusive higher education institution.

The students' learning experience is bolstered and supported by the foundational, scaffolding, and other pillars within the Framework (above). The statements below are designed to assist in identifying progress made and in establishing opportunities and priorities for further development in the areas of programme design, teaching, and assessment.

> It means that our lecturers and tutors care about everyone's education and are willing to give help to those who need it without being asked.

REMINDER

HOW TO USE THE TOOLKIT

The Toolkit has been designed for use as a self-assessment exercise. A series of statements is set out under each of the four institutional pillars , and the Foundation and Scaffolding components.

Each statement asks for a score of 0-5, as follows:

0   **Provide a score of 0** if the area has not been considered previously. An area can be deemed considered when it has been tabled in at least one mid to senior level meeting.

1   **Provide a score of 1** if the area has been considered but has been addressed poorly. An area can be deemed addressed when at least one action has been suggested, planned, and completed. The area may be considered poorly addressed if the action taken has not had the desired impact or if a number of further actions are required.

2   **Provide a score of 2** if the area has been considered and has been partially addressed.

3   **Provide a score of 3** if the area has been considered and has been adequately addressed. The area may be considered adequately addressed when no further immediate action is required.

4   **Provide a score of 4** if the area has been addressed fully across the institution. The area may be considered fully addressed when all necessary actions have been taken and a system of ongoing review of the area has been implemented.

5   **Provide a score of 5** if the area has been addressed and the institution is now a leader in this area nationally or internationally.

Self-assessment exercise

0 1 2 3 4 5

Using the series of statements below and the scoring system, 0-5, as set out in Section 3, undertake this self-assessment exercise. Thereafter, this exercise should help to devise an action plan for any gaps identified.

General Principles

Universal design of teaching and learning forms part of the institutional strategy and goals.

Teaching takes place during the usual business hours of the institution. Where exceptions are considered, such as weekends, the impact on students who have commitments, such as childcare, eldercare, or employment, are considered and alternative arrangements are put in place.

Workload is balanced across modules of the same level and credit weighting.

Teaching staff have all been trained in diversity and inclusion e.g. disability awareness, unconscious bias, etc.

Core graduate competencies are agreed, and programme teams work together to ensure students are all taught the associated skills allowing for individual learner pace.

Faculty members have an opportunity to engage in regular professional development.

Teaching and learning professional development, including training in equality, diversity, inclusion, and universal design, is recognised formally in promotion pathways.

Equality, diversity and inclusion is visible in the curriculum, and this can be clearly articulated, (e.g. decolonising the curriculum, gender balance, disability awareness, global class, adult learning principles, disparity of wealth, ageism, etc.)

Student feedback is gathered for each module and feedback reports are formally considered and action plans developed in response to this feedback. Specific issues of inclusion form part of the feedback gathered e.g. accessibility of teaching materials.

All information regarding accommodations/supports for students with disabilities is communicated appropriately and discretely to those teaching these students, and these students are invited by teaching staff to discuss any individual needs with them.

The programme has an articulated and promoted statement of inclusivity, which is discussed with each group of students at their first meeting.

Team-taught modules have a united focus and clear structure visible to students. The rationale for the module is clearly articulated to students and a single academic point of contact/responsibility is provided.

Internship and practice placements are built-in at a programmatic level, where possible and appropriate.

Students are given the opportunity to be partners in their learning and have input in directing teaching content, assessment, and other processes.

Learning is centred on problem-solving, engagement, and action, rather than on memorising content.

Programme completion can be self-paced, and there are options to complete stages independently.

Programme design includes development of academic skills, with the skills required expressly taught at every stage.

Assessment

In all modules, students have the opportunity to complete continuous assessment, avoiding the 100% terminal exam.

The requirement to complete hand-written timed exams is eliminated, where possible.

Students always have a choice or variety of assessment e.g. a module isn't assessed using only one method such as a mid-term essay followed by essay-style exam questions/answers.

There are readily available published rubrics, marking criteria, and grade descriptors available to students.

Staff are given training and support in grading and marking to the published rubric.

Sample answers are available to all students, showing a sample grade A and grade D piece of assessment.

Assessment strategies are aligned across a programme and student workload is taken into consideration when planning deadlines and exams.

Assessment methods are provided that encourage students to learn from and support each other, creating a collaborative educational environment.

Assessment Load of students is considered in programme, stage, and module development – allowing students sufficient time and space to demonstrate learning.

Feedback is always provided early (ideally within three weeks) and students have an opportunity to discuss feedback one-to-one with teaching staff.

Teaching materials and classroom practices

Reading lists are prepared on a programme level, taking into consideration cost, availability, and accessibility. As much material as possible is provided in a free of charge accessible digital format.

Academic skills training is embedded in programmes e.g. a student is never asked to complete a task where the skill hasn't been expressly taught.

All learning materials (presentations, handouts etc.) are provided in advance using the virtual learning environment.

Students are provided with a glossary when starting a new module or area of study.

All teaching materials follow guidelines for accessible documents (e.g. good colour contrast, sans-serif font, minimum size 24pt. for presentations, minimum size 12 for printed materials, etc.)

Active rather than passive learning is embraced by all teaching staff i.e. students' learning is scaffolded through engagement, exercises, and discussion.

The physical teaching space is used as collaboratively as possible, encouraging student engagement even in large lecture theatres e.g. using technology-enhanced exercises.

A community of learners is fostered in the classroom through group work, and group assessments and material is provided for study groups who wish to meet outside of class time.

Students have the opportunity to meet with teaching staff one-to-one, either at advertised office hours or at dedicated "module clinics". Students are encouraged to engage in this individual communication.

Students having an opportunity for staff to look at drafts of their work in progress and receive feedback before final submission.

Actions to consider

Curriculum or programmatic review - recognition of current inclusive practice

Higher education institutions typically undertake periodic curriculum or programmatic reviews. These offer opportunities to review current practice and to identify areas where more inclusive practices could be adopted. Such review processes can be a vehicle to acknowledge and/or recognise the existing good practice across faculties.

Promotion pathways and rewards for early adopters

It is recommended that faculty members engaged in inclusive practices be formally recognised. The promotion pathway offers a route for such recognition. Where possible, it is recommended that demonstration of inclusive practice be embedded in existing promotion pathways, rather than as a separate recognition process developed to recognise such work. Such a mainstreaming approach reflects the importance of this work and signals that improving the accessibility and inclusivity of teaching is a requirement for all faculty. Other recognition mechanisms could include a monetary awards or other awards achieved through application or nomination, as described in Section 4.

Possible challenges and suggested solutions

Academic autonomy

Traditionally, faculty members have had a high level of autonomy in their work, which allows them to focus on their chosen field of research and area of specialty. At times, this can be considered as a barrier to introducing changes in practice, in that it can be seen to infringe on that level of autonomy and academic freedom. A useful way to address such concerns is to adopt both a top-down, as well as bottom-up, approach to embedding and mainstreaming inclusion. A whole-institution approach that clearly identifies access and inclusion as integral parts of the institutional vision, goals and policies, etc. sets clear expectations regarding the priorities and ambition of the institution. Using language of persuasion, rather than enforcement, in the first instance is helpful in encouraging uptake of inclusive practices. Identifying early adopters and collating **case studies** for others also helps to provide practical advice for those who wish to develop their own practices, as does rewarding such practice, as described previously. Ultimately, legislation requires that all students are treated equally (e.g. Equal Status Act 2000 to 2004 and Disability Act 2008): this legislative argument can be used as a final resort. Persuasion and collegiality, however, are more effective when endeavouring to achieve long-term changes to practice.

Contact time and content requirements

Some faculty members may be concerned that increased engagement time with students and scaffolding skill development may leave less time for delivery of content. Emphasising the link between programme delivery, content, and graduate attributes offers a useful way to demonstrate the importance of embedding increased engagement, expression, and interaction in teaching and learning activities. At programmatic review, it is recommended that the key content is identified, and a redeveloped strategy and timeline allows sufficient time for successful delivery, which includes multiple means of action, expression, and engagement for students. These principles form the basis of Universal Design for Learning on which those teaching students should be provided with professional development, as outlined above.

Examples of Good Practice

Universal design and inclusive curriculum training and resources

An important step in developing inclusivity within teaching and learning is the provision of training and resource development. The method of this can vary and should be tailored to suit the institution's culture. The Institute of Art, Design and Technology has developed a Special Purpose Award worth 10 ECTs at Level 9 on the topic of Universal Design for Teaching & Learning. This model allows for the development of expertise across faculty in varying disciplines with a specific purpose of embedding inclusivity. In UCD, universal design is embedded in various modules across the Professional Certificate and Diploma in University Teaching and Learning, including modules on curriculum design, assessment, and technology. Trinity College Dublin has developed the Trinity Inclusive Curriculum programme, which is a self-evaluation tool, including suggested actions to improve inclusivity in the curriculum. AHEAD and UCD have developed a digital badge in Universal Design for Teaching and Learning, which forms part of the National Forum for the Enhancement of Teaching and Learning in Higher Education professional development framework.

An important step in developing inclusivity within teaching and learning is the provision of training and resource development.

Improving retention through academic support – UCD School of History

UCD School of History has run a pilot scheme designed to reduce the number of students who fail or drop out of history modules. This scheme is rooted in offering practical support to students. It identifies those who need assistance, makes contact with them, and through face-to-face meetings develops solutions that will guide them through the repeat/re-sit process. Thus far, this approach has resulted in an increase in registration and submission rates for history students who fail modules. The number of students successfully completing repeat/re-sit modules has also improved.

Expert consultation and supported implementation

In UCD, specialists from Access & Lifelong Learning are available to colleagues within the institution to provide consultation before/during module design and evaluation to assist with the embedding of inclusive practice. This has worked well, both in the development of new modules and when reviewing modules where a difficulty or barrier has been identified. This is a bespoke model, which has the potential to embed inclusivity in advance of local experts being developed/identified.

