Code of practice for inclusive education

Academic year 2026/27

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Introduction

1. This *Code of practice* sets out the principles for inclusive education to be embedded across programme design, within learning and teaching practices and student support.

2. Principles covered in this *Code of practice* are aligned with the University's Vision 2041's goal of 'Delivering an excellent and increasingly personalised education and student experience in a growing and increasingly diverse student body'. This also supports the University of Surrey's Vision 2041 aspiration of 'For all students to meet their full potential'.

3. Inclusive education principles are also aligned with the goals outlined in the University's Access and Participation Plan (APP) 2024-2029. The need for inclusive education is outlined in Appendix 1.

4. During the following University Quality Framework review cycle(s), all relevant *Codes of practice* will be updated to embed inclusive education principles, where applicable.

Scope and purpose of this *Code*

5. This *Code of practice* applies to all programmes of study leading to an award of the University of Surrey, including distance learning/online programmes and University validated programmes at the Associated and Accredited Institutions (AIs).

6. Inclusivity is universal. The purpose of this *Code* is intended to improve the experience, skills and attainment of all students, including those in protected characteristic groups.

7. Inclusive education includes, but is not limited to:
   - Recognising, accommodating and meeting the learning needs of all students.
   - Recognising that students may reach their goals and realise their potential in different ways – and that this is true particularly for students who have an additional learning need or a disability.
   - Recognising that students have valuable skills and expertise that they can bring to the learning experience.
   - Acknowledging that students have a range of individual learning needs and are members of diverse communities.
   - Avoiding stereotyping or categorising students into specific groups with predictable and fixed approaches to learning.

8. Inclusive education aims to ensure that the principles of inclusivity are embedded within all aspects of the academic cycle. This *Code of practice* aims to support student-facing staff to embed the following principles into practice and aid student success in line with the University's Vision 2041 strategy for 'Exceptional student experience and education'.

Approaches to inclusive education

9. Important approaches to ensure inclusive education are:
    - Being proactive in planning for and anticipating how to address a range of learning needs.
    - Being flexible, adapting and varying teaching and assessment practices, making reasonable adjustments, reviewing and modifying practices in the light of feedback and evaluation.
    - Approaches, methods etc. adopted are consistent, well-organized, and ensure equity in terms of how students are dealt with and the learning experiences they are offered.
    - Taking a holistic approach so that teaching practice covers all aspects of curriculum and environment and involves the whole department/institution in a collaborative, seamless, and joined-up manner.
    - Clearly communicating (internally and externally) a consistent message regarding inclusion and being open in communicating and promoting that message at all levels within the institution.
    - Recognising the breadth of needs that students have that could affect their access to and progress on a programme of study. This includes diagnosed needs, social and emotional needs (mental health conditions that may or may not be formally diagnosed), and identity (international students, racially minoritised students and other protected characteristics listed under the Equality Act 2010).

10. The above approaches apply to all students, including those in protected characteristic groups.

Principles of inclusive education

11. Principles of inclusive education aim to guide student-facing staff and curriculum designers with the knowledge, understanding and skills to take proactive and holistic approaches to all aspects of curriculum delivery to enhance student success.

12. In designing and reviewing programmes and modules and in providing support for students, all academic programme teams and student-facing staff should take into account the following principles of inclusive education:

    A. Staff responsible for curriculum design, delivery and assessment should draw on Universal Design for Learning (UDL) principles to support the learner journey.
    B. In new programme design, documentation for validation will ensure that inclusive education is embedded in line with the university's strategic objectives, e.g. through conducting an Equality Impact Assessment[1], as a required element of programme validations.
    C. Continuous Enhancement Review and Periodic Review will embed inclusive education as a required element of the programme review and enhancement processes. Appendices 3 and 4 outline the recommended best practice to support these processes.

[1] Equality Impact Assessment and Guidance: https://surreynet.surrey.ac.uk/toolkits-training-and-resources

D. Staff should converse with students to ensure that learning needs and reasonable adjustments are understood and met appropriately, and co-creating learning materials where necessary.
E. Assessment and feedback strategies will consider and implement inclusive education practices to support learner needs, as necessary.
F. Personal Tutors will be trained and guided in inclusive practices to support students.
G. Available technology should be used to its best effect to support inclusive education, particularly to make materials and learning activities more accessible, through implementing Active Digital Design[2].
H. Staff should ensure access to resources and learning environments, including digital and for practical and professional learning, that are central to the student learning journey.

