

From accessibility to inclusivity: towards a framework of values

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THE DEFINITIONS: ACCESSIBILITY & INCLUSIVITY

JISC:

- Accessibility involves designing systems to optimise access. Being inclusive is about giving equal access and opportunities to everyone wherever possible.

Government

- Inclusive learning, that which is 'meaningful, relevant and accessible [in both content and delivery] to all

JISC Institutional Expectations

Policy to integration

JISC: There has been a welcome upward trend in the number of disabled students entering into education

Policy changes - emphasise choice, independence and value for money. Government priorities for widening participation and combating disadvantage have placed greater responsibility on institutions themselves to provide support for the students they recruit.

The most cost-effective response is to ensure inclusive practice is embedded in teaching, learning and assessment and crucially in procurement by being specific in policy and strategy

Universal Design for Learning at De Montfort University

Higher Education Policy Advisor at HEFCE, Grace Simpson:

- “It has been great to hear about all the work that DMU has done to embed inclusivity across teaching and learning practices. The UDL approach has clearly been far-reaching and will have a positive impact for a wide range of students studying at the university.”

Keira Rounsley, outgoing Vice-President Welfare and Community at De Montfort Students’ Union:

- “The great thing about Universal Design for Learning, is it’s not just fantastic for those students with a disability, but for all students...It makes learning not only more inclusive, but more fun! I’m very proud to be from a university that is really proactive in making sure the student experience is the best it can be.”

<http://www.dmu.ac.uk/about-dmu/news/2017/april/dmu's-sector-leading-support-for-students-wins-high-praise.aspx>

Universal Design for Learning at De Montfort University

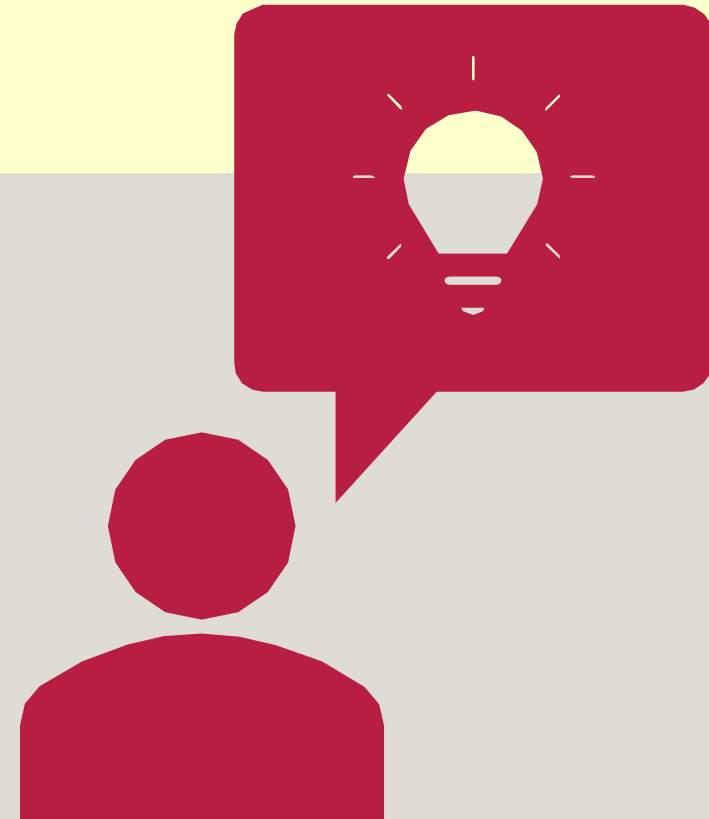


- Universal Design for Learning (UDL) aims to provide an equal learning experience for every DMU student.
- It aligns with our Strategic Framework 2015-2020, which outlines our ambition to transform DMU students into successful graduates by delivering an individual learning experience and personalised teaching and support.
- The principles of UDL are the product of decades of research about how people learn, and are based on more than 800 different research studies. At the heart of the UDL approach is the idea of embedding inclusivity and choice for both lecturers and students.