Institution-led lecture recording

A significant educational barrier for some students, is the need to rapidly take notes in lectures and other classes. While this is an important way of learning, it also acts as a barrier for students who have a difficulty with listening and writing simultaneously, and they often miss out on recording vital content. Some students with disabilities are given permission to audio record; however, concerns may arise as to the ownership, quality, and subsequent use of such recordings. An institutional policy approach to video recording is beginning to emerge. There are several benefits to this approach: faculty and educational technology staff can edit the material recorded, as they deem necessary; the recording quality is improved; and the intellectual property rights are clarified. From a student perspective, all experience an inclusive and supportive learning environment, where those with particular needs are not 'othered'. For example, the University of Manchester has equipped all of its teaching spaces (over 340) with lecture capture technology. JISC reports that "they record approximately 40,000 hours of teaching and learning activities per academic year, and these recordings have been accessed in excess of two million times by students." University College Cork (UCC) has implemented lecture capture using Panopto, facilitating remote recording of lectures in over 100 teaching spaces across the campus.

Inclusive teaching & learning policy

The University of Edinburgh has developed an Accessible and Inclusive Learning Policy, to enhance the student experience by creating a learning and teaching environment, and culture, that is dynamic, accessible, and inclusive. This policy applies to all students and all staff who teach and support students. According to the following guidance:

1. **Course outlines and reading lists shall be made available at least 4 weeks before the start of the course.**
2. **Reading lists shall indicate priority and/or relevance.**
3. **Lecture outlines or PowerPoint presentation slides for lectures/ seminars shall be made available to students at least 24 hours in advance of the class.**
4. **Key technical words and/or formulae shall be provided to students at least 24 hours in advance of the class.**

5. **Students shall be notified by email of changes to arrangements/announcements such as changes to courses/room changes/cancellations.**
6. **Students shall be permitted to audio record lectures, tutorials, and supervision sessions using their own equipment for their own personal learning.**
7. **All teaching staff shall ensure that microphones are worn and used in all lectures regardless of the perceived need to wear them.**

Resources

Burgstahler, Sheryl E., (2013) Universal Design in Higher Education: Promising Practices

- Seattle: U of Washington: https://www.washington.edu/doit/sites/default/files/atoms/files/Universal%20Design%20in%20Higher%20Education_Promising%20Practices_0.pdf

Burke, PJ, Crozier, G, Misiaszek, L, (2017). Changing Pedagogical Spaces in Higher Education: Diversity, inequalities and misrecognition (Research into Higher Education). Routledge.

Burke, PJ, Crozier, G, (2012), Teaching Inclusively: Changing Pedagogical Spaces, Higher Education Academy. https://www.newcastle.edu.au/__data/assets/pdf_file/0004/305968/UN001_Teaching_Inclusively_Resource_Pack_Online.pdf

Christie, B (ed). Universal Design for Learning (UDL) – Eight case stories highlight how faculty are reaching more students through diversity in teaching approaches: http://elixr.merlot.org/case-stories/understanding--meeting-students-needs/universal-design-for-learning-udl?noCache=928:1323100617

O'Neill, G. (2011) A Practitioner's Guide to Choice of Assessment Methods within a Module, University College Dublin. http://eprints.teachingandlearning.ie/3266/1/O'Neill%202010%20A%20Practitioners%20Guide.pdf

Padden L. (2018). Module Design and Enhancement: Top 7 Tips for Inclusive Module design. UCD Teaching & Learning. http://www.ucd.ie/t4cms/UCDTLM0032.pdf

UCD, Teaching and Learning Toolkit. http://www.ucd.ie/teaching/resources/teachingtoolkit/

UDLL Partnership, (2017) Universal Design for Learning - A Best Practice Guideline, AHEAD Educational Press. https://ahead.ie/userfiles/files/shop/free/UDLL%20Online.pdf

Wynne, R. (2005). Learner Centred Methodologies. UCD School of Education & Lifelong Long Learning. Dublin. https://www.ucd.ie/t4cms/UCDTLT0035.pdf

NOTES

NOTES

PILLAR 2: STUDENT SUPPORTS AND SERVICES
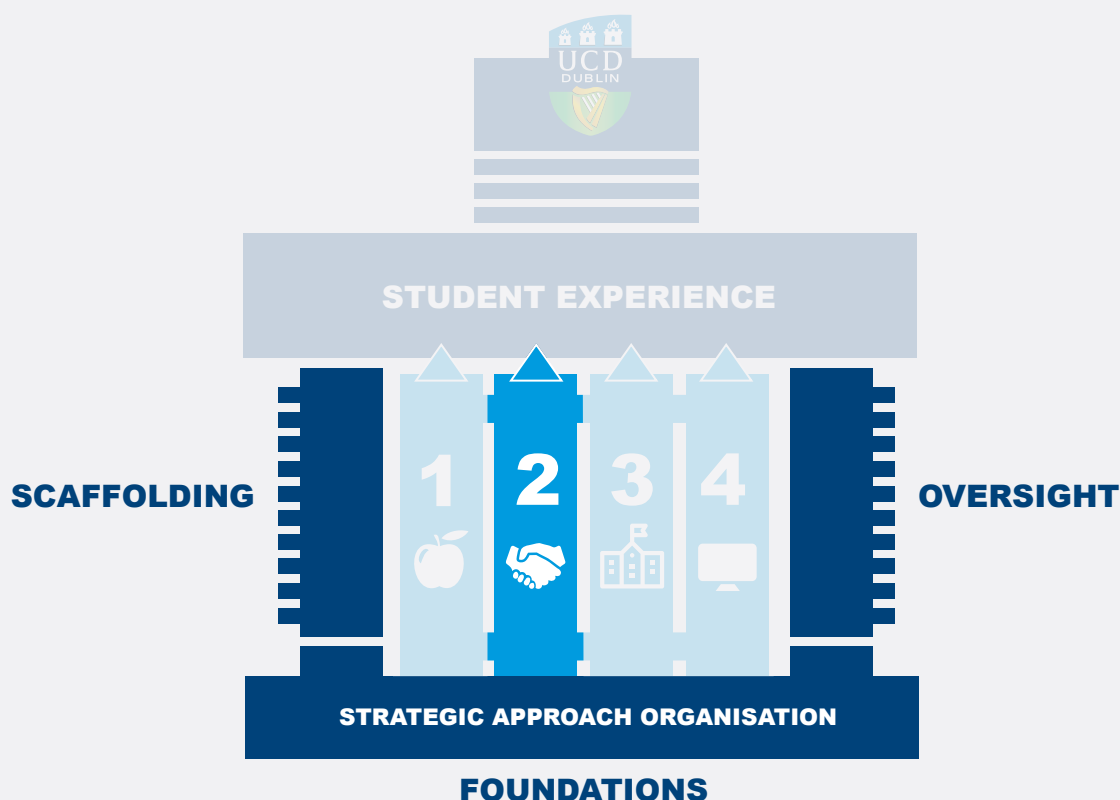
The second pillar of the framework in the development of an inclusive higher education institution concerns services and supports, which enable students to participate fully, enhance their study experience, and act as the platform for their success and well-being.

A range of services and supports is typically offered by higher education institutions, including:

- Academic advice
- Childcare
- Careers advice
- Disability services
- Library services
- Scholarships
- Catering/hospitality
- Chaplaincy

- Learning support
- Sport and recreation
- Health/mental health services
- Accommodation
- Student Union services
- IT support
- Peer supports
- Financial/budgeting advice

- Academic supports, e.g. writing, mathematics support

HOW TO USE THE TOOLKIT

The Toolkit has been designed for use as a self-assessment exercise. A series of statements is set out under each of the four institutional pillars , and the Foundation and Scaffolding components.

Each statement asks for a score of 0-5, as follows:

0 **Provide a score of 0** if the area has not been considered previously. An area can be deemed considered when it has been tabled in at least one mid to senior level meeting.

1 **Provide a score of 1** if the area has been considered but has been addressed poorly. An area can be deemed addressed when at least one action has been suggested, planned, and completed. The area may be considered poorly addressed if the action taken has not had the desired impact or if a number of further actions are required.

2 **Provide a score of 2** if the area has been considered and has been partially addressed.

3 **Provide a score of 3** if the area has been considered and has been adequately addressed. The area may be considered adequately addressed when no further immediate action is required.

4 **Provide a score of 4** if the area has been addressed fully across the institution. The area may be considered fully addressed when all necessary actions have been taken and a system of ongoing review of the area has been implemented.

5 **Provide a score of 5** if the area has been addressed and the institution is now a leader in this area nationally or internationally.

Self-assessment exercise **0 1 2 3 4 5**

Using the series of statements below and the scoring system, 0-5, as set out in Section 3, undertake this self-assessment exercise. Thereafter, this exercise should help to devise an action plan for any gaps identified. These statements in this section are informed by the work of Parasuraman et al. (1988), who researched the five dimensions of service quality (Tangibles, Reliability, Responsiveness, Assurance and Empathy) and their application in higher education (Donaldson & Runciman, 1995; Roberts & Higgins, 1992; Wiers-Jenssen & Stensaker, 2002).

General Support Principles

Student services and supports are advertised centrally and through individual programmes and faculty.

There is a clear referral system in place between support services.

The referral system offers transparency to staff, faculty and students in relation to process, waiting times and confidentiality.

A collaborative approach to providing support and guidance is used across services for those students deemed "at risk".

All students can avail of the same level of support. For example, students with disabilities are not referred through a disability service for mainstream supports that are available for all other students.

Support staff have all received Unconscious Bias and Disability Awareness training.

Information on supports is available in an accessible format (online, plain English, clearly signposted).

Support services offer flexibility for students who are experiencing challenges in relation to finance, access, or other commitments beyond the control of the student.

Support services are offered outside core hours for students who are studying outside these times.

All services are offered in locations that are accessible to students who use wheelchairs or have other mobility difficulties.

Students are given a method of providing feedback. This feedback is reviewed and actions are taken when necessary.