13. The University will, over time, adopt the above inclusive principles. Further guidance and suggested best practice on the above principles is available in Appendix 2 of this document.

Roles and responsibilities

14. Inclusive education is the responsibility of all staff involved in the students' learning and teaching experiences and student support. Table 1 outlines where key roles and responsibilities lie.

Table 1: Roles and responsibilities – Inclusive Education

Role	Responsibilities
Associate Dean of Education	• To ensure that key senior stakeholders at school level are considering mechanisms of dissemination and implementation of the *Code of practice for inclusive education*. • Advise on resourcing available for implementation change initiatives.
Head of School	• For the establishment and implementation of the inclusive education principles in the School to ensure that: o Senior Personal Tutors are guided to support Personal Tutors; o monitor that all Personal Tutors complete mandatory inclusive education training and regular refreshers; o the time commitment of staff as Personal Tutors is reflected in their workload model; o All academic staff members are aware of the inclusive education principles and

[2] Active Digital Design: www.surrey.ac.uk/news/active-digital-design-webinar-review

	approaches as defined this *Code of practice* and have access to relevant training.
Associate Heads of School, Education (AHEs)	• To ensure delivery of induction of new members of staff, including introducing them to the *Code of practice for inclusive education.*
Surrey Institute of Education	• To communicate the inclusive education principles to all academic staff in the University. • To raise awareness of the inclusive education resources[1] on the EduHub. • To assist the Chief Student Officer Office in providing the appropriate training and advice to Personal Tutors. • To share good practice in the implementation of the inclusive education principles.
Academic staff with responsibilities for learning and teaching, including Personal Tutors	• To have a good knowledge of the structure of their programme(s) of study, and to be proactive in embedding the principles of inclusive education in all areas of learning, teaching and student pastoral care and support. • To complete Inclusive Education training and regular refreshers, where relevant.
University professional services	*Human Resources:* • To coordinate and provide training for inclusivity, including allyship training, anti-bias training, mental health training, and other bespoke training related to inclusive cultures and practices[3]. • To manage queries and concerns about inclusion and diversity issues. *Directorate of Academic Performance, Quality and Governance:* • To work with programme teams on embedding the key principles of inclusive education at each stage of the programme lifecycle (programme outline, validation, continuous enhancement and review, etc). • To provide practical advice on implementing the key principles of inclusive education principles within other areas of academic quality processes (assessment and feedback, personal tutoring, etc). *Disability and Neuroinclusion Team:*

[1] Professional Development on EduHub: https://surreyac.sharepoint.com/sites/EduHub/SitePages/Professional-Development.aspx

[3] Toolkits, training and resources (EDI Team): https://surreynet.surrey.ac.uk/toolkits-training-and-resources.

	• To coordinate and provide training around reasonable adjustments, inclusive teaching and alternative assessments. • To provide advice around implementing reasonable adjustments.

15. Staff who design and deliver teaching, as defined in the *Roles and responsibilities for Faculty staff involved in learning, teaching and postgraduate research student support*[4], should engage with specialist support in designing inclusive curricula from the outset. This may be through continuous professional development, specific training offered by the University, for example training for personal tutors on mental health aid, or engaging with specific student support services to develop knowledge and skills. A list of available training on pedagogical approaches and curriculum design is available on EduHub[5]. Other learning and development training opportunities through Human Resources are available via SurreyNet[6].

16. Staff should understand inclusive approaches and build awareness of individual differences and specialist needs to effectively and knowledgeably support students' various needs. This may require additional training or working with specialists across the institution and/or beyond.

17. The development and wider awareness of culture and key principles of inclusive education is the responsibility of the senior management staff at the University.

Implementation and monitoring

18. The implementation of this *Code* is supported by guidance in the appendices of this document. Recommended best practice is provided in Appendices 3 and 4 of this *Code,* that support continuous enhancement review, validations, periodic enhancements, and other key quality processes.

