

**Inclusive Practice in Higher
Education. How easy is
implementation. How difficult is
institutional change?**

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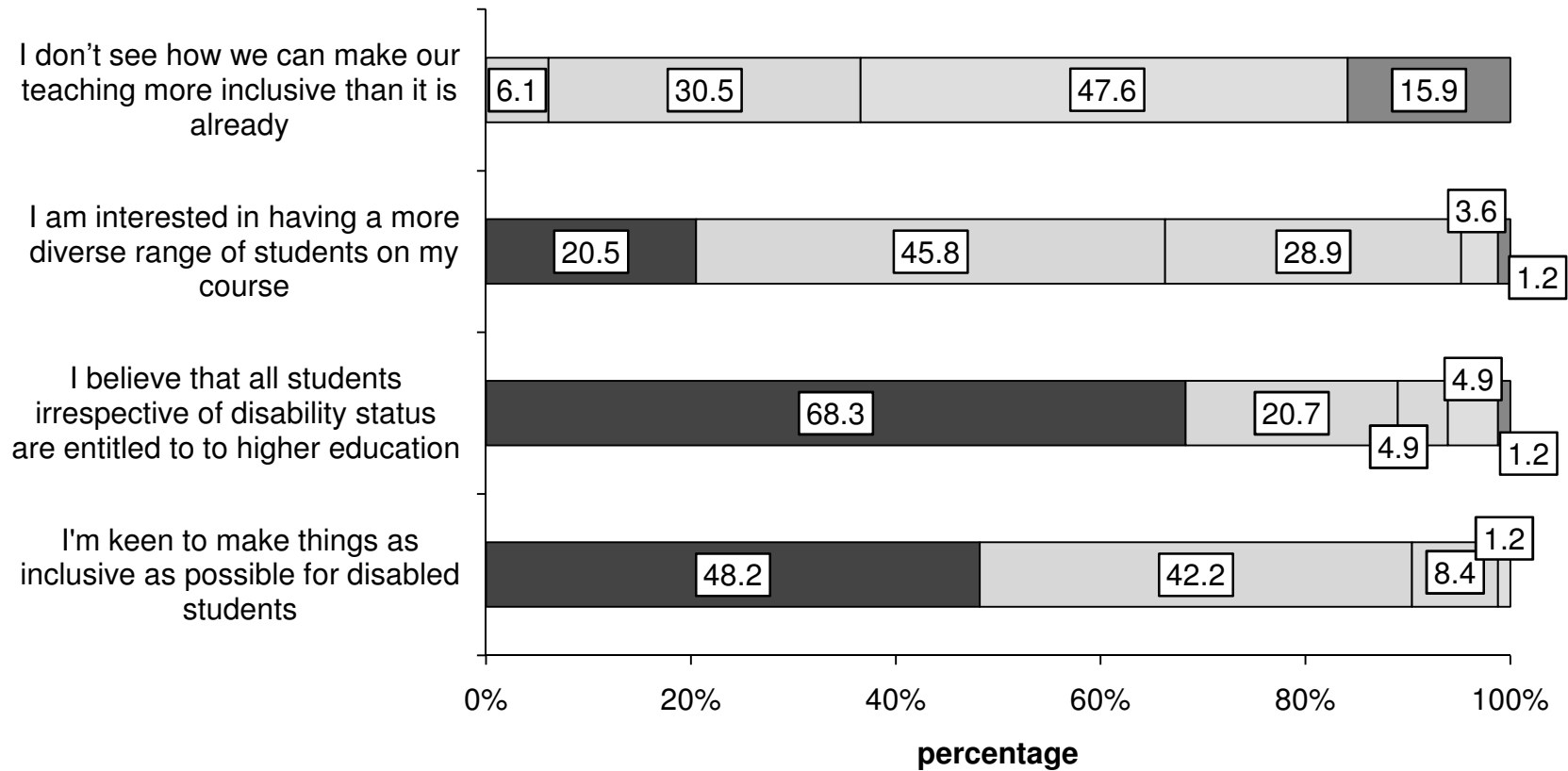
Aims of the Research

- Attitudes and perceptions of staff towards inclusive practice
- What drives and hinders staff engagement with the issues
- What is the best approach for a staff developer to adopt to achieve changes in teaching practice