Student expectations of the service are managed through clear information at every step of the process, before and while using a service.

Services are provided free of charge, where possible.

Where a service charge is levied, financial support is available to the student, and the process of availing of this support is simple and fast.

If financial support for a service is provided from within the institution, the payment is made directly and does not require the student to make an initial outlay.

Communication methods with services should be made clear, and students should be given clear guidance as to the timeframe within which they can expect a response (e.g. a one working day response time to emails).

Childcare is provided for students who require this service. This is provided in a facility on campus and allows for flexibility of hours.

Additional statements are provided below for the most common campus services, which provide specialised/specific support to students.

Careers services

Careers education, information, advice, and guidance are available to all students.

Mentoring services are available for all students on professional programmes.

All Career staff can offer advice to students with disabilities in relation to disclosure in the workplace.

Internships and placement sites are provided with necessary training and clear lines of communication and responsibility in relation to providing supports for under-represented student groups.

Advice and support is offered to all students on the appropriate attire for interview/workplace, and advice is provided on an inexpensive way to achieve this.

IT Support

PCs and laptop loans are provided for students to use on campus regardless of programme, stage, etc.

Assumptions are not made about the devices available to students, e.g. many students are not in a position to purchase a new laptop or tablet when entering higher education.

Support is provided for students in the use of technology, taking into consideration all levels of skill.

☐

Support is provided online, on the phone, and face-to-face.

☐

Support is provided through workshops and one-to-one support.

☐

Library services

A simple system for uploading reading lists is available for faculty to allow for texts to be available online, or in sufficient numbers before teaching begins.

☐

Texts are available online, where possible, to allow for access from home or other off-campus locations.

☐

Extended loans are available for those with an identified need for this service, such as, students with a disability, those who study part-time, have financial needs or other commitments. An example of this service is the provision of a semester-long loan scheme for low-income students.

☐

Student mental health services

Positive mental health is promoted to all students, including education campaigns and services, such as mindfulness groups.

☐

Waiting times for counselling services are stated clearly and adhere to best practice. There is quick access for these services to additional funding to ensure this level of service.

☐

Students may self-refer, but may also be referred through other support services and faculty for a priority appointment.

☐

A psychiatrist is available to students via referral (either internal or external to the institution) from the Health or Counselling service.

☐

Actions to consider

All supports for all students

Historically, many so-called non-traditional or under-represented student cohorts have been supported solely by specialised services, e.g. mature students meet a dedicated mature student officer for all needs. In an inclusive higher education institution, it is recommended that the underpinning philosophy is that 'a student is a student', regardless of background, age, disability, and pace of study. In this scenario, all supports will be offered to all students. For example, students requiring writing support or academic advice will be able to receive this support in the same way, regardless of entry route. Where supplementary supports such as, assistive technology, learning support, are required, these are usually provided by specialists. In this context, these supports augment, rather than replace mainstream services. This approach strengthens inclusion and mitigates the tendency to consider under-represented student cohorts as 'other'.

Student Support Map

Student support and services are widely available in higher education. Some of these may operate separately from other parts of the institution and thus may appear disjointed to the student. One useful way to alleviate this and present services in a seamless fashion, is to create a map of services. Is it recommended that this mapping process involve all key stakeholders, including students. Such an approach offers clarity, signposts the services available, and provides clear contact information. It is also an effective way to ensure that students can quickly identify the support service that they need. This will reduce the occasions where students approach a 'wrong' service, which may result in them being sent in search of a different service to get the help they need.

Possible challenges and suggested solutions

Consistency of support across all student groups

Ensuring coherence, consistency, and availability of student support across all programmes is a complex operation that offers many challenges, particularly in larger institutions. In this context, adopting a mainstreaming and inclusive approach can be considered as onerous. Staff expertise and skills are central to the provision of effective student services and supports. Initiating a consultation process about mainstreaming can be a useful way to begin, as it helps create awareness of the goals of inclusion, offers an opportunity to identify good practice, and it determines any training and development gaps. Addressing staff development needs in areas such as, written, verbal, and digital communications, and unconscious bias, offers a solid foundation on which to build understanding of inclusion issues, and enables staff to identify solutions that are appropriate to their particular setting.

Identifying groups who require supports

Identifying those who require supports, such as financial, academic, and personal is challenging where students are reluctant to identify as needing such services. Students entering through the various alternative entry routes are identifiable and so more easily targeted for support. However, higher education is experiencing a growing number of students who also require particular supports and services, including students from low income households, those parenting alone, as well as students who are struggling academically and/or failing to progress, etc. The development of an institutional framework, built on the principles of mainstreaming and inclusion, offers an effective guide to the delivery of services and supports for all students. Such an approach also helps normalise the concept of support, and it encourages and reassures all students that support is an integral part of their educational experience.

Examples of good practice

A cohesive approach: working groups for all those supporting students

It is important that those working in the areas of student support have an opportunity to network, share information, and exchange practice. In UCD, there are two mechanisms through which this occurs. Firstly, a "Supports for Students Working Group" offers a monthly meeting for a range of services, including Access & Lifelong Learning, Estates Services (including Campus Services and Residences), Graduate Schools, Graduate Studies, International Office, IT Services, Library, Programme Offices, Registry (including Admissions, Assessment, Communications, Fees/Grants, Registration, Scholarships, Student Desk and Student Recruitment), Student Advisers , Student Services/Orientation, Students' Union and UCARD (Student ID services). Typically, meetings include updates, information sharing and, importantly, provide an opportunity for staff to meet each other and become aware of the roles and responsibilities of other services, the contact points. It also helps to ensure smoother and faster referral processes. Secondly, a "Combined Services" group in UCD provides an opportunity for Student Advisers to meet with the Chaplaincy and the Student Counselling Service. These are two examples of institutional arrangements that strive to provide a mainstreamed and seamless service to students. Encouraging communication across discrete services means students will not be incorrectly referred or faced with asking their question multiple times before finding the answer.

Childcare provision on campus

University College Cork (UCC) provides an onsite crèche facility, which caters for the children of students and staff. Reduced fees are available to full-time students - **https://www.ucc.ie/en/creche**

Peer support, peer mentoring, peer assisted learning

Peer support can be instrumental in the success of students in higher education. The positive impact of peer supports and mentoring is particularly important for under-represented students, such as those with disabilities, students from low income households, and mature students. Organised programmes that promote the formation of peer bonds through mentoring, social groups, and subject tuition ideally should be integrated at an institutional and programme level. A UK report drawing on the findings of a three year study into peer mentoring, conducted at six higher education institutions, provides empirical evidence that peer mentoring works (Andrews & Clark, 2011), suggesting others should:

1. **Consider embedding peer mentoring as part of an institutional retention strategy.**
2. **Decide on the form of mentoring programme to be introduced.**
3. **Design a robust and well-structured programme.**
4. **Appoint a dedicated person, or persons, to manage the programme.**
5. **Ensure effective marketing of the programme.**
6. **Introduce a rigorous mentor selection and training process.**
7. **Take care in pairing mentees and mentors to ensure a good match.**
8. **Make clear the availability of ongoing support (if needed).**
9. **Evaluate the programme at an appropriate point or points in the year.**
10. **Consider academic credit / recognition for mentors.**

Resources

Customer Communications Toolkit for the Public Service - A Universal Design Approach (Centre for Excellence and Universal Design, NDA & Department of Public Expenditure and Reform, 2017).

- This resource provides guidance on written, verbal, and digital communication in the public service. It contains checklists, examples, and other useful elements, which can be easily understood and implemented and is available to read online or can be downloaded as an accessible pdf.

NOTES

NOTES

NOTES

PILLAR 3: PHYSICAL CAMPUS AND THE BUILT ENVIRONMENT

SCAFFOLDING

OVERSIGHT

STUDENT EXPERIENCE

1 2 **3** 4

STRATEGIC APPROACH ORGANISATION

FOUNDATIONS
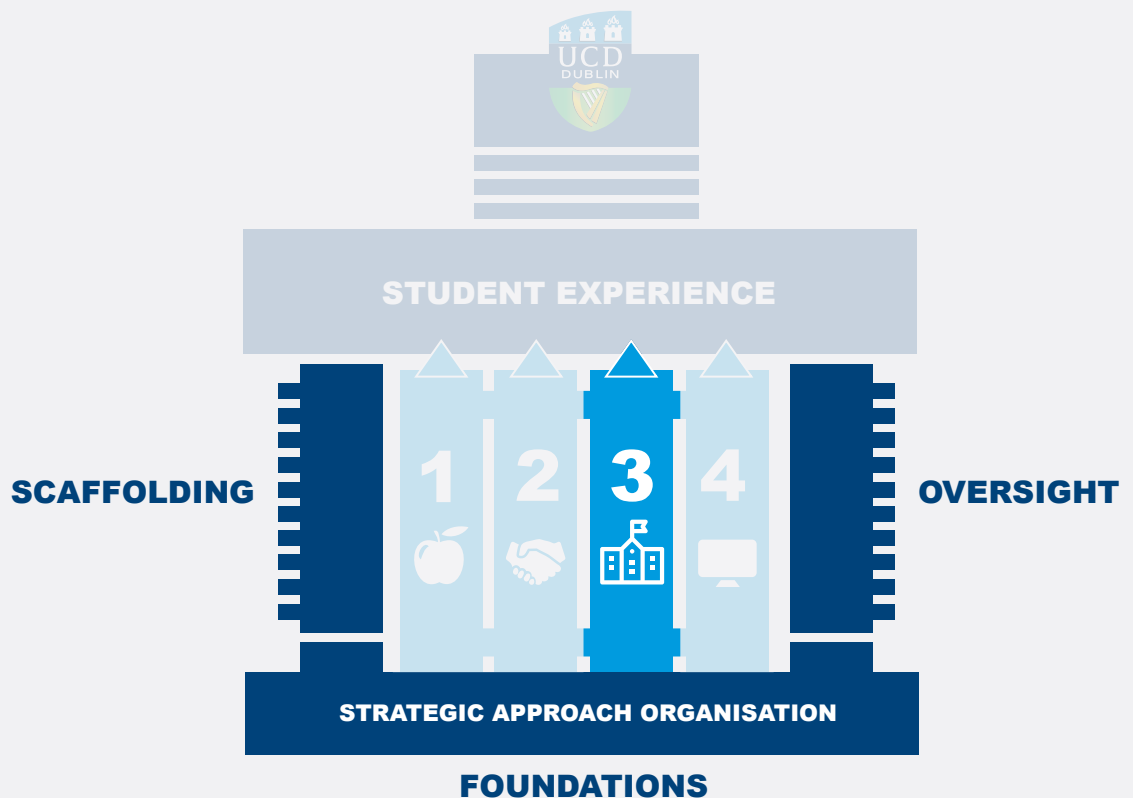
The third pillar of the development of an inclusive higher education institution centres on the accessibility of the built environment and physical campus. Ensuring that campus infrastructure meets the needs of the entire student cohort, is an essential component in ensuring that higher education is an option for all.