19. Monitoring how inclusive education is being implemented in programme design and evaluating the enhanced student experience will be through Faculty Education Committees (FEC), reporting to University Education Committee (UEC).

20. The adoption of principles drawn from UDL and staff development engagement in inclusive education will be monitored and evaluated by Faculty Equality, Diversity and Inclusion Committee (FEDIC), sharing information with FECs and reporting to Equality, Diversity and Inclusion Executive Committee (EDI Executive Committee).

21. Faculties should seek advice on monitoring and evaluating inclusive education from relevant personnel or areas of provision as per role and responsibilities outlined above.

[4] Codes of practice | University of Surrey (https://www.surrey.ac.uk/quality-framework/codes-practice)
[5] Professional Development on EduHub: https://surreyac.sharepoint.com/sites/EduHub/SitePages/Professional-Development.aspx
[6] HR Learning and Development: https://surreynet.surrey.ac.uk/benefits/learning-and-development

Appendix 1 – Why does inclusive education matter?

1. Academic success depends not only on the student, but also on teaching performance and the resources and materials that universities employ to respond to students with additional learning needs. However, some of the main difficulties in dealing with diversity are due to their lack of information and training. Therefore, for institutions that aim to become more inclusive, it should be a priority to have stakeholders involved in teaching who are informed, trained, and sensitised in terms of additional learning needs[7].

2. Research conducted at the University of Winchester notes that to enhance proper inclusion, it is important to fully understand the student's needs to be able to suggest possible approaches for stakeholders to use in order to accommodate the student in the learning process[8]. Therefore, the sooner that stakeholders understand student needs, the earlier appropriate inclusive and supportive approaches and adjustments can be incorporated into their learner journey.

3. One of the most important lessons from the body of research on retention and attainment is the importance of curriculum design, and learning, teaching and assessment practice. The research shows that provision needs to be inclusive and relevant to the full diversity of the student body and that institutions need to ensure that their students are fully engaged, active partners in the learning contract. Keeping students informed about their progress and attainment throughout their course is central to this[9].

4. Utilising inclusive pedagogy requires an approach 'that involves providing rich learning opportunities that are sufficiently made available for *everyone*, so that all learners are able to participate in classroom life. By focusing on how achievements in learning are realised through participation in the community of a classroom, the inclusive pedagogical approach acknowledges that there are individual differences between learners but avoids the problems and stigma associated with marking some learners as different'[10].

5. Students face three types of barriers to access: physical barriers (infrastructure and spaces); curriculum access barriers (methodology, content, pedagogy etc.); and

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[7] Cotán, A., Aguirre, A., Morgado, B. and Melero, N. (2021) Methodological Strategies of Faculty Members: Moving toward Inclusive Pedagogy in Higher Education, *Sustainability*, Vol. 13, pp.1-12

[8] Kioko, V.K. and Makoelle, T.M. (2014) Inclusion in Higher Education: Learning Experiences of Disabled Students at Winchester University, *International Education Studies*; 7(6), pp. 106-116

[9] Department for Business, Innovation and Skills (2014) National strategy for access and student success in higher education, URN BIS/14/516

[10] Florian, L. (2015), "Conceptualising Inclusive Pedagogy: The Inclusive Pedagogical Approach in Action", *Inclusive Pedagogy Across the Curriculum* (*International Perspectives on Inclusive Education, Vol. 7*), Emerald Group Publishing Limited, Bingley, pp. 11-24. https://doi.org/10.1108/S1479-363620150000007001

attitudinal barriers (assumptions and stereotyping)[11]. Student-facing teaching staff are central to helping or hindering students throughout the learning and teaching process, with staff attitude and awareness being key to inclusive education.

6. Students are not obliged to disclose any specific known additional need. Furthermore, some students are unaware that they may be presenting with an additional learning need. Additionally, some students may be investigating potential diagnoses which can take up to 3 years on the NHS waiting list. Student-facing staff need to be aware of how needs can present to fully support students to meet their full potential.

7. A well designed and inclusive curriculum can enable all students to manage their progression through it for themselves and to know where and how to utilise support from others in maximising their skills set.

