



MINISTRY OF HIGHER EDUCATION

INCLUSIVITY GOOD PRACTICE GUIDELINE FOR HIGHER EDUCATION INSTITUTES AND TECHNICAL AND VOCATIONAL EDUCATION PROVIDERS

INTRODUCTION

This guideline has been developed as a document for higher education institutes and TVET providers to consider their policies and practices as part of their implementation of equal opportunities policies in gender, disability and outer-island representation. The guideline serves as a checklist to be considered in academic and skill development institutes. The dimensions considered reflects a general structure of academic institutes; regulation and governance, management process, core activities of research, education and training, outreach and student support service, and employees and the surrounding environment.

DIMENSIONS AND BENCHMARKS

Dimension 1: marketing and admission	Yes/ No
Do marketing materials project the institute as an equal opportunities institute?	
Do advertising materials reflect unbiasedness and inclusivity, both in visual images and language, the diversity of the student and staff population?	
Are marketing materials available in alternative formats such as audiovisual materials?	
Are marketing materials available in outer islands?	
Do marketing materials include a clear statement about any limitations on physical access for applicants who may have a disability (availability of elevators etc.)?	
Do marketing strategies ensure that they are attractive and informative to the full range of prospective students, regardless of background?	
Are there any financial and non-financial support mechanisms such as scholarships, grants, student union support groups, counsellor support, if so, are they advertised?	
Do career guidance activities, recruitment activities and foundation year/degree programmes target students from outer islands as well as other under-represented groups?	
Do links/ partnerships with the community (such as local councils, NGOs) promote the targeting disability, men and women, students from outer islands and other under-represented groups?	
Does the student recruitment/admission reflect gendered educational choices?	
At the recruitment stage, is there an identification mechanism in place for disability support?	
Is there a career advice mechanism in place for students with various career aspirations?	

Dimension 2: orientation	Yes/ No
Are students from outer-islands informed of pre-departure dates (if physical attendance is required) and provided adequate notice of starting date of the semester (if equipping of digital resources are required)?	
In the orientation sessions, are students briefed on emergency exit routes and procedure of the building?	
Are students made aware of equal opportunity policies in place, sexual harassment policy and student support mechanisms in place?	

Dimension 3: retention	Yes/No
Is there a tracking mechanism for students who are particularly at risk of withdrawing or under-performing in their first semester?	
Is there a mechanism in place to set assignments early enough in the semester from which they can diagnose early difficulties with acclimatising to study at higher education levels?	
Is there any additional study support mechanisms in place ² , such as reading and writing support?	
Is there encouragement at the institute level to mix students various social integrations such as male and female, students with disabilities and others, students from the main-campus and outer-islands?	

Dimension 4: curriculum design, learning and teaching	Yes/No
Do the content and case study materials include a balanced representation of all students' experience particularly if they come from groups that have been marginalised or excluded?	
Is the language inclusive and non-discriminatory so that no student in the group feels undervalued or ignored?	
Where it is appropriate, does various disciplines include issues relating to Equal Opportunities within the curriculum with appropriate presentation and language?	
Is the need of disabled students taken into account when designing new programmes/modules such as special arrangements for exams and assessments to be considered and along with possible alternatives to exams if a person is unable to undertake exams for a reason relating to a disability?	
Are faculties made aware of and encouraged the use of learning and teaching pedagogy that ensure all students participate actively in seminars, tutorials and all forms of group work?	
Are faculties made aware of the need to examine their pedagogy for its appropriateness to cultural differences in students' prior learning styles?	
Is the needs of students with specific learning difficulties and disabilities considered when designing learning materials?	
Is there interactive learning materials made available to the students?	
Is there any gender-biased content in teaching and learning?	
Does the classroom setting and lesson delivery have a positive attitude towards differences and diversity?	
Are low tech and high-tech support utilised in teaching and learning using assistive technology?	
Are students encouraged to choose diverse topics on gender, disability and vulnerable groups for their assessments (if relevant)?	
Is any student excluded from any activities due to disability or any other reason?	
Are there adequate reference and learning materials available on subjects such as inclusion and diversity?	

Dimension 5: assessment	Yes/No
Is there awareness of the range of possible provision which may be recommended for students with disabilities/specific learning difficulties?	
Does module/programme evaluation, review documents and exam/marking policies/guidelines include explicit information about the range of variations which may be necessary for disabled students?	
Is there confidentiality procedures in place to ensure that any medical evidence, submitted to support a case for special consideration, is maintained in an appropriate place and taken consideration when making study-support decisions?	
Are learning outcomes, marking criteria, assessment criteria clear enough for students from under-represented groups to understand what is expected of them?	
Is Intensive, explicit, systematic, individualised instruction based on progress monitoring?	
Are there interactive activities as part of continuous assessment?	

Dimension 6: monitoring admission and progression	Yes/No
When considering the data available to monitor progression and admission, are there disaggregate data available on gender, disability, and representation from various parts of the country?	
Is there routine track of progress of individuals and groups of students at every stage, by comparison with other groups. They need to record the reasons for withdrawals, suspensions and track whether the reasons are to do with health or equal opportunities?	
Is there record-keeping in student support services and an enabling system in place to help students progression?	
Is there a monitoring, recording and reporting mechanism in place for students to lodge complaints, appeals and grievances?	
Is graduation arrangements made and coordinated in advance, so that there is equal opportunity for students and their families to partake in the event?	
Are there gendered patterns with respect to completion and dropout rates among students at all levels?	

Dimension 7: work environment	Yes/No
Is there stereotyping or a workplace culture within the organisation which dictates particular leadership positions and functional roles more suited to men or women?	
Does the work environment demand long hours, unpredictable schedule and extensively long travel?	
Is there a sexual harassment policy in place?	
Are staff members aware of the requirement to address disability, gender and other low-represented groups in all of the institutes' operations?	
Is there an orientation process for new staff that addresses the unique aspects of working in an inclusive classroom?	
Is there a tracking mechanism in place for staff hiring and firing practices?	
Is there a bias in budgetary spending inclined towards a particular gender?	
Is any staff excluded from any activities due to disability or any other reason?	

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