An accessible built environment is one that fosters inclusion and comprises the design and composition of an environment so that it may be accessed, understood and used to the greatest practicable extent, in the most independent and natural manner possible, in the widest possible range of situations and without the need for adaptation, modification, assistive devices or specialised solutions (Government of Ireland, 2005).

> A university where I can get around without needing to wait for someone to open a door or go the long way around away from my friends.

REMINDER

HOW TO USE THE TOOLKIT

The Toolkit has been designed for use as a self-assessment exercise. A series of statements is set out under each of the four institutional pillars , and the Foundation and Scaffolding components.

Each statement asks for a score of 0-5, as follows:

0 **Provide a score of 0** if the area has not been considered previously. An area can be deemed considered when it has been tabled in at least one mid to senior level meeting.

1 **Provide a score of 1** if the area has been considered but has been addressed poorly. An area can be deemed addressed when at least one action has been suggested, planned, and completed. The area may be considered poorly addressed if the action taken has not had the desired impact or if a number of further actions are required.

2 **Provide a score of 2** if the area has been considered and has been partially addressed.

3 **Provide a score of 3** if the area has been considered and has been adequately addressed. The area may be considered adequately addressed when no further immediate action is required.

4 **Provide a score of 4** if the area has been addressed fully across the institution. The area may be considered fully addressed when all necessary actions have been taken and a system of ongoing review of the area has been implemented.

5 **Provide a score of 5** if the area has been addressed and the institution is now a leader in this area nationally or internationally.

> *An*
> **ACESSIBILE**
> built environment is one that
> fosters inclusion and comprises
> the design and composition of
> an environment so that it may
> be accessed, understood and
> used to the greatest extent...

Self-assessment exercise

0 1 2 3 4 5

Using the series of statements below and the scoring system, 0-5, as set out in Section 3, undertake this self-assessment exercise. Thereafter, this exercise should help to devise an action plan for any gaps identified. An in-depth campus accessibility audit may be a necessary next step.

Exterior Considerations

The approach to campus is well-lit and has the directional signs to guide students to their destinations, using a range of accessible information, such as visual cues (maps, directions, symbols) and/or audio.

A single approach and design of wayfinding is implemented across the campus.

Tactile paving is provided to alert campus users to the edges of paths, changes of level, roads etc.

Where possible, level access is provided to all buildings on campus.

Where ramps are required, a gentle slope is provided for universal access i.e. stairs are avoided where possible.

Where possible, ramps are not segregated from stepped access – all those entering a building or navigating campus can use the same route.

Handrails are provided beside slopes/ramps.

Pedestrian crossings provide auditory, as well as visual, signals.

All bodies of water, drains, and other hazards are fenced off.

The layout of the walkways and the use of 'street furniture' allows for unrestricted, hazard-free safe movement.

Designated car parking spaces are offered for those with accessibility requirements holding a permit.

A service dog enclosure is provided on the campus. More than one is provided if the campus is large.

Temporary permits are provided through an on-campus service for students who acquire an illness or injury who require accessible parking on short notice.

Set down areas are provided, with clear signage, to provide ease of access to all buildings on campus.

Route training is offered by the on-campus access team or another appropriate service.

Personal Emergency Evacuation Plans are created for all students who have mobility difficulties and/or those who use wheelchairs.

Interior Considerations

A clear policy exists on the facilitation of service dogs on campus, including information on access to student residences, teaching spaces and libraries or other support facilities.

A single approach and design of wayfinding is implemented within all buildings on the campus.

Entrances to buildings are independently accessible using automatic doors, therefore segregation is avoided.

Surfaces used within buildings are accessible and safe i.e. polished surfaces are avoided.

All buildings provide directional signs to guide students to their destinations, using a range of accessible information and in accessible formats, including visual cues (maps, directions, symbols), audible aids, and tactile signs.

All buildings ensure that good lighting and visual contrasts are provided (e.g. a contrast strip is provided on pale walls).

All buildings provide for ease of movement to travel horizontally or vertically, including lifts.

All buildings provide for independently accessible sanitary facilities.

All lecture halls, laboratories, and study spaces are designed to promote and facilitate participation by all students, thus avoiding segregation (e.g. spaces for students using wheelchairs are within the lecture theatre and not in a segregated "box" at the back).

All teaching spaces have a microphone/speakers, which are regularly maintained to ensure good working order.

Audio induction loop systems, also called audio-frequency induction loops or hearing loops, are integrated in all teaching spaces on campus. These systems allow those who use hearing aids to access audio content more easily.

Changing facilities are provided in every building on campus for people with disabilities.

Designated respite spaces are provided in every building on campus for students who may become fatigued due to an ongoing illness or disability.

Student Accommodation

En suite rooms are available in each residence.

Wheelchair accessible rooms are available in each residence.

Consideration is provided to commuter students who are permitted to book short stays on campus to allow for engagement with social activities.

Assistance is provided to students seeking off-campus accommodation, and support is provided for students who experience difficulty with housing.

All staff and residential assistants are provided with disability awareness training.

Actions to consider

Dedicated role to ensuring accessible infrastructure

In Ireland, the Disability Act (2005) stipulates that all public bodies are required to appoint "access officers" to co-ordinate arrangements for people with disabilities. Higher education institutions have made a variety of arrangements to satisfy this requirement. Typically, they tend to integrate these responsibilities with other roles. To ensure that accessibility moves beyond compliance to full inclusion, the appointment of a dedicated staff member, whose role is to ensure a coherent approach to ensuring accessible infrastructure, may be helpful. The role could include overseeing an audit of existing campus buildings and grounds, developing awareness of the needs of students with disabilities, and liaising with infrastructure teams undertaking any remedial and building works.

Liaise with the Student Union

As the student population is the largest user group of any campus, the creation of arrangements to meet Student Union, and student representatives, about infrastructural issues can be helpful. Such meeting are helpful in creating awareness of access issues for particular student cohorts and in identifying any areas of concern and potential solutions. This is also a good way to decide on priority areas of work: footfall alone may not be the best measure of potential impact for improvements.

Possible challenges and suggested solutions

Older buildings with planning restrictions

Many university campuses have a rich history and the earliest buildings stand as monuments to the history of the institution. These buildings can provide a challenge in relation to retrofitting for accessibility, as often they have heavy, narrow doors, stepped access, and various internal and external level changes. Some buildings may have 'protected' status, which poses additional layers of complexity in any renovation process. Trinity College Dublin installed concealed wheelchair lifts, which will emerge from the ground using cantilevers: thus facilitating access to the Exam Hall and the Chapel, both of which are protected buildings (MacNamee, 2018).

Cost and funding

Funding remains a constant challenge in higher education institutions, and sourcing financial resources to carry out infrastructural work often presents additional concerns. An audit of campus infrastructure typically results in identifying a list of renovations needed. It is recommended that this is prioritised in terms of size, timescale, impact, and funding required. Grouping these works into projects that can be aligned with larger developments, and those requiring stand-alone remediation, can also be advantageous; it is often easier to undertake some accessibility works as part of a larger-scale development. The allocation of dedicated funding for remediation works, to be undertaken on an annual basis, is an effective and manageable way to approach the smaller scale activity, such as, retrofitting automatic doors, adding ramps, accessible toilet facilities, or purchasing systems such as a portable loop system.

Examples of Good Practice

Promotion of accessible routes on campus

It is important to promote the accessible features made to campus infrastructure so that students and staff can become familiar with these changes, and as a result their awareness and knowledge of these issues grows. For example, UCD undertook a SPARC project to create a series of videos showcasing how to get around campus -(http://www.ucd.ie/careers/sparc/projects/sparcprojects201516/gettingarounducdaccessibleroutevideos/).

Quiet spaces and quiet times

Dublin City University (DCU) was designated an Autism-Friendly University (https://www.dcu.ie/students/az/autism-friendly.shtml). An element of this designation is the provision of quiet spaces on campus, and quiet times during events. A busy campus can be an overwhelming experience for many students, including those with Autistic Spectrum Disorders (ASD), and students managing sensory sensitivities. Designation of quiet spaces is increasing in importance, as the growth in social and group spaces have increased in libraries, which may traditionally have been regarded as quiet spaces. Programmes too promote increased student collaboration to improve engagement and participation. It is important that the impact of this approach is considered in the physical space on campus.

Wayfinding on campus

The National University of Ireland, Galway (NUIG) has begun a project to streamline and improve the campus wayfinding (https://www.nuigalway.ie/buildings/wayfinding-project/), with a view to providing a more navigable campus, and with signage that is more consistent in appearance. Clear and consistent signage is essential on any campus; when a campus changes and grows over time, the signage becomes inconsistent and mapping becomes unclear. Hence, it is recommended that a whole-institution approach is most effective in ensuring that navigation and signage results in a positive experience of students and all other users alike.