8. The report published by the Department for Business, Innovation and Skills in 2014 noted:
'There is no easy or quick fix to the highly complex issues involved in improving access, student success and progression. However, if the strategy is adequately resourced and implemented effectively, with buy-in from all stakeholders, it will create lasting and tangible benefits, not only for individual students but for higher education and society as a whole'.

[11] Molina, V.M., Perera Rodriguez, V.H., Melero Aguilar, N., Cotán Fernández, A. and Moriña, A. (2016) The role of lecturers and inclusive education, Journal od Research in Special Educational Needs, 16(S1), pp. 1046-1049. https://doi.org/10.1111/1471-3802.12361.

Appendix 2 – Guidance on applying the inclusive education principles

Principle A: Universal Design for Learning (UDL)

1. Learning and teaching processes are complex because of the challenges of ensuring that individual needs are met. It becomes even more difficult for students who might not want to disclose learning needs for fear of being stigmatised.

2. Universal Design for Learning (UDL) is a well-known inclusive education approach. Staff responsible for curriculum design, delivery, and assessment should draw on UDL principles to support the learner journey, such that the three key principles of UDL are met:
    - Ensuring that the representation of programme information, including course materials, is accessible to learners.
    - Providing a variety of methods for learners to demonstrate knowledge, skills and abilities, during learning activities and through appropriate assessment.
    - Understanding the ways students engage with their programmes of study to reduce barriers to learning.

3. Staff are advised to draw on UDL principles to support all students to access their learning by catering for some who require adjustments. Not all students will require learning adaptations, but adapting learning experiences for a few will create inclusive learning experiences for the majority. By using UDL principles, barriers to instruction are reduced and appropriate support can be provided. Inclusive approaches challenge and maintain high achievement expectations for all students. Resources can be found on EduHub[12].

Principle B: Curriculum design (including programme viability and validation)

(Please refer to the *Code of practice for programme life cycle processes* and *Code of practice for continuous enhancement review: taught programmes* alongside these principles)

Viability, validation and compliance

4. When designing a new programme, programme teams are expected to ensure that their programmes will meet internal and external reference points. These include:
    - University strategy (and supporting strategies).
    - University *Regulations*.
    - Relevant *Codes of Practice*[13].
    - Framework for Higher Education Qualifications in England, Wales, and Northern Ireland (FHEQ).
    - Relevant subject benchmark statements.
    - Relevant PSRB requirements.

[12] Inclusivity resources on EduHub: https://surreyac.sharepoint.com/sites/EduHub/SitePages/Inclusivity.aspx
[13] University of Surrey Codes of Practice: https://www.surrey.ac.uk/quality-framework/codes-practice

5. A new programme or pathway (including adding a new pathway to an existing programme) should embed inclusive practices through the viability process and prior to the validation process. Practices could include:
    - Student consultation is central to curriculum design.
    - Universal Design for Learning principles (made explicit in documentation).
    - Inclusive assessment practices.
    - Inclusive design (resources and content, including the use of technology).
    - Being attractive to a diverse range of potential students.

6. Documentation for validation should include checks to meet Equality, Diversity and Inclusion requirements in line with the university's strategic objectives, as part of the submission to Programme Viability Approval Committee (PVAC) and via the compliance check report.

7. Academic Quality Service initial checks exercise is designed to assess compliance to ensure that the provision under review is in line with the University's regulations, Codes of practice, and policies in addition to any external requirements. The initial checks process, including the use of inclusive practices, will concentrate on the following areas:
    - Programme structures and curriculum.
    - Assessment and feedback.
    - Quality assurance.
    - PSRB accreditation – any exemptions to the regulations that have not been approved will need to be submitted to the Quality Enhancement Subcommittee (QESC) and then to the University Education Committee (UEC) for approval.

Curriculum content design and delivery

8. Curriculum design should reduce **cognitive overload** through careful selection of materials, and clear signposting of core self-regulatory skills supporting agency across and between modules/courses.

9. Student-facing staff should be fully aware of reasonable adjustments to embed in the curriculum design, delivery, and assessment to ensure the learning experience is fully accessible.