Some definitions - and methods

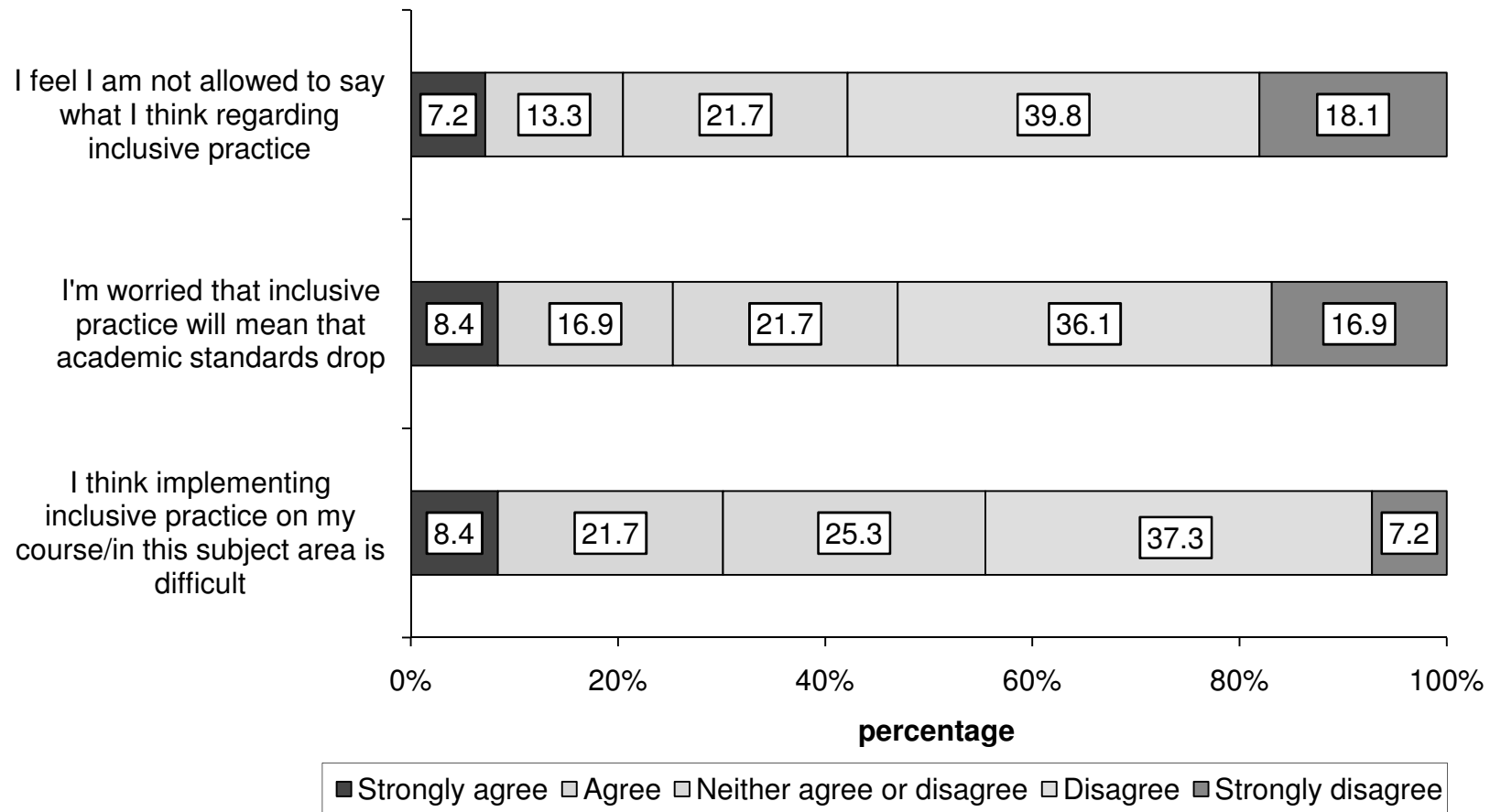
- definition of inclusive practice - disability
- parameters of research - learning, teaching and assessment
- Background/scoping interviews at other UK institutions
- 2 faculties of D & S and ACES
- Interviewed 21 managers/key staff at SHU
- Small survey of teaching staff

Liberal staff attitudes



■ Strongly agree □ Agree □ Neither agree or disagree □ Disagree ■ Strongly disagree