<http://www.dmu.ac.uk/current-students/udl.aspx>

The challenge?
Engagement & integration

How?
Identify the values



Steps to integration



Definition of value

- A principle or quality
- Values are fundamental guides and prompts to action. They spur us forward, give us a sense of direction and define a destination.

<http://www.indexforinclusion.org/avaluesframework.php>

Values for libraries

Dr Sue McKnight – Consultant previous Director of Libraries and Knowledge Resources at Nottingham Trent University (NTU):

“There are some fundamental things that you expect to get from a library which are going to be the same regardless of culture. The biggest difference lies in what irritates the customer. Every library can focus on reducing irritation and adding value and know what is going to be appropriate for that particular library service.”

Value statements

- A declaration that informs the customers and staff of a business about the firm's top priorities and what its core beliefs are.
- Companies often use a value statement to help them identify with and connect to targeted consumers, as well as to remind employees about its priorities and goals.

<http://www.businessdictionary.com/definition/value-statement.html>

STAFFORDSHIRE UNIVERSITY'S VALUES

Be

Be Ambitious and Inspirational

Be

Be Brilliant and Friendly

Be

Be Curious and Daring

Be

Be Proud to be Staffs

STAFFORDSHIRE UNIVERSITY'S STUDENTS' UNION VALUES

Putting Students First: Our students are the focus of our work. We are passionate about them, led by them and represent and advocate them at every opportunity. They are our first consideration in everything we do

Being Inclusive: Our membership is constantly changing and reflects a broad range of backgrounds, ages and lifestyles. Our approach is to find ways to listen to, connect and welcome in those individuals to unite as a community

Enabling : We recognise our role is to support students through their time at University and what underpins our approach is a focus on giving our members and staff the ability and confidence to undertake things for themselves, rather than always serving up a solution.

Harnessing Creativity: We believe we can make things happen, and seek out ways to challenge ourselves and find new approaches or solutions to achieve results. However we don't believe solutions only come from within and are comfortable in building from the efforts of other. We don't feel constrained by convention and are willing to revisit and re-engineer our work if it gets better results.

Friendly: To us this is more than just being approachable and smiley. It is about the qualities of a good friend, someone you know you can turn to and will be there to listen and be supportive without judging. But equally a friend who will tell you what you need to know and be honest about giving you the right information even if it isn't always what you want to hear.

Responsible: We recognise the responsibilities we have as an organisation towards our members, our staff, the University and the wider communities we are part of. We ensure we understand the impact of our actions and actively seek ways of eliminating or mitigating any negative impacts or consequences.



ACTIVITY – CREATING AN INCLUSIVE VALUE STATEMENTS FOR THE MERCIAN DISABILITY GROUP

Aim of the activity, to create value statements that the Mercian Disability Group could use for their core values

- Focusing on: 4 areas of inclusivity: information delivery, physical environment, user support, technology
- Each group given an area to create a value statement
- Feedback on your value statement and why you chose it

Approach – 20 minutes

- Individually 2 minutes writing down what things you think should be important to the Mercian Disability Group
- Share with group
- Create a value statement starting with “The Mercian Disability Group values...”

REFERENCES

- JISC: A Strategic Approach to Inclusive Practice <https://www.jisc.ac.uk/guides/a-strategic-approach-to-inclusive-practice-in-higher-education>
- JISC: Getting Started with Inclusion and Accessibility <https://www.jisc.ac.uk/guides/getting-started-with-accessibility-and-inclusion>
- Gov.uk Digital Inclusion and Accessibility <https://www.gov.uk/society-and-culture/digital-inclusion-and-accessibility>
- DIY Committee, Vision Mission and Values <http://www.diycommitteeguide.org/resource/vision-mission-and-values>