10. Digital accessibility tools and checkers, such as ALLY (guidance on how to access ALLY can be found on SurreyLearn[14]) should be used to evaluate the level of inclusivity of learning materials and platforms. Staff should consult resources available for inclusive design, including resources on Inclusive Education on SurreyNet[15], alongside Appendix 3 of this *Code*. These will be checked on against

[14] The TEL Hub – Getting stated with ALLY: https://surreylearn.surrey.ac.uk/d2l/le/lessons/14020/topics/1816439
[15] Inclusive Education Resources on SurreyNet: https://surreynet.surrey.ac.uk/academic-services/academic-resources/inclusive-education

compliance during validation and through the Continuous Enhancement Review process.

11. Student-facing staff should promote inclusion and inclusive practices with all staff and students. For example, when students are creating presentations, they could ensure that they use accessible principles even if the group is neurotypical. Guidance on Universal Design for Learning principles can be found on EduHub[16].

12. Inclusive curriculum design, delivery, and assessment should meet wider university strategy around inclusive education. Embedding inclusivity at Faculty/School/discipline/programme levels ensures that learning and teaching enhancement driven by institutional strategy is being met.

Principle C: Continuous Enhancement Review and Periodic Review

Design considerations: Continuous Enhancement Review (CER) and Periodic Review

13. The Continuous Enhancement Review (CER) and Periodic Review processes enables the University to reflect on:
    - The student experience and existing learning opportunities.
    - Achieved academic standards and student outcomes.

14. Planned enhancements involving inclusive practices should be outlined in the Continuous Enhancement Plan (CEP), and review of effectiveness of inclusive education practices should be highlighted in the Annual Programme Enhancement Review (APER).

15. Appendix 3 contains the best recommended practice resources to support CER and Periodic Review.

Principle D: Students' voices drive curriculum accessibility and representation

16. Students with specific learning needs and disabilities are best placed to know their own learning requirements. The role of the personal tutor is central to curriculum delivery being accessible through timely and sensitive communications with students and relevant staff (see the *Code of practice for personal tutoring*).

17. To ensure that all protected characteristics are considered, students and staff should co-create the learning and design of curriculum for accessibility. Capturing students' voices through a range of mechanisms, for example informal discussion groups to support formal existing mechanisms and collecting focused information via student survey or student course representatives, can provide a more nuanced understanding of how students experience their learning journey. Design is, then, anticipatory rather than reactive and considers the students' needs from their perspectives.

[16] Inclusivity resources on EduHub:
https://surreyac.sharepoint.com/sites/EduHub/SitePages/Inclusivity.aspx

18. Hearing and learning from students' experiences provides opportunities to enhance student learning and outcomes, using mechanisms to capture user experiences. These can be both formal and informal mechanisms.

Principle E: Inclusive education in assessment and feedback

(Please refer to the *Code of practice for assessment and feedback*)

19. In line with the *Code of practice for assessment and feedback*, all programmes include an assessment strategy that sets out the extent of and balance between the different methods of assessment used that are expected to contribute to and validate student learning, inclusive of formative and summative assessment.

20. The form(s) and extent of each unit of assessment are expected to be relevant and proportionate to the learning outcomes being evaluated and the contribution the unit makes to the award.

21. A variety of assessment methods should allow students to demonstrate a breadth of their knowledge, skills and abilities learnt during their learning journey. Some methods suit some learners more than others. Hence, programme design should consider whether students experience a range of assessment methods suitable to their learning needs in line with the learning outcomes, whilst meeting expectations of the UK Quality Code for Higher Education 2024[17] so that variety still enables effective assessment that is valid and reliable. Appendix 4 offers an audit mechanism to evaluate the profile of assessment methods across each level of a programme.

22. For point 51 of the *Code of practice for assessment and feedback* to become best practice, module leaders and programme leads should consider whether alternative methods of assessment can be offered to students who have learning needs (see Appendix 4 for assessment methods audit). An alternative assessment is allowable in a significant number of circumstances. For example, an oral assessment could be offered in place of a written assessment (or visa-versa) for students whose recognised needs may require this adjustment. It must be remembered in such cases that whilst core competencies need to be met, a method of assessment in itself cannot be considered a competency. Advice must be sought from the University's Student Support Services (Disability and Neuroinclusion) Team[18] which will provide guidance and suggest feasibility.