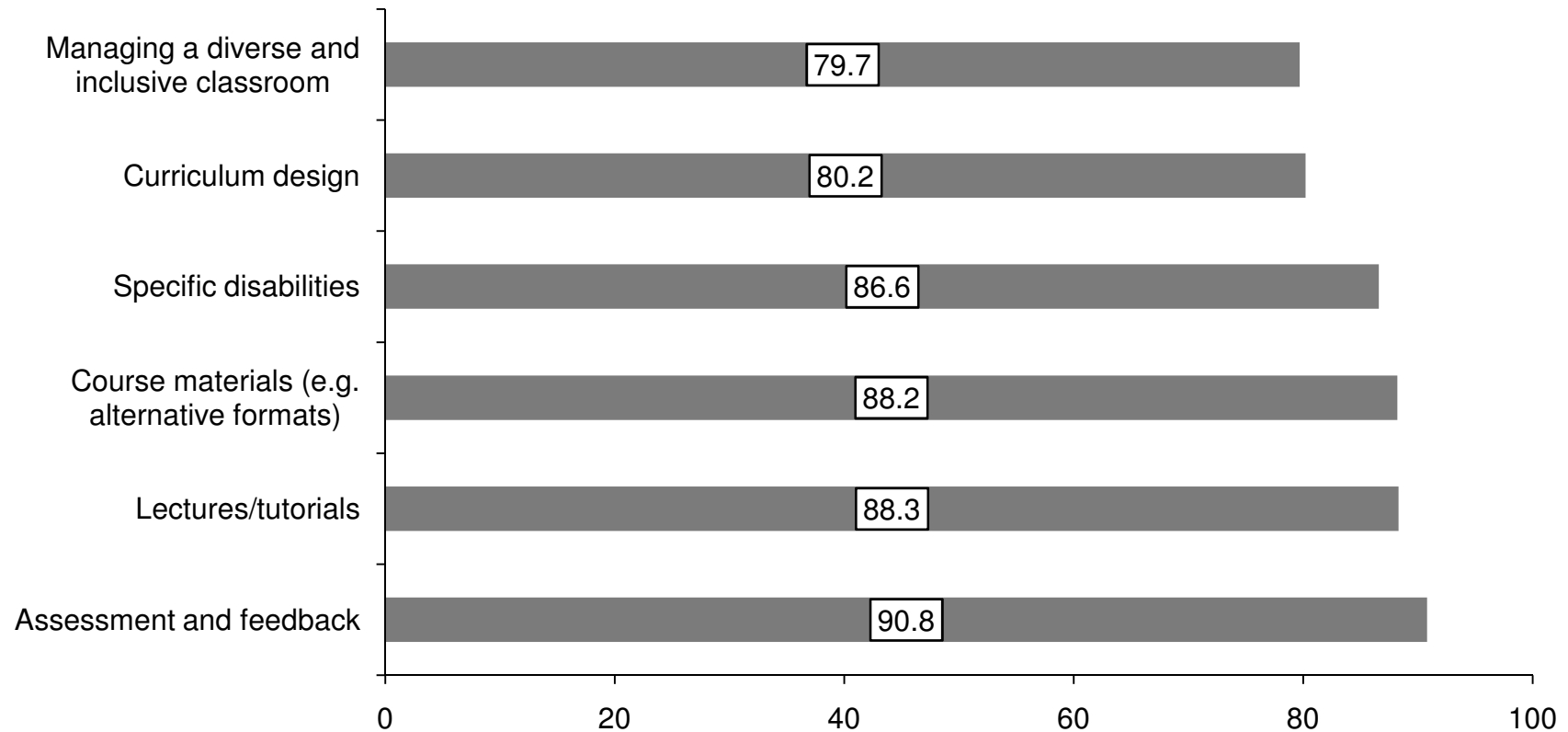
Concerns for teaching staff



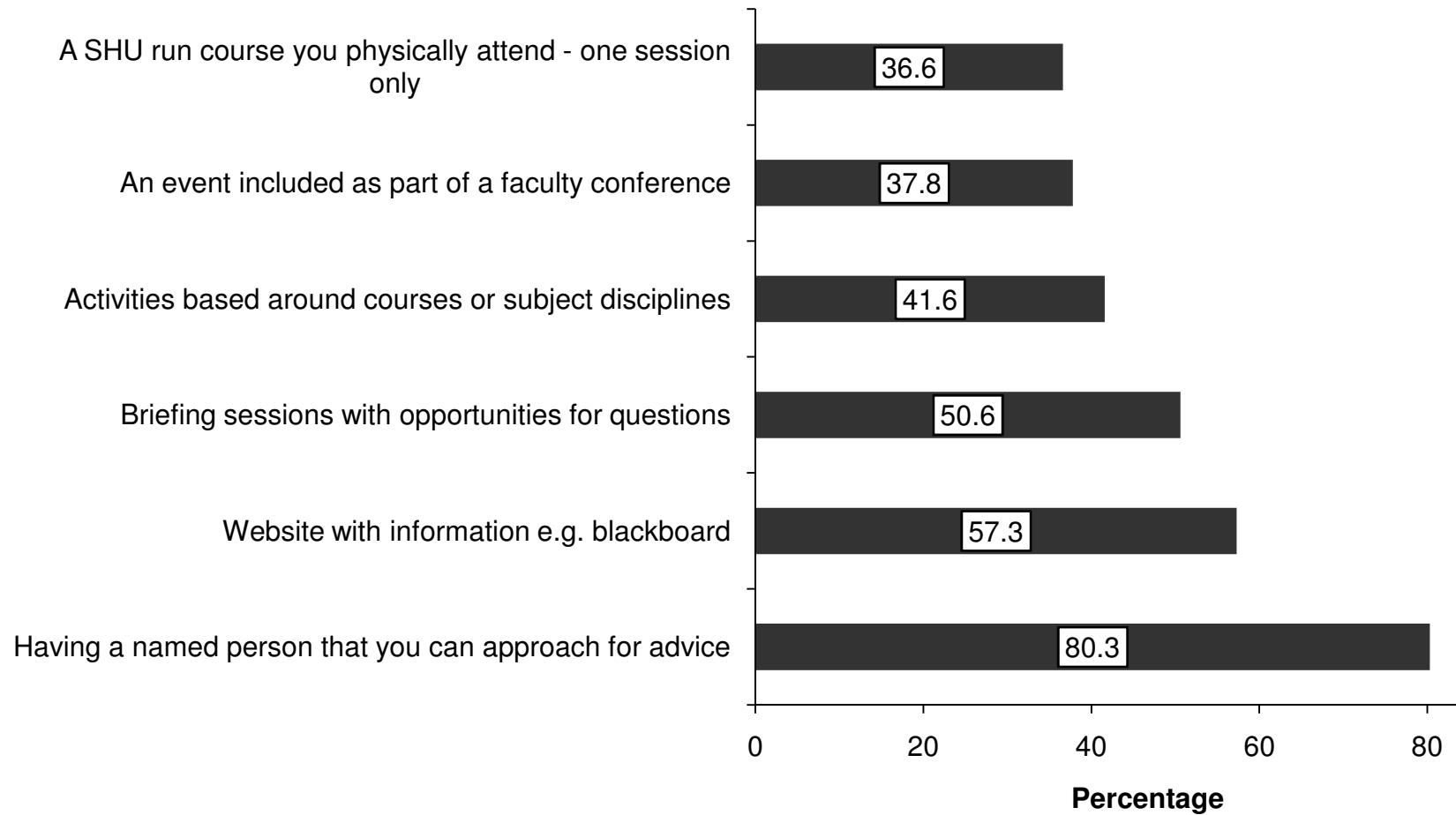
Academic standards

- 'I believe that all students are entitled to education irrespective of disability but not irrespective of academic ability'
- 'I feel that all people should have the opportunity to study provided they have the entry requirements to come onto a course'
- 'Inclusivity should not be allowed to impinge on the overall learning experience of the group as a whole'
- 'It should be subject to the proviso that they are suitably qualified to benefit whether disabled or not'

Staff would definitely/possibly like advice on inclusive practice



Form that advice should take – stated 'yes'



Practitioners Ideas

- 'Top tips' of simple adjustments that can be applied across the university
- Promoting inclusive course design to save staff time
- Non confrontational approach, threatening litigation is unsuccessful
- 'piggy back' on a faculty event
- Sophisticated e.g. not 'everyone is equal'
- Training run by academics more likely to succeed

Context - changes in higher education

- Increasing participation - more students
- Widening participation
- Introduction of tuition fees
- End of university/polytechnic divide
- Been decrease in funding per student
- New managerial style, end of collegiality
- Demands for greater accountability
- More students disclosing disability

Effect on staff

- Many staff overwhelmed by workloads (Kinman and Jones,2004)
- Staff have to spend more time on mundane parts of job (Bryson, 2004)
- Decrease in relative pay
- High levels of stress (Tytherleigh et al 2005)

Additionally

- Low status given to professional development in teaching as opposed to research, financial and career wise (Parker, 2008 and Dever and Morrison, 2009 and Young, 2006)
- Disabilist society

Academics are very time poor

- 'I am happy to implement inclusive practice if I am given time on my work plan'
- 'I am an associate lecturer and think the system makes inclusive practice difficult. I only get 90 minutes with my students'
- 'Inclusive practice..... can feel like the straw that breaks that camels back - brilliant in principle'

Structural Issues

- Need champions/visible leadership from executive group and senior staff in faculties
- Need to get inclusive practice embedded into academic roles of LTA and student experience
- Academic equality co-ordinators in each faculty
- Disability co-ordinators who work with disability support unit
- Need to get inclusive practice into academic work planning

Discussion

- Any thoughts/questions on this research
- What drives and hinders
- What is the best way forward?
- How easy is implementation? How difficult is institutional change?