Bookable accommodation for commuter students

As the number of students who cannot afford to live locally rises, an increasing number commute ever-longer distances in order to attend college. Maynooth University (https://www.maynoothcampus.com/) has recognised this issue and has developed a programme where residences are bookable for one night or more. This facility allows commuting students to have the option of staying on campus for particular events, such as clubs, societies, etc. This type of initiative has also become popular in the UK, where some HEIs have as much as 80% commuter students.

Resources

The Centre for Excellence in Universal Design has developed a number of key resources, which are useful when considering the built environment.

- Building for Everyone: A Universal Design Approach provides comprehensive best practice guidance on how to design, build, and manage buildings and spaces so that they can be readily accessed and used by everyone, regardless of age, size ability or disability.

1. **External environment**
2. **Entrances and Horizontal Circulation**
3. **Vertical Circulation**
4. **Internal Environment and Services**
5. **Sanitary Facilities**
6. **Facilities**
7. **Building Types**
8. **Building Management**
9. **Planning**

NOTES

NOTES

NOTES

PILLAR 4: INFORMATION TECHNOLOGY SYSTEMS AND INFRASTRUCUTRE

SCAFFOLDING

STUDENT EXPERIENCE

OVERSIGHT

1   2   3   4

STRATEGIC APPROACH ORGANISATION

FOUNDATIONS
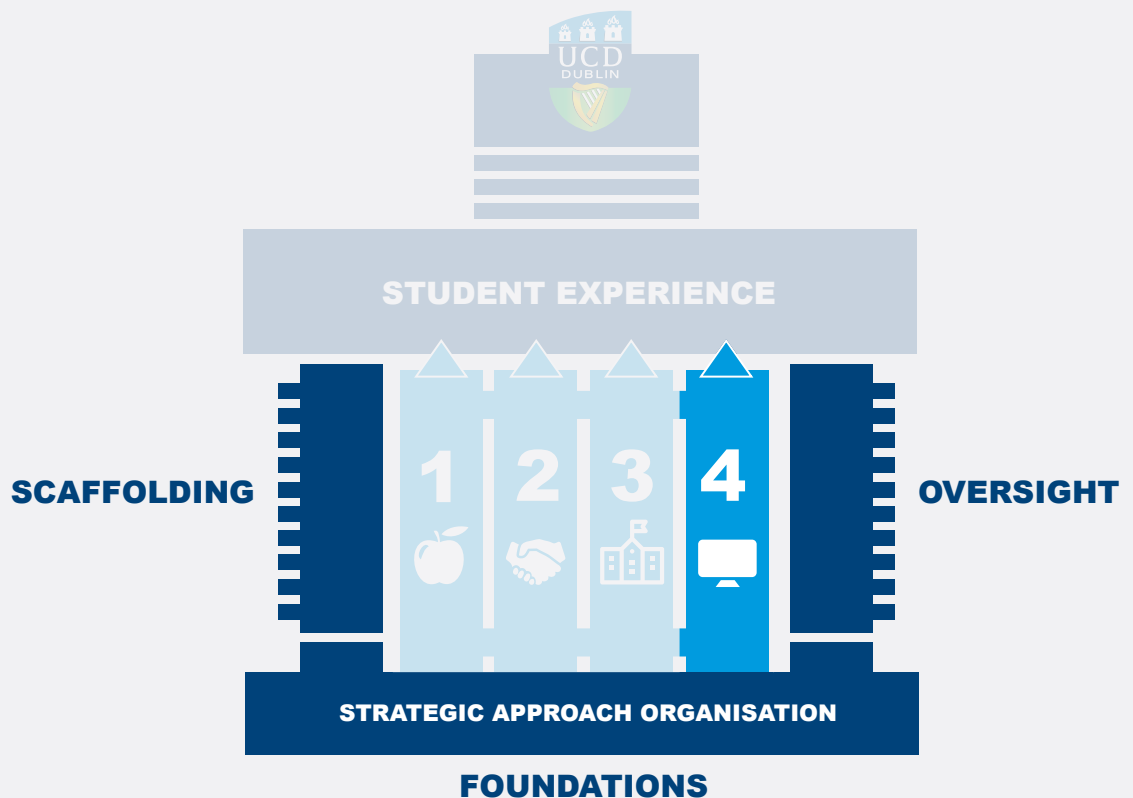
The final pillar, technology infrastructure, can often be overlooked, but is vital in the development of an accessible, inclusive higher education institution. Much like any modern business or service, information technology systems are key to the success, efficiency, and development of higher education.

As institutions grow, reliance on such systems and automation increases, as does the need to ensure that these are designed for diverse users (Treviranus, 2016; Zervas et al., 2014). The accessibility of such systems is integral to achieving inclusion and equity in higher education. Technology systems and infrastructure dealt with here include:

- Websites,
- Virtual learning environment,
- Application, fees and registration systems,
- Data – gathering, mining and visualisation,
- Social media platforms.

HOW TO USE THE TOOLKIT

The Toolkit has been designed for use as a self-assessment exercise. A series of statements is set out under each of the four institutional pillars , and the Foundation and Scaffolding components.

Each statement asks for a score of 0-5, as follows:

0 **Provide a score of 0** if the area has not been considered previously. An area can be deemed considered when it has been tabled in at least one mid to senior level meeting.

1 **Provide a score of 1** if the area has been considered but has been addressed poorly. An area can be deemed addressed when at least one action has been suggested, planned, and completed. The area may be considered poorly addressed if the action taken has not had the desired impact or if a number of further actions are required.

2 **Provide a score of 2** if the area has been considered and has been partially addressed.

3 **Provide a score of 3** if the area has been considered and has been adequately addressed. The area may be considered adequately addressed when no further immediate action is required.

4 **Provide a score of 4** if the area has been addressed fully across the institution. The area may be considered fully addressed when all necessary actions have been taken and a system of ongoing review of the area has been implemented.

5 **Provide a score of 5** if the area has been addressed and the institution is now a leader in this area nationally or internationally.

Self-assessment exercise

0 1 2 3 4 5

Using the series of statements below and the scoring system, 0-5, as set out in Section 3, undertake this self-assessment exercise. Thereafter, this exercise should help to devise an action plan for any gaps identified. These statements are informed by the Web Content Accessibility Guidelines 2.0.

Websites

All content developers are provided with training and clear resources to ensure accessibility of all digital content.

The Content Management System used for website development should allow for full accessibility in content development and use for all faculty and staff, including those using assistive technologies.

Videos are all captioned and text descriptions are offered as alternatives to videos with no dialogue.

Websites provide information in a variety of ways – images, videos, text, infographics etc.

All reports and other documents published online are provided in an accessible format.

Content is provided, with clear structure and headings to allow for ease of navigation.

Images and video content represent diversity across all groups of students and staff.

A minimum of size 12 sans-serif font is used for all webpages.

Virtual Learning Environment

Accessibility is a core requirement in the procurement of a Virtual Learning Environment (VLE).

A facility exists to allow for provision of reasonable accommodations (such as extra time or use of an electronic reader) in timed tests administered through the VLE.

Students have the facility to make multiple attempts at uploading assignments through the VLE up to the deadline.

Clear instructions and guidelines are provided to students in the use of the VLE, and face-to-face support is also available.

Applications, fees and registration systems.

An integrated system is used to record all student data, allowing for ease of use for students and scalable functionality for staff.

A single student record is created on application and stays with the student throughout his/her studies, regardless of any gaps between programmes.

Clear instructions, including instructional videos, are provided for each form/section required to be completed by students.

Data systems

A live data system exists allowing for staff and faculty to view access, progression, and success statistics for all identified under-represented student groups.

Data can be shown at all levels – institution, programme, stage, and module. This allows for additional supports to be provided, where necessary.

Data can be easily visualised, allowing for planning of outreach, engagement, and recruitment strategies at all levels.

Students give express permission for the use of their data for statistical and tracking purposes.

Regular consideration is given to appropriate access to data across the institution.

Social media platforms

Use of social media adheres strictly to institutional policies and procedures. These policies and procedures make explicit reference to inclusive practice and diversity in content.

Material posted is socially and culturally sensitive to the diverse student population.

Information is provided through a number of channels, and social media is not used as a single method of communication with students in any instance.

Actions to consider

Annual review of systems

Regular systems review, is a useful way to capture the data on the user experience; this can be particularly helpful in identifying any gaps, which can then form part of the improvement planning process. Such reviews should include user testing of developments in the system to ensure clarity, ease of use by diverse groups, and accessibility. These reviews are particularly helpful when a new system is installed, such as online registration; gathering feedback as soon as possible on a new process is highly desirable.

Training for content creators

The student population in higher education institutions is increasingly diverse and hence the creation of accessible content assumes an even greater urgency. The development of inaccessible content, often leading to a need to produce alternative formats, causes undue difficulty for all, both students and staff. Content creators include those updating websites, publishing reports, as well as those creating teaching materials and systems. It is recommended that the most effective way to create accessible materials is to ensure that all content creators are provided with training and resources in accessibility requirements. This training is best offered both on a face-to-face basis and online, to allow for varying levels of knowledge and skill. A variety of resources is helpful in developing this training, including the 'Customer Communications Toolkit for the Public Service - A Universal Design Approach', developed by the Centre for Excellence in Universal Design (Centre for Excellence and Universal Design, NDA & Department of Public Expenditure and Reform, 2017). Information on using screen reading software is produced by NVDA who have also produced a free screen-reading tool; this is a useful resource to assist faculty and staff to test the accessibility features of their materials (NV Access, 2018).

Possible challenges and suggested solutions

Long-term plans for systemic change needed

Higher education institutions, like other large organisations, use a variety of digital tools. Many of these platforms and tools require a significant investment of time and money. Changes to systems can take a substantial amount of time. Changes or updates can be a more effective short or medium-term approach, while planning for more accessible systems. Is it recommended that institutions embed accessibility and inclusivity in all procurement policies and practices. For example, in UCD, this has been done, and so when it came to procuring a new Virtual Learning Environment, the vendors were required to meet the accessibility requirements. The tender evaluation process also included colleagues with accessibility expertise.

