Annex B: Approval and Withdrawal of Modules

Appendix A: Guidance to Inform Completion of Section 15 of the Module Specification Template

Section 15 states:

“**Inclusive module design**

The School/Collaborative Partner (delete as applicable) recognises and has embedded the expectations of current equality legislation, by ensuring that the module is as accessible as possible by design. Additional alternative arrangements for students with Inclusive Learning Plans (ILPs)/declared disabilities will be made on an individual basis, in consultation with the relevant policies and support services.

The inclusive practices in the guidance (see Annex B Appendix A) have been considered in order to support all students in the following areas:

a) Accessible resources and curriculum

b) Learning, teaching and assessment methods”

While it is not possible to anticipate all adjustments in advance, inclusive practice can be delivered very effectively where it is factored into the original design for the module. Learning outcomes should be designed so that adjustments are possible, however, it is recognised that in some modules there may be exceptional circumstances where adjustments cannot be made. Where this is the case, justification should be given for why the learning outcome in question should be retained in the module specification.

**a) Accessible resources and curriculum**

This includes, but is not necessarily limited to, lecture and seminar materials, module documentation, reading lists and resources, and online materials.

*Kent Inclusive practices* (KIPs)

1. Preference given to electronic (‘born-digital’) resources that meet minimum accessibility standards\(^1\) and support the use of assistive technologies\(^2\).

2. Module outlines made accessible at least four weeks before the module starts\(^4\).

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\(^{1}\) The term ‘born-digital’ is used for material “created in digital form rather than converted from analogue to digital” (Council on Library and Information Resources Washington, 2002). For example, online resources: e-books/e-journals/CLA scans added to Moodle/web pages/multimedia recommended in preference to print-only resources.

\(^{2}\) See [https://www.kent.ac.uk/studentsupport/accessibility/procurement.html](https://www.kent.ac.uk/studentsupport/accessibility/procurement.html)

\(^{3}\) “Any device or system that allows an individual to perform a task that they would otherwise be unable to do, or which increases the ease and safety with which the task can be performed” (Cowan and Turner Smith, 1999). In an educational capacity this relates to equipment or software designed or modified to enable disabled people to gain access to curriculum content or assessments, such as the use of text-to-speech (TTS) or speech recognition software.

\(^{4}\) For example, via Moodle. Benefits: to all students, who are able to organise their lecture and seminar preparation and arrive ready to engage with the materials, with particular benefits for students with a slow reading speed.
3. Prioritised\(^5\) reading lists\(^6\) made available sufficiently in advance (e.g. at least four weeks) to accommodate the provision of alternative formats\(^7\) and support those with a slow reading speed\(^8\).

4. Lecture/seminar slides/outlines made available in electronic format in advance\(^2\) (e.g. at least 24 hours) to allow all students to prepare (particularly students with notetaking difficulties)\(^10\).

5. Lecture capture\(^11\) used to assist notetaking, ideally for everyone, but at least, for those students with Inclusive Learning Plans (ILPs)\(^12\).

**b) Learning, teaching and assessment methods**

This includes, but is not necessarily limited to, classroom practices and activities, independent study requirements, assessments including coursework, in-course tests and examinations.

**Kent Inclusive practices (KIPs)**

1. Promote and embed inclusive teaching practices\(^13\).
   
   - Be aware of the particular demands of the individual module, e.g. field trips or practical work that may have specific requirements.
   
   - Be clear about arrangements necessary to ensure the student has the opportunity to achieve the learning outcomes of the module.
   
   - Consider potential accessibility benefits and barriers in the choice of teaching methods (e.g. lectures and seminars\(^14\), field work, online learning, group work, laboratory requirements, online forums, flipped classroom, third party learning

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\(^5\) I.e. a clear indication of the importance of the readings, e.g. core (must read), recommended (should read) and background (could read) to allow prioritisation by those with reading difficulties.

\(^6\) See [https://www.kent.ac.uk/library/staff/readinglists.html](https://www.kent.ac.uk/library/staff/readinglists.html)

\(^7\) See [https://www.kent.ac.uk/studentsupport/accessibility/accessibility-defined.html](https://www.kent.ac.uk/studentsupport/accessibility/accessibility-defined.html)

\(^8\) Benefits: all students are able to manage their time more effectively by focusing on the most important readings first (improved satisfaction); Student Support and Wellbeing are able to prioritise the delivery of alternative formats (e.g. Braille) for students with print disabilities; Information Services can order strategically to ensure correct quantities of library holdings based on importance, making more effective use of Departmental Monetary Funds (DMF).