23. The design of assessment tasks should be clearly aligned with the University grade descriptors. Discipline-specific marking schemes should provide students with the opportunity to demonstrate their abilities to meet expectations at level, as well as progressively higher levels of ability that would achieve marks at the top of the mark range. Marking and assessment schemes need to be reviewed to ensure they do not directly or indirectly discriminate e.g. a presentation which offers top marks for students who maintain eye contact.

[17] UK Quality Code for Higher Education 2024: https://www.qaa.ac.uk/the-quality-code/2024
[18] Services and Support: https://www.surrey.ac.uk/disability-neuroinclusion/services-and-support

24. The programme learning outcomes (specific and generic) should be accessible and attainable to design valid assessment methods that enable students to represent and demonstrate their learning as per UDL principles. Curriculum designers should consider the breadth of methods to evaluate learning (Appendix 3) and that there is no unnecessary duplication within and between modules. Some overlap or even duplication in the assessment of particularly important learning outcome(s) may be advantageous in contributing to the learning process, particularly for students with specific learning needs.

25. Assessments should be designed to reflect the diversity of the community, for example using case-studies which are representative of a wider population or take account of international students' home countries.

26. The curriculum should be mapped to understand and identify the 'crunch points' for students with needs, such as timings of assignment submissions. This enables student-facing staff to support students with needs through these points that are potentially challenging (through direct support, promoting self-regulation, reasonable adjustment, and other modifications).

27. Assessment should allow students to draw on their experiences or knowledge of contexts, such as international students drawing on experiences and knowledge from their home country rather than expect them to consider UK perspectives alone, where feasible. Meaningful assessment increases engagement and sense of belonging, which in turn improves outcomes. Flexibility in assessment is necessary to be inclusive and aid student success.

Principle F: Personal tutoring for inclusive education

(Please refer to the *Code of practice for personal tutoring* alongside these principles)

28. To ensure that Personal Tutors can fully support individual student's needs, they should seek support, training and guidance in inclusive approaches, for example through Student Support Services[19] or training and resources[20] offered by the University. Resources are also available on the teaching EduHub[21] and SurreyNet[22].

29. Personal tutoring is a pro-active engagement between the tutor and the tutee. Personal Tutors are expected to provide regular opportunities for discussions with their tutees. Students are expected to take up these opportunities and engage meaningfully with them.

30. Personal tutors offer guidance and support to their tutees, whatever their individual needs, particularly in the areas of:

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[19] Services and Support: https://www.surrey.ac.uk/disability-neuroinclusion/services-and-support
[20] Inclusivity resources on EduHub: https://surreyac.sharepoint.com/sites/EduHub/SitePages/Inclusivity.aspx
[21] EduHub: https://surreyac.sharepoint.com/sites/EduHub
[22] Inclusive Education Resources on SurreyNet: https://surreynet.surrey.ac.uk/academic-services/academic-resources/inclusive-education

- Academic progress;
- Personal/professional development and employability;
- Pastoral/welfare issues.

31. Personal Tutors should support students to know which key skills and areas of knowledge are developed and required within the module/curriculum to enable academic progress and employability enhancement, particularly where students' needs potentially present barriers to learning.

32. Students should be offered or directed to opportunities for high-quality peer mentoring. It is important that mentoring provision does not perpetuate deficit perspectives of students with learning needs or other protected characteristics by upholding inappropriate or untrue stereotypes.

33. Personal Tutors should support student **self-advocacy** development in knowing how their students can use and access their environments and adapt it to meet their needs as a mechanism to enable self-management. Understanding how to support a student's self-efficacy requires Personal Tutors to provide consistent support and maintain regular communication with students.

34. Personal Tutors should promote learner **agency** in supportive ways to enable students with needs to learn independently and develop skills for future success. Again, this requires Personal Tutors to provide consistent support and maintain regular communication with students.

35. Personal Tutors should be supported to undertake appropriate training to understand how to support students with a breadth of individual and specialist needs and ensure they know what support mechanisms are available across the University. It is critical for student success that individual needs are not problematised, but that adjustments and alternative learning techniques are discussed and considered, allowing the student to take the lead in these discussions. In accordance with the *Code of practice for personal tutoring* paragraph 7, Table 1, it is one of the responsibilities of Senior Personal Tutors to ensure that all Personal Tutors receive appropriate training and guidance.