Availability of data and tracking students

The effective and efficient collection of robust student data requires a significant investment of time and expertise. This can pose a challenge to some higher education institutions. Data are typically gathered on many student groups. Gathering similar information on under-represented students is recommended. The ready availability of accurate student data enables the timely provision of relevant information, which can be used, not only to report on student admissions and to compare different cohorts, but it also enables planning for areas such as outreach, recruitment, and provision of student supports.

An institutional approach is helpful, as is convening an institution-wide group, to agree the student definitions, taking account of national definitions, such as the HEA definition of mature students as those over the age of 23 who haven't previously engaged in higher education. It is also recommended that an effective and efficient mechanism be devised to collect the data, ideally at application/registration stage. Safeguards will also need to be considered to ensure that students are made aware of the purpose of data collection and the ways their data will be used.

Variety in websites

Many higher education institutions typically use a standard website template, which has been developed for use by content creators/managers in individual schools, departments, and units. It is essential that these templates are fully accessible; this is usually the case. However, difficulties can arise when alternative templates or other tools are used, such as some free/open source systems (WordPress); some of these platforms are not secure and do not provide the necessary accessible frameworks or templates. It is recommended that the institution consider a policy response that sets out the acceptable templates, etc. In the absence of such a policy, then agreement to prioritise accessibility is required, at a minimum.

Examples of Good Practice

Integrated student information, record and data systems

Some institutions struggle to collate student information, as over the years, they may have installed different systems, which today are not compatible with each other. Institutions are increasingly moving to replace these. For example, UCD has a centralised system where data is captured, contacts are recorded, and through which students access their programme information and timetable. This system has allowed a streamlining of work, saving both time and other resources. Importantly, this system ensures that student data is secure and provided only to those who require it (e.g. module co-ordinators can see on their secure online class list details of those students who receive disability supports). Staff can also see a student contact record, and thus have access to a full picture of the student's engagement with a service or support.

Accessible institution-created content

Most of the content used by students in a learning environment has been created by staff or faculty. This content can include hand-outs, work sheets, presentations and other online content, designed in a bespoke fashion for individual programmes and courses. Content that is created in-house gives the opportunity to embed accessibility from the outset and providing this material online means that all students can access it, hence removing a number of barriers arising from printed or costly materials. The Open University has implemented an accessibility policy whereby all material created must be accessible, and guidelines/resources on this creation are provided (Open University, 2017).

Resources

The Web Content Accessibility Guidelines (WCAG)

- These guidelines have been developed through global consultation and provide a single shared standard for web accessibility. Web content refers to any website or web page including text, images, graphics, videos, sounds etc. The guidelines are available online - https://www.w3.org/WAI/intro/wcag

Accessible Content Guidelines

- These guidelines provide clear practical guidance on how to create accessible Word, PowerPoint, and PDF documents. They should be used by content creators and shared with any external designers engaged to create materials. They are available on the UCD website - http://www.ucd.ie/all/supports/informationforstaff/guidelinesforaccessibledocuments/

NOTES

NOTES

CONCLUSION

“

FOSTERING an inclusive higher education institution is a broad and challenging objective requiring both institutional and individual change.

This Toolkit for Inclusive Higher Education Institutions is developed as a response to the need for a whole-institution response to access, participation, and success of under-represented students.

This 'how-to' guide was informed by the experience of implementing the UCD University for All initiative and is intended for use by universities and colleges to progress mainstreaming and inclusion. It offers a strategic institution-wide lens to assess progress, identify opportunities for improvement, across the critical components of higher education institutions, including the strategic foundations, the educational experience, student supports, as well as the built and technology environments.

The creation of an inclusive higher education institution is a change journey. Institutions typically undertake such a process in a considered way, adopting differing paces, accelerating at times, and sometimes slowing and adapting the approach. This Toolkit offers practical assistance to effect such change. It facilitates this journey to begin wherever possible and, armed with resources and materials, it enables institutions to undertake self-assessment exercises and devise the necessary action plans.

Experience shows that success can be achieved with commitment, resources, and time. Fostering an inclusive higher education institution is a broad and challenging objective requiring both institutional and individual change. Experience also demonstrates that celebrating each achievement on this journey is important, as it helps counter frustrations and serves to renew and rejuvenate. The development of bespoke action plans helps maintain momentum and demonstrates success.

As UCD's University for All initiative continues, so will the development of the Toolkit. The authors welcome your feedback on any or all aspects. This is a living document: as inclusive practice is embedded in higher education; the Toolkit will be advanced to further highlight good practice and offer advice on challenges encountered.

Finally, to become an inclusive higher education institution requires, not just a policy or a statement, it requires a long-term commitment to change attitudes, cultures, and actions.

While the road to inclusion is not always easy, it is hoped that you will continue this journey from vision to practice.

G

GLOSSARY OF TERMS

Alternative entry routes offer another pathway into academic programmes, aside from the main pathway, which in Ireland is the Central Applications Office (CAO) application on the basis of Learning Certificate examination results. In Ireland, the alternative entry routes nationally include the Disability Access Route to Education (DARE) and the Higher Education Access Route (HEAR): both routes apply to school leavers, and enable access on the grounds of disability and/or socio-economic status. Other alternative entry routes typically include Mature Student entry on the basis of age, (over 23 years), university access programmes (which offer preparation for undergraduate study), and routes from further education. Individual HEIs may also offer bespoke entry routes.

Delivering Equality of Opportunity in Schools (DEIS): Schools selected to participate in the DEIS are provided with additional resources to help improve educational outcomes for their pupils. Both primary and secondary schools participate and are chosen based on a number of criteria, which at primary level include socio-economic data gathered nationally and at secondary level include eligibility for a Medical card, retention rates, and state exam results.

Educational barriers can describe any barrier which prevents an individual from accessing or engaging in education. Discussing educational barriers places the responsibility on the HEI to remove those barriers rather than using language of deficit in relation to students or potential students. Educational barriers can often be removed through financial support, disability supports, provision of childcare facilities or other bespoke services. Each HEI should carry out an assessment of the educational barriers in their own institution.

HEA: The Higher Education Authority is the statutory planning and policy development body for higher education and research in Ireland.

Inclusion is the state of being included in a group or framework. In the context of education, this means that the needs and characteristics of all participants in education are recognised and taken into account in the design of curriculum and support systems.

Inclusive practice is design for the full range of human diversity, rather than a perceived notion of a typical, average or so-called 'traditional' student. 'Inclusive design' in higher education is taken to mean that all aspects of higher education, including the built and technological environments, educational experience and student supports, are designed around the needs of all students.

Mainstreaming in the context of higher education refers to the inclusion of all students in the same educational experience. This is in opposition to the delivery of segregated or "special" education for specific groups of students. Mainstreaming in higher education requires the delivery of educational support without the "othering" of groups, often in reference specifically to students with disabilities. Successful mainstreaming usually requires a redevelopment of the curriculum and universal design for learning is one framework with which this redevelopment can be achieved.

National Access Plan: developed by the HEA, describes its vision as, "To ensure that the student body entering, participating in, and graduating from higher education at all levels reflects the diversity and social mix of Ireland's population". This Plan sets targets for student groups who experience low participation in higher education in Ireland.

Reasonable Accommodations for students with disabilities: Where barriers cannot be completely removed, a legal requirement for an appropriate change to a study-related arrangement, including assignments or examinations, to enable the student to complete their studies on a level playing field with their peers.

Under-represented cohorts are defined as those groups of students who traditionally have been under-represented in higher education. In Ireland, these groups are determined by the National Access Plan. At the time of publication, these groups include students from designated socio-economic groups, those with disabilities, mature students, and part-time students.

Universal Design for Learning (UDL): An educational framework that guides the development of flexible learning environments, which can accommodate individual learning differences.

Universal Design is a framework that address the inclusion of people with disabilities, which allows for the creation of an environment so that it may be accessed, understood and used to the greatest practicable extent, in the most independent and natural manner possible, in the widest possible range of situations and without the need for adaptation, modification, assistive devices or specialised solutions (Disability Act 2005).

Widening Participation: that work with seeks to diversify the student population to include the groups previously under-represented in higher education.
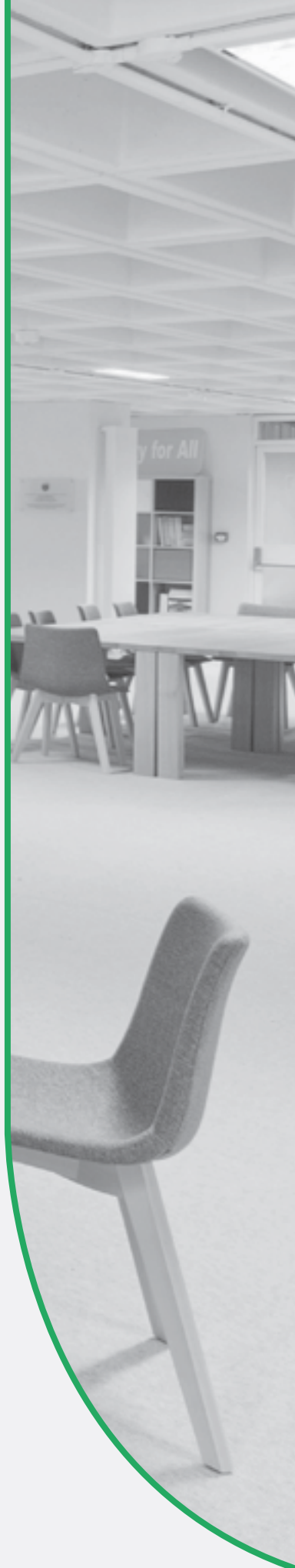
BIBLIOGRAPHY

A

Aguirre, A. J., & Martinez, R. (2002). Leadership Practices and Diversity in Higher Education: Transitional and Transformational Frameworks. The Journal of Leadership Studies, 8(3), 54–62.

