**Inclusive Practice Analytical Tools (IPAT)**

The Inclusive Practice Analytical Tools have been designed to support staff to reflect on whether principles of inclusivity are embedded within different levels of the academic cycle, with the view to ensuring that all students (with particular focus on BAME students) will be able to participate fully and achieve at an equal rate.

The first IPAT sits at a School level and will help Schools complete the APP section of their School Education Plan (SEP). It consists of three reflective questions, which all require a rating, justification through evidence, and SMART actions. The questions – based on improvement and collaboration – are:

1. To what extent has the leadership in your School been effective in promoting inclusive education, supporting equality and diversity, reducing attainment gaps and supporting student progression?
2. How would you rate your School’s awareness of an ability to engage with internal and external policies, evidence and drivers related to inclusivity, diversity, equality, attainment, and progression?
3. To what extent are educators able to address issues related to inclusive education, support equality and diversity, reduce attainment gaps and support student progression?

The second IPAT is somewhat broader in application in that it offers a self-assessment tool at programme, module, and workshop level. It also acknowledges that students’ experiences are not solely shaped within their Schools, so the questions have been crafted so that anyone providing teaching or supporting learning can use them (including Professional Services offers through the Library, Careers Network, the Graduate School, etc.). This could form the starting point for a department or School staff development session.

The Tools sit alongside the Inclusive Educator initiative run by HEFi: <https://www.birmingham.ac.uk/university/hefi/staff-development/The-Inclusive-Educator.aspx>.

**IPAT 1: School Level**

The self- assessment consists of *three* reflective questions with prompts, which all require a rating as a response. The rating needs to be justified with evidence in the form of a narrative, and SMART actions also need to be noted (which include the identification of required support).

The provided template ensures that:

* the issues are carefully reflected on, instead of box-ticking in the form of a checklist;
* inclusivity is seen as a journey, which may include grey areas;
* the process is based on evidence with a supportive narrative;
* there is a focus on improvement and collaboration with others;
* there is a focus on action.

As well as for completion in the School Education Plan, question 3 would also be particularly useful for Heads of Education and their teams and can be part of curriculum review processes, and programme committees.

Annual School Self-evaluation: Inclusive Practice Analytical Tool 1

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| **Question 1**  **To what extent has the leadership in your School been effective in promoting inclusive education, supporting equality and diversity, reducing attainments gaps and supporting student progression? Circle your rating below (1-5).** | | | | |
| ***Starter questions: ●*** *Who provides leadership (e.g. individuals/committees) in the following areas 1. equality and diversity, 2. educational attainment and progression 3. Inclusive environment?* ***●*** *What has been the impact of this leadership on inclusive education, diversity issues and/or attainment and progression?* ***●****What are the reporting responsibilities, and how are targets set and assessed?* ***●****Who do you collaborate with to promote inclusive education, support equality and diversity, reduce attainment gaps and support student progression?* | | | | |
| 1  minimal | 2  some | 3  adequate | 4  considerable | 5  full |
| **Evidence for rating** |  | | | |
| **SMART actions**   * *include deadline* * *include person responsible* * *include external support you will need (what form, from whom)* |  | | | |
| **Question 2**  **How would you rate your School’s awareness of and ability to engage with internal and external policies, evidence and drivers related to inclusivity, diversity, equality, attainment and progression? Circle your rating below (1-5).** | | | | |
| ***Starter questions: ●****Have subject specific regulators provided guidelines on E&D related issues? If so, how have these been actioned in the delivery of programmes/modules/teaching sessions?* ***●****Have you engaged with guidelines/policy from Advance HE, OfS or other national bodies overseeing practice in higher education?* ***●****How engaged has your School been with inclusive educator initiatives or staff development programmes to enhance inclusive educational practice?* ***●****Are you aware of or contributing towards evidence based inclusive teaching practices in your subject area(s)?* | | | | |
| 1  minimal | 2  some | 3  adequate | 4  considerable | 5  full |
| **Evidence for rating** |  | | | |
| **SMART actions**   * *include deadline* * *include person responsible* * *include external support you will need (what form, from whom)* |  | | | |
| **Question 3**  **To what extent are educators able to address issues related to inclusive education, support equality and diversity, reduce attainment gaps and support student progression?** | | | | |
| ***Starter questions:*** *●Does your school or individual programmes need to build capacity to address issues related to inclusion, E&D, attainment etc? ●Have you identified training needs, knowledge gaps or data gaps? ●Is support to develop effective interventions needed? ●Are you able to share examples of good practice in your school or within programmes?* | | | | |
| 1  minimal | 2  some | 3  adequate | 4  considerable | 5  full |
| **Evidence for rating** |  | | | |
| **SMART actions**   * *include deadline* * *include person responsible* * *include external support you will need (what form, from whom)* |  | | | |