36. As the roles of Senior Personal Tutors and Personal Tutors develop, support for inclusion should be considered in line with the roles and responsibilities of staff in these positions. Please refer to the *Code of practice for personal tutoring*.

Principle G: Using technology

37. Staff should engage with understanding wider digital accessibility (information found on digital accessibility found on The TEL Hub[23]) and how it might impact on students to ensure that they are not disadvantaged.

[23] The TEL Hub – digital accessibility: https://surreylearn.surrey.ac.uk/d2l/le/lessons/14020/topics/1625556

38. Digital technologies like AI, VR, and AR should be utilised within the learning context to support student access to learning where appropriate and applicable, and where this technology is available.

39. Student-facing staff who create learning materials should use accessibility software to ensure learning materials are accessible.

40. Student-facing staff responsible for course delivery and personal tutors should ensure that students are directed to access appropriate assistive technologies, if required and eligible.

41. Implementing Active Digital Design[24] can support an inclusive digital learning experience for students.

Principle H: Learning environments (physical and virtual) and materials

42. All student-facing staff should be open and transparent in what reasonable accommodations can be made available. Advice and guidance should be sought from Student Support Services (Disability and Neuroinclusion Team[25]) on the feasibility of reasonable adjustments. However, staff should also be aware of our public sector duty to meet needs as required by the Equality Act 2010.

43. Student-facing staff should ensure physical access to resources that are central to the student learning journey. This could be digital resources, resources for practical aspects of their learning (e.g. lab equipment), and other learning materials.

44. Consideration should be given to providing time for students to master the support mechanisms available to them.

45. It is everyone's responsibility to create an inclusive climate to reduce the burden of disclosure. Whilst there is no requirement for a student to disclose needs, knowing them provides staff with the relevant information to ensure that the student reaches their full potential. However, staff should create safe and open spaces and opportunities for students to feel they can declare known needs.

46. With support from senior programme, discipline, school and faculty staff, specialist provision can be integrated into faculty provision wherever possible so that it becomes accepted best practice, e.g. Universal Design for Learning principles.

47. Accessibility checking software is used as standard practice to ensure that the use of learning materials within any given learning environment is easily accessible.

[24] Active Digital Design: www.surrey.ac.uk/news/active-digital-design-webinar-review
[25] Services and Support: https://www.surrey.ac.uk/disability-neuroinclusion/services-and-support

48. Student-facing staff should be aware of using inclusive language to support and develop students' sense of belonging within University of Surrey. Inclusive Language Guidance[26] can be found on SurreyNet.

[26] Inclusive Language Guidance on SurreyNet: https://surreynet.surrey.ac.uk/inclusive-language-guidance

Appendix 3 – Inclusive Education Checklists

Inclusive Curriculum Checklists

The following checklists are recommended by the University of Surrey as examples of best practice.

Centralising Student Voice

1	Multiple students' voices are being captured to review, modify, and enhance content and delivery (e.g., via student committee forums, MEQs checks).	Tick ☐	2	Students are made aware of how their feedback is making positive changes to practice.	Tick ☐
3	Student-Staff partnerships are created to encourage co-creation of curriculum content and design to ensure accessibility and universally meets the needs of learners.				Tick ☐

Curriculum content design

1	Content materials are representative, reflecting the diversity of the student community in ways which are positive, avoiding deficit model perspectives.	Tick ☐	2	Content is accessible to different groups of students and materials adhere to best practice for students with a range of learning differences *(e.g., Principles of Universal Design for Learning).*	Tick ☐
3	Case studies and reading lists reflect the diversity in the learning community, containing a diverse range of authors including those from different ethnicities and gender, from outside the UK and non-academic where appropriate.	Tick ☐	4	Materials are designed to enable students to critically think and develop awareness of different perspectives from the UK and globally within their discipline.	Tick ☐
5	Content is designed to include a range of analogies and examples which reflect the diversity of the student community.	Tick ☐	6	Materials are checked through Blackboard Ally, SurreyLearn and/or other Microsoft accessibility checkers for level of accessibility and amended to increase % to above 75%.	Tick ☐