Andrews, J., & Clark, R. (2011). Peer Mentoring Works! How Peer Mentoring Enhances Student Success in Higher Education. Birmingham: Aston University. Retrieved from https://www.heacademy.ac.uk/system/files/aston_what_works_final_report_1.pdf

B

Baker, J., Lynch, K., & Walsh, J. (2004). Equality: From Theory to Action. Basinstoke: Palgrave Macmillan.

Bamber, J., & Tett, L. (2001). Ensuring Integrative Learning Experiences for Non-Traditional Students in Higher Education. Widening Participation and Lifelong Learning, 3(1), 8-16(9).

Bendixen, K., & Benktzon, M. (2015). Design for All in Scandinavia – A strong concept. Applied Ergonomics, 46, 248–257. https://doi.org/10.1016/j.apergo.2013.03.004

Blythman, M., & Orr, S. (2002). A Framework for Institutional Change. In A. Hayton & A. Pacuska (Eds.), Access, Participation and Higher Education (pp. 165–177). London: Kogan Page.

Bohle-Carbonnell, K., & Dailey-Hebert, A. (2015). From Envisioning to Managing Educational Development and Organizational Innovation. In Transformative Perspectives and Processes in Higher Education. Switzerland: Springer Berlin Heidelberg.

Bourdieu, P., Passeron, J., & de Saint Martin, M. (1994). Academic Discourse: Linguistic Misunderstanding and Professorial Power. Cambridge: Polity Press.

Burke, P. (2012). The Right to Education: Beyond Widening Participation. New York: Routledge.

Butcher, J., Corfield, R., & Rose-Adams, J. (2012). Contextualised approaches to widening participation: a comparative case study of two UK universities. Widening Participation and Lifelong Learning, 13(1), 51–70. https://doi.org/10.5456/WPLL.13.S.51

C

Callaghan, P. (2000). Equality, change and institutional barriers. In L. Thomas & M. Cooper (Eds.), Changing the Culture of the Campus: Towards Inclusive Higher Education. Stoke-on-Trent: Staffordshire University Press.

Cascarano, C. (2014, February 24). A Conversation with Alan Alda - Video - NYTimes.com. Retrieved 19 October 2015, from http://www.nytimes.com/video/science/100000002723754/a-conversation-with-alan-alda.html?action=click&contentCollection=science&module=lede&region=caption&pgtype=article

Centre for Excellence and Universal Design, NDA, & Department of Public Expenditure and Reform. (2017). Customer Communications Toolkit for the public Service, A Universal Design Approach.
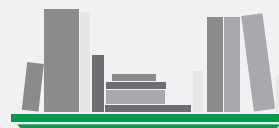
Clarke, M. (2003). Lifelong Learning for all or some? Reflection on provision for adults with disabilities. In The Adult Learner: The Journal of Adult and Community Education in Ireland 2003 (pp. 30–40). Dublin: AONTAS.

Clayton-Pedersen, A., O'Neill, N., & McTighe Musil, C. (2009). Making Excellence Inclusive: A Framework for Embedding Diversity and Inclusion into Colleges and Universities' Academic Excellence Mission. USA: Association of American Colleges and Universities. Retrieved from http://citeseerx.ist.psu.edu/viewdoc/summary?doi=10.1.1.179.2202

Crozier, G., Reay, D., Clayton, J., Colliander, L., & Grinstead, J. (2008). Different strokes for different folks: diverse students in diverse institutions – experiences of higher education. Research Papers in Education, 23(2), 167–177. https://doi.org/10.1080/02671520802048703

D

DES. (2011). National Strategy for Higher Education to 2030 (Hunt Report). Dublin: Department of Education and Skills. Retrieved from http://lenus.ie/hse/handle/10147/120285

Donaldson, B., & Runciman, F. (1995). Service quality in further education: An insight into management perceptions of service quality and those of the actual service provider. Journal of Marketing, 11(1–3), 243–256.

Duvekot, R. (1999). Moving Targets: The non-stop learning process of 'The Utrecht Bridge'. Widening Participation and Lifelong Learning, 1(2), 46–58.

E

EAN. (1999). Changing the Culture of the Campus: Towards an Inclusive Higher Education, Malta. Retrieved 16 November 2013, from http://www.ean-edu.org/index.php?option=com_content&view=category&layout=blog&id=39&Itemid=75

EAN, & University College Dublin. (2016). The 25th EAN Conference: Retrospective for Perspective - Access and Widening Participation 1991-2041. University College Dublin: UCD.

ECU. (2014). The rationale for equality and diversity: How vice-chancellors and principals are leading change. UK: Equality Challenge Unit. Retrieved from http://www.ecu.ac.uk/publications/rationale-equality-diversity-vice-chancellors-principals-leading-change/

EUA. (2008). Europe's New Education Landscape. Brussels: European University Association.

F

Fleming, B., & Tracey, M. (2018). From the bench to centre field: celebrating 30 years of supports for students with disabilities in UCD. Dublin: University College Dublin.

Foucault, M. (1972). The Archaeology of Knowledge and the Discourse of Language. (A. Sheridan Smith, Trans.). Great Britain: Tavistock Publications.

G

Garvey, M., & Treanor, D. (2011). Embedding Inclusion within the Academic Environment: Lessons From The SIF 11 Funded Trinity Inclusive Curriculum Pilot. In Access: Are we making the Right Connections? Proceedings from the Pathways to Education Access Conference. Cork: Pathways to Education, A Joint Access Initiative of UCC and CIT.

Goodman, L. (2016). Generation Touch: Hippocratic Innovation, Empathetic Education and Creative Technology - Innovation for Real Social Change. In Early Childhood in Times of Radio Change. Vilnius, Lithuania: ISSA.

Gorard, S., Smith, E., May, H., Thomas, L., Adnett, N., & Slack, K. (2006). Review of widening participation research: addressing the barriers to participation in HE. HEFCE.

Government of Ireland. Disability Act 2005, 14 § (2005). Retrieved from http://www.irishstatutebook.ie/pdf/2005/en.act.2005.0014.pdf

Greenbank, P. (2004). Widening participation in higher education: an examination of institutional responses. Unpublished Doctor of Education (EdD). University of Sheffield, Sheffield.

Greenbank, P. (2007). Introducing widening participation policies in higher education: the influence of institutional culture. Research in Post-Compulsory Education, 12(2), 209–224. https://doi.org/DOI: 10.1080/13596740701387494

H

HEA. (2006). Towards the Best Education for All: An Evaluation of Access Programmes in Higher Education in Ireland. Dublin: HEA. Retrieved from http://www.hea.ie/webfm_send/1577

HEA. (2013a). Guidelines for completion of mission-based performance compacts. Dublin: Higher Education Authority.

HEA. (2013b). Report to the Minister for Education and Skills on system reconfiguration, inter-institutional collaboration and system governance in Irish higher education. Dublin: Higher Education Authority. Retrieved from http://www.hea.ie/sites/default/files/report_to_minister_-_system_configuration_2_0.pdf

HEA. (2015). National Plan for Equity of Access to Higher Education, 2015-2019. Dublin: Higher Education Authority.

Hill, M., & Hatt, S. (2012). Review of Widening Access and Reaching Wider Strategies in Wales. Higher Education Academy. Retrieved from http://www.heacademy.ac.uk/assets/documents/nations/wales/Review_of_the_Widening_Access_and_Reaching_Wider_Strategies_in_Wales_English.pdf

J

Jones, R., & Thomas, L. (2005). The 2003 UK Government Higher Education White Paper: a critical assessment of its implications for the access and widening participation agenda. Journal of Education Policy, 20(5), 615–630.

K

Kelly, A. (2017). An Analysis of the Implementation of National Access Policy to Integrate and Mainstream Equality of Access in Irish Universities - through the Lens of Inclusive Design. University College Dublin, Dublin.

Kelly, A, & Padden, L. (2018). University for All: embedding equality of access, participation and success in higher education. In Universal Design & Higher Education in Transformation Congress: Conference Proceedings. Dublin: Centre for Universal Design/IOS Publications.

Kelly, AM. (2017). From the margins to mainstreaming - a universally designed and inclusive approach to access and participation in UCD. In Ireland's Yearbook of Education. Mapping the past. Forging the future. Dublin: Education Matters. Retrieved from http://educationmatters.ie/

Kotter, J. (2001). What Leaders Really Do. Harvard Business Review, 3–11.

Kotter, J. P. (2014). Accelerate: building strategic agility for a faster moving world. Boston, Massachusetts: Harvard Business Review Press.

L

Layer, G., Srivastva, A., Thomas, L., & Yorke, M. (2003). Student success: building for change, in: Action on Access (Ed.) Student success in higher education (pp. 73–136). Bradford, UK: Action on Access.

Lynch, K. (2005). NEO-LIBERALISM, MARKETISATION AND HIGHER EDUCATION: EQUALITY CONSIDERATIONS. In Achieving Equity of Access to Higher Education: Setting an Agenda for Action in Ireland Conference Proceedings. Dublin: National Office for Equity of Access to Higher Education, Higher Education Authority. Retrieved from http://www.hea.ie/files/files/file/archive/corporate/2005/Access%20 Conference%20Proceedings.pdf

M

Mace, R. (1998, June). Designing for the 21st Century: An International Conference on Universal Design. Presented at the International Conference on Universal Design, Hofstra University, Hempstead, New York. Retrieved from http://www.ncsu.edu/ncsu/design/cud/about_us/ usronmacespeech.htm

MacNamee, D. (2018, July 10). Concealed, Cobblestoned Wheelchair Lifts to be Installed in Front Square. University Times. Retrieved from http://www.universitytimes.ie/2018/07/concealed-cobblestoned- wheelchair-lifts-to-be-installed-in-front-square/

May, H., & Bridger, K. (2010). Developing and embedding inclusive policy and practice in higher education. York: Higher Education Academy. Retrieved from http://hca.ltsn.ac.uk/assets/documents/inclusion/ DevelopingEmbeddingInclusivePP_Report.pdf

McCartney, D. (1999). A National Idea. Dublin: University College Dublin.