**IPAT 2: Programme/Module/Workshop Level Self-assessment**

IPAT 2 is useful to all educators, and Heads of Education are asked to embed them within their Schools as part of module, programme and curriculum evaluations. It could be particularly useful as a tool to be used in certain School meetings and at Away Days.

The provided template ensures that:

* the issues are carefully reflected on instead of box-ticking in the form of a checklist;
* the questions can be used by anyone in a role that consists of teaching or supporting learning;
* a distinction is made between questions relevant to all and those for modules and programmes;
* awareness is raised: the questions themselves give the readers ideas and direct them to desirable action;
* there is a focus on realistic action (through selection of up to 5 questions to respond to) and on next steps.

Programme/Module/Workshop Level Self-assessment: Inclusive Practice Analytical Tool 2

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| **Questions** | **Tick if you think you do this sufficiently**  *Add evidence/examples of sharable practice* | **Choose up to 5 questions as next steps**  *Note SMART actions to improve in this area; include review date and person responsible* |
| **Questions for all educators** | | |
| How often do you review your content and resource list? |  |  |
| When looking at images, case studies, examples, reading lists, do you represent varied perspectives (e.g. genders, going beyond European/English speaking areas)? |  |  |
| Are you empowered to promote inclusivity in your sessions? |  |  |
| In what ways do you make yourself approachable to participants, e.g. sharing your pronouns, ways of contacting you? |  |  |
| Do you consider inclusive language and accessibility when creating or revising teaching content? |  |  |
| Do you consider the diversity of small groups when creating them? |  |  |
| Are participants provided with opportunities to develop their learning in their own time e.g. through use of Panopto? |  |  |
| Are any assumptions made about participants’ readiness to learn at this level? |  |  |
| Do you set clear expectations and agree on ground rules re. inclusion and diversity in the teaching environment, e.g. about respectful interaction, the use and pronunciation of names, etc.? |  |  |
| Do you get feedback on how inclusive you are (e.g. specific questions about inclusivity asked in Student Evaluations of Teaching or workshop feedback)? |  |  |
| Have you sought out educational opportunities for yourself e.g. on promoting inclusivity for minority groups? |  |  |
| Have you engaged with the Inclusive Educator Canvas course? [link to be provided here] |  |  |
| **Module and Programme questions** | | |
| Apart from marking anonymously where possible, how do you mitigate for potential bias in assessment and feedback? |  |  |
| Do you offer varied assessments? |  |  |
| Do you offer assessments aligned to the tasks and future expectations of the world of work? |  |  |
| Do you involve students in leading or co-constructing assessment? |  |  |
| Is there a good balance of formative and summative assessment? |  |  |
| What different ways of giving feedback do you offer? |  |  |
| Have you been working with your E&D Lead on the curriculum? |  |  |
| How do you involve students in developing your curriculum? |  |  |
| How often do you review your module content? |  |  |
| Are you and others in your module/programme prepared and able to have respectful and challenging conversations with students? |  |  |