Teaching and Delivery

1	The diverse student community are provided with opportunities to learn collaboratively, enabling students to recognise the value of working with people from diverse backgrounds *(e.g., problem-solving, peer-assisted learning, mini projects).*	Tick ☐	2	Teaching approaches are in an accessible mode, with options provided for students with learning differences.	Tick ☐
3	Mechanisms are in place to support students with language differences during *sessions (e.g., where English is a second language).*	Tick ☐	4	Opportunities exist for all students to practice skills that are transferable to the workplace.	Tick ☐
5	Students are empowered and enabled to take responsibility for their learning.	Tick ☐	6	Accessible learning materials and resources are available to students in advance of delivery sessions.	Tick ☐

Assessment

1	Provide opportunities for students to demonstrate learning in a variety of ways through a mixed portfolio of assessment methods *(see Appendix 4 for a useful tool).*	Tick ☐	2	Module design avoids over-assessing students and takes account of cognitive load.	Tick ☐
3	Assessments which use case-studies, exemplars and vignettes reflect the diversity of the student community.	Tick ☐	4	There are assessments which allow students to draw on their own background, *i.e., applying a familiar context to a theory or principle.*	Tick ☐
5	Where feasible, students have a choice of assessment strategy to optimise their learning preference and results.	Tick ☐	6	Students are prepared and supported to develop their assessment literacy, *i.e., understanding the expectations of the assessment method and the related rubric.*	Tick ☐
7	Opportunities exist for students to reflect on and discuss feedback and marks with relevant student-facing staff through individualised or group mechanisms which are accessible, interactive, ongoing and timely.				Tick ☐

The learning environment (spaces and facilities, digital)

1	Students are encouraged to bring their own perspectives in the learning space to enable equality of engagement.	Tick ☐	2	Follows up on student non-attendance (for academic and welfare reasons) via the MySurrey Engagement portal.	Tick ☐
3	The physical learning environment is made welcoming and inclusive, encouraging participation from the diverse student body.	Tick ☐	4	In digital learning spaces, create a welcoming environment in SurreyLearn modules, communicating clearly with students and scaffolding informational materials for learning (see Appendix 3).	Tick ☐
5	Have alternative digital formats, such as having video or audio walk-throughs of the module and the assessments (with captions and transcript created by Panopto) (see Appendix 3).	Tick ☐	6	Student-facing educators are utilising AI, VR and AR to support student access to learning, where appropriate and useful.	Tick ☐

Staff attitudes and awareness

1	Student-facing educators have completed relevant training available at Surrey (e.g., Unconscious Bias either online or face-to-face; *'Moving Towards Decolonising the Curriculum'* run by Library and Learning Services, or CPD on Principles of Universal Design for Learning) in the last three years.	Tick ☐	2	Where applicable or preferred, student-facing educators have completed relevant training externally in the last three years.	Tick ☐
3	Student-facing educators have accessed university-wide or external specialist services to upskill knowledge and understanding of specific needs presented by students.	Tick ☐	4	For module, programme, school and faculty leaders: demonstration of commitment to inclusivity in line with discipline and institutional strategy.	Tick ☐

Appendix 4 – Assessment methods audit

Having a variety of assessment practices enables students to demonstrate the breadth and depth of their knowledge, understanding and skills in ways that 'traditional' methods alone may not be in the student's best interest. Reviewing the different forms of assessment: how varied is your programme? Use this to check the variety of assessment opportunities provided by core/elective modules.

Level 4 5 6 7	Compulsory / optional	Examination	Lab work	Case study report	Essay / report	Reflective journal	Poster/ leaflet	In class test / MCQ	Lit: review	Presentation / viva	Portfolio	Blog / podcast	Annotated bibliography	Group work with project output	Performance / improvisation	Peer / group microteach	Industry/profession experience assessed against competence-based criteria	Other	Is there a balanced distribution of weighting?
Example XX1234		✓			✓														✓ **60/40**
Module 1 (code)																			
Module 2 (code)																			
Module 3 (code)																			
Module 4 (code)																			
Module 5 (code)																			
Module 6 (code)																			
Module 7 (code)																			
Module 8 (code)																			