N

NV Access. (2018). NV Access: Empowering lives through non-visual access to technology. Retrieved 26 August 2018, from https://www.nvaccess.org/

O

Open University. (2017, September). Open University Student Accessibility-Policy. Retrieved from https://help.open.ac.uk/documents/ policies/accessibility/files/42/student-accessibility-policy.pdf

Osborne, M., Gallacher, J., & Crossan, B. (Eds.). (2007). Researching Widening Access to Lifelong Learning: Issues and Approaches in International Research. New York: Routledge.

P

Padden, L. (2016). Universal Design for Curriculum Design. The AHEAD Journal, (3), 52–61.

Padden, L., O'Connor, J., & Barrett, T. (Eds.). (2017). Universal Design for Curriculum Design. Dublin: UCD Access & Lifelong Learning.

Page, S. E. (2007). The Difference. How the Power of Diversity Creates Better Groups, Firms, Schools, and Societies. Princeton: Princeton University Press.

Parasuraman, A., Zeithaml, V., & Berry, L. (1988). SERVQUAL: A multiple - item scale for measuring consumer perceptions of service quality. Journal of Retailing, Spring(64), 12–40.

Pasque, P. A. (2010). American higher education, leadership, and policy: critical issues and the public good. New York: Palgrave Macmillan.

Pasque, P., & Rex, L. (2010). Complicating 'Just Do It': Leaders' Frameworks for Analyzing Higher Education for the Public Good (PDF Download Available). Higher Education Review, 7, 47–79.

Politis, Y., Deveril, D., Baldiris Navarro, S., Avila, C., de Lera, E., Monjo, T., & Goodman, L. (2014). Introducing the Inclusive Learning Handbook: An OER for Teachers and Policy Makers. In 6th Annual International Conference on Education and New Learning Technologies (Edulearn'14). Barcelona, Spain: International Association of Technology, Education and Development (IATED).

R

Reay, D., Davies, J., David, M., & Ball, S. (2005). Degree of Choice. Social Class, Race and the Higher Education. Trentham Books.

Roberts, D., & Higgins, T. (1992). Higher Education: the student experience. The findings of a research programme into student decision-making and consumer satisfaction. England: Leeds, Heist-PCAS.

Rose, D. H., & Meyer, A. (2002). Teaching Every Student in the Digital Age: Universal Design for Learning. Alexandria, Va: Association for Supervision and Curriculum Development.

S

Schroeder, C. (2012, November). Forging Partnerships That Advance Engagement, Learning, and Success. Presented at the Academic & Student Affairs Leaders` Institute, Asheville, North Carolina, USA.

Science Foundation Ireland. (2015, May 21). SFI - Lets Talk Science Festival. Retrieved 19 October 2015, from http://www.sfi.ie/news-resources/events/lets-talk-science-festival.html

Shaw, J., Brain, K., Bridger, K., Foreman, J., & Reid, I. (2007). Embedding widening participation and promoting student diversity. What can be learned from a business case approach? The Higher Education Academy. Retrieved from http://www.bioone.org/doi/abs/10.1579/0044-7447-29.6.329

Skilbeck, M., & O'Connell, H. (2000). Access and equity in higher education: an international perspective on issues and strategies. Dublin: Higher Education Authority.

T

Thomas, L. (2011). Institutional Transformation to Mainstream Diversity. In Institutional Transformation to Engage A Diverse Student Body. Bingley, U.K.: Emerald Group Publishing.

Thomas, L., May, H., Harrop, H., Houston, M., Knox, H., Lee, M., Trotman, C. (2005). From the margins to mainstream: Embedding widening participation in higher education. Universities UK and the Standing Conference of Principals. Retrieved from http://www.universitiesuk. ac.uk/Publications/Documents/margins_fullreport.pdf

Thomas, L., Storan, J., Wylie, V., Berzins, K., Harley, P., Linley, R., & Rawson, A. (2009). Review of Widening Participation Strategic Assessments. Action on Access. The National Co-0rdination Team for Widening Participation. Retrieved from http://www.actiononaccess.org/ wp-content/files_mf/wpsareview.pdf

Thomas, L., & Tight, M. (2011). Institutional Transformation To Engage A Diverse Student Body. Emerald Group Publishing.

Treviranus, J. (2016). Life-long learning on the inclusive web (pp. 1–8). ACM Press. https://doi.org/10.1145/2899475.2899476

Tuitt, F. (2016). Making Excellence Inclusive in Challenging Times | Association of American Colleges & Universities. Liberal Education, 102(2).

U

UCD. (2010). Opening Worlds: UCD Strategy to 2014. Mainstreaming Equality of Access and Lifelong Learning. Dublin.

UCD. (2015). UCD Strategy 2015-2020. Dublin: University College Dublin. Retrieved from http://www.ucd.ie/strategy2015-2020/documents/UCD-Strategy2020-Singles.pdf

UCD. (2017a). UCD Access & Lifelong Learning: University for All Work Plan 2017/2020. Dublin: University College Dublin.

UCD. (2017b). Widening Participation Committee Annual Report 2016-17. pdf. Dublin. Retrieved from https://www.ucd.ie/t4cms/Widening%20 Participation%20Committee%20Annual%20Report%202016-17.pdf

UCD Forming Global Minds. (2010). Strategy to 2014-Forming Global Minds. Dublin: University College Dublin. Retrieved from http://www. ucd.ie/t4cms/plan_FINAL.pdf

Univeristés du Maghreb: Enseignement inclusif. (2014). Designing University Strategies for Inclusive Education. UMEI Consortium.

V

Verbeurgt, T. (2014, February). Making Peer Learning on Access and Success Work | ExpandO. Presented at the European Access Network Regional Seminar: Social Dimension of Europe 2020: Reflecting Diversity in Higher Education, Dublin. Retrieved from http:// expandingopportunities.eu/page/making-peer-learning-access-and-success-work-1

W

Wagner, L. (2002). Tribute to Maggie Woodrow. In Collaboration to Widen Participation in Higher Education (pp. xv–xvii). Stoke-on-Trent: Trentham Books.

Wiers-Jenssen, J., & Stensaker, B. (2002). Student Satisfaction: Towards an empirical deconstruction of the concept. Quality in Higher Education, (8), 183–195.

Williams, D. A., Berger, J. B., & McClendon, S. A. (2005). Toward a Model of Inclusive Excellence and Change in Postsecondary Institutions, 49.

Williams, D., Berger, J., & McClendon, S. (2005). Towards a Model of Inclusive Excellence and Change in Postsecondary Institutions. Association of American Colleges and Universities. Retrieved from http://www.aacu.org/inclusive_excellence/documents/williams_et_al.pdf

Woodrow, M. (1999). Advocates for Access: Do We Really Need a European Access Network. Higher Education in Europe, XXIV(3), 337–347.

Woodrow, M., & Thomas, L. (2002). Pyramids or spiders? Cross-sector collaboration to widen participation. Leaning from international perspectives. In Collaboration to Widen Participation in Higher Education (pp. 3–28). Stoke-on-Trent: Trentham Books.

Wray, M. (2013). Developing an inclusive culture in higher education: final report. York: Higher Education Academy. Retrieved from https://www.heacademy.ac.uk/system/files/inclusive_culture_report_0.pdf

Z

Zervas, P., Kardaras, V., Baldiris, S., Bacca, J., Avila, C., Politis, Y., Sampson, D. G. (2014). Supporting Open Access to Teaching and Learning of People with Disabilities. In D. G. Sampson, D. Ifenthaler, J. M. Spector, & P. Isaias (Eds.), Digital Systems for Open Access to Formal and Informal Learning (pp. 57–68). Cham: Springer International Publishing. Retrieved from http://link.springer.com/10.1007/978-3-319-02264-2_5

NOTES

NOTES

NOTES

"I am delighted to present this UCD University for All 'Toolkit for Inclusive Higher Education Institutions – From Vision to Practice', a practical guide to creating a truly inclusive educational environment to assist in making inclusion and diversity a priority for an institution. This toolkit builds on our experience in UCD of moving inclusion from the margin to the mainstream. I hope that it can help you to achieve similar success."

Professor Mark Rogers, Registrar & Deputy President, UCD

"This is an excellent and highly comprehensive Toolkit …. clear, comprehensive and very user-friendly. … a seriously impressive document that I hope will be shared widely and well-beyond Ireland."

Eva Egron-Polak, former Secretary-General of the International Association of Universities (IAU).

"The importance of ensuring that our education system is as diverse as the communities that we live in cannot be understated. As a student with a disability, who has advocated for more widespread mainstreaming and inclusion of students from different backgrounds, I have seen how difficult this can be in the absence of the right resources. This Toolkit for Inclusive Higher Education Institutions is exactly the kind of resource that is needed in order to help make this happen."

Amy Hassett, UCD Access Leader 2014-18, UCD Students' Union Disability Campaigns Coordinator 2017-18

"This Toolkit provides a much-needed support to all organisations aiming to widen their diversity targets by adopting a full Inclusive Design methodology and practice. The authors are leading experts in the field, with rich practical experience of translating theory into success stories for individuals, communities and institutions."

Professor Lizbeth Goodman, BA, MA, MLitt, PhD, Chair of Creative Technology Innovation & Professor of Inclusive Design, UCD.

"The University for all Toolkit for Inclusive Higher Education is transforming our Student Experience and it provides a campus-wide, all inclusive approach to enable every student achieve their full potential. "

Denise Mc Morrow, Student Experience Manager, Dun Laoghaire
Institute of Art Design and Technology

"This toolkit is the brainchild of Drs. Anna Kelly and Lisa Padden, of UCD Access and Lifelong Learning, who have blended academic rigour and a research evidence base with flair and creativity to produce it. I have no doubt but that it will be used to enhance widening participation, and to promote inclusion, across HEIs in Ireland, and beyond."

Professor Grace Mulcahy, Chair University Widening Participation Committee, UCD