# **3. Inclusive teaching: self-evaluation tool**

The first set of questions or prompts in this checklist has been designed for discussion by whole-of-course team, or working group interested in evaluating inclusive practices in their course or Department. The subsequent questions more broadly applicable to individual teaching staff. However, the full set of questions may be useful to anyone who wishes to independently reflect on the inclusivity of their individual papers, courses or teaching.

Each prompt is accompanied by a self-evaluation rating and an opportunity to document examples of effective practice, to note questions, or to identify priority actions to enhance future practices.

**Self-evaluation rating scale**

You are encouraged to self-evaluate your progress against each prompt using the following scale:

|  |  |
| --- | --- |
| **Not yet started** | We have not yet begun to discuss this in our department, or discussions have been limited.  |
| **Aspiring** | We recognise the value of inclusive practices and have noted the importance of addressing awarding gaps, but are not yet sure where to start.  |
| **Introducing** | We have identified awarding gaps of concern and have started planning to address them. |
| **Developing** | We have begun to address identified issues, and work is in progress to extend this across a wider group of students, courses or programmes.  |
| **Enhancing** | Identified issues have been addressed, we have systematic action and evaluation plan in place and have evidence of positive impact. |

### **Pre-questions**

Before you commence your self-evaluation, it would be helpful to note any information your currently have, or need to find, about the awarding gaps that might be experienced by particular cohorts of students in your course or local teaching context.

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| --- | --- | --- |
| **Prompt** | **Self-evaluation** | **Notes** |
| Have you identified any awarding gaps in your course?  *If yes, please note what they are and how they are/have been addressed by your Faculty or Department* | * Yes
* No
* Not sure
 |   |
| Is there a dedicated team within your course/Tripos to address these awarding gaps?  | * Yes
* No
* Not sure
 |   |

**Course teams or working groups** are encouraged to contact the Awarding Gap Consultation Team to arrange for a facilitated workshop that focuses on the first section of each self-evaluation tool. The workshop will provide an opportunity for directed discussion and will provide an evaluation report for your records.

**Inclusive teaching**

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| --- | --- | --- | --- |
|  | Prompt | Self-evaluation | Notes  |
| Whole course team: teaching practices |
| 1 | To what extent are you confident that your course team has a clear, shared understanding of the diversity of students in the course, and take this into account when delivering lectures, seminars, practicals or supervisions? (**shared understandings**) | * Not yet started
* Aspiring
* Introducing
* Developing
* Enhancing
 |  |
| 2 | To what extent do induction activities within the course reinforce expected learning behaviours, including those in respect of independent learning, academic integrity, mutual respect and inclusion and clearly signpost support and resources to help students develop important core skills? (**academic expectations**)  | * Not yet started
* Aspiring
* Introducing
* Developing
* Enhancing
 |  |
| 3 | Are students provided with a range of teaching approaches and learning activities that are accessible and encourage active participation of all students? (**diversity of teaching methods**) | * Not yet started
* Aspiring
* Introducing
* Developing
* Enhancing
 |  |
| 4 | Are teaching materials and resources regularly reviewed and updated to ensure that they incorporate diverse perspectives e.g. offering various ethnic and racial perspectives in case studies, ensuring PowerPoints and lecture examples offer a variety of human examples, and avoiding tokenizing particular individuals, students, or representations? (**diversity of teaching materials**) | * Not yet started
* Aspiring
* Introducing
* Developing
* Enhancing
 |  |
| 5 | Are students consistently provided with accessible learning materials and resources in advance of teaching or curriculum delivery? (**accessibility of material for students**) | * Not yet started
* Aspiring
* Introducing
* Developing
* Enhancing
 |  |
| 6 | Are teachers provided with guides, exemplars and support to make their teaching material more accessible and inclusive, and are samples regularly reviewed? (**accessibility** **support for teachers**) | * Not yet started
* Aspiring
* Introducing
* Developing
* Enhancing
 |  |
| Teaching materials and methods |
| 7 | To what extent are connections between teaching and learning events (e.g. lectures, seminars, practicals, supervisions) clearly signposted to students?  | * Not yet started
* Aspiring
* Introducing
* Developing
* Enhancing
 |  |
| 8 | Are students provided with accessible teaching and learning materials in advance of the lesson, and are they then given opportunities to access recordings or notes afterwards? | * Not yet started
* Aspiring
* Introducing
* Developing
* Enhancing
 |  |
| 9 | Are the teaching and learning methods varied (e.g. in lectures, small group discussion, work in pairs, question times) | * Not yet started
* Aspiring
* Introducing
* Developing

Enhancing |  |
| 10 | Are teachers encouraged to use a range of presentation techniques (e.g. diagrams, tables, pictures) to accommodate all learning styles? | * Not yet started
* Aspiring
* Introducing
* Developing
* Enhancing
 |  |
| Teacher development  |
| 11 | Are teaching staff in your course, in both departments and colleges, provided opportunities to trial and share teaching strategies and/or to discuss observations about student learning needs with experts? (**sharing teaching practices)**  | * Not yet started
* Aspiring
* Introducing
* Developing
* Enhancing
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