\(^9\) See [https://www.kent.ac.uk/elearning/kentplayer/accessibility/inclusive-practice.html](https://www.kent.ac.uk/elearning/kentplayer/accessibility/inclusive-practice.html)

\(^10\) E.g. via Moodle. Benefits: “Help students familiarise themselves with the lecture material ahead of the class, provide an opportunity for preparatory background reading and prepare any questions that they may have. It also facilitates note-taking during the lectures by removing the need for students to copy down content from slides” (University of Edinburgh, 2012); advance electronic delivery enables student self-sufficiency to readily convert materials using text-to-speech, or text-to-Braille applications; this is in line with JISC (2016) recommendations for inclusive learner experiences in higher education to “ensure all key lecture content is available online before the lecture”.

\(^11\) See [https://www.kent.ac.uk/elearning/kentplayer/](https://www.kent.ac.uk/elearning/kentplayer/). Where institutional lecture capture is not possible (either universally or through targeted delivery to ILP students) students should be enabled to audio record lectures and seminars using their own equipment for their own use.

\(^12\) See [https://www.kent.ac.uk/elearning/files/kentplayer/kentplayer-subfolders.pdf](https://www.kent.ac.uk/elearning/files/kentplayer/kentplayer-subfolders.pdf). Benefits: “To support students’ note-taking efforts, facilitate review of complex content and aid revision” (University of Edinburgh, 2012).

\(^13\) See [https://www.kent.ac.uk/studentsupport/accessibility/inclusive-practice.html](https://www.kent.ac.uk/studentsupport/accessibility/inclusive-practice.html)

\(^14\) See [https://www.kent.ac.uk/studentsupport/accessibility/lecturesandseminars.html](https://www.kent.ac.uk/studentsupport/accessibility/lecturesandseminars.html)
2. Ensure assessment methods\textsuperscript{15} are varied and appropriate to the learning outcomes\textsuperscript{16}.

- Do the number and timing of in-class assessments for the module take into account the practicalities of any students with extra time arrangements (such as the timing of laboratory practical assessments)?
- Are spelling, punctuation and grammar an appropriate part of the assessment criteria? If these are critical to the learning outcome (e.g. language studies), this should be clearly stated in advance in the module specification. If not, can marking schemes allow exclusion of these criteria where this is required as a reasonable adjustment (e.g. for students with specific learning difficulties)?
- It may be helpful for schools to bear in mind the kinds of alternative assessments most frequently requested when completing module specification documents. Of course, it is not possible to anticipate everything in advance but schools may have an idea what assessment adjustments have been most frequently requested in the past (for example exams, presentations and group work).\textsuperscript{17}
- Supporting statements to show how adjustments may or may not be incorporated into a module can be based on the generic examples below:
  - Students who are deemed to be entitled to an alternative to an exam may be required to write an essay of suitable length (where this is consistent with learning outcomes).
  - Students who are deemed to be entitled to alternative assessments may be required to deliver a project or make another demonstration of ability (under controlled conditions) (where this is consistent with learning outcomes).
  - Students who are deemed to be entitled to an alternative assessment to group presentations could be required to deliver a pre-recorded or one-to-one presentation (where this is consistent with learning outcomes).
  - Alternative assessments may not always be possible where they conflict with the learning outcome(s) of this module and/or prevent the student from meeting a requirement of a professional accrediting body (PSRB).\textsuperscript{18}

\textsuperscript{15} See \url{https://www.kent.ac.uk/teaching/assessment/}
\textsuperscript{16} See \url{https://www.kent.ac.uk/teaching/assessment/?tab=learning-outcomes}
\textsuperscript{17} This is in line with ECU guidance for inclusive assessment: “review assessment methods at the design, validation and delivery phase, in line with learning outcomes and competence standards, to provide a range of alternative assessment methods for measuring student knowledge. Recognising and anticipating students’ needs through introducing a choice of formative and summative assessment methods (for example vivas, presentations, projects and coursework in addition to formal examination) as part of mainstream practice may lessen the need for case-by-case individual adjustments” (ECU 2010).
\textsuperscript{18} Where it appears that the requirements of a PSRB may inhibit the ability to make reasonable adjustments it is advisable to seek clarification to see if it is possible to identify an acceptable alternative.