# **4. Inclusive learning environment: 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:

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| --- | --- |
| **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 learning environment**

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|  | Prompt | Self-evaluation | Notes |
| Whole course team: learning cultures | | | |
| 1 | To what extent does the course provide pre-entry support and engagement to help build an inclusive sense of belonging and community in advance of students arriving in the course/at the University? (**pre-entry cohort building**) | * Not yet started * Aspiring * Introducing * Developing * Enhancing |  |
| 2 | To what extend are course-level induction activities cover expected learning behaviours, including those in respect of independent learning, academic integrity, mutual respect and inclusion, and an introduction to the discourse and practices important to the field of study, to foster a sense of belonging and ensure a level playing field for all students?  (**student belonging**) | * Not yet started * Aspiring * Introducing * Developing * Enhancing |  |
| 3 | To what extent are the online learning and teaching environments set up to ensure inclusive and accessible engagement with the material and discussion?  (**online environments**) | * Not yet started * Aspiring * Introducing * Developing * Enhancing |  |
| 4 | To what extent are the physical surroundings for Departmental and College teaching activities accessible (levels of lighting, distance between lecturer or supervisor and students, acoustics, distractions)?  (**physical environment**) | * Not yet started * Aspiring * Introducing * Developing * Enhancing |  |
| 5 | To what extent is there clear guidance about the ethos of the teaching and learning to encourage discussion from students with diverse backgrounds and include topics where personal experience and views may be expressed?  (**respect for diversity**) | * Not yet started * Aspiring * Introducing * Developing * Enhancing |  |
| 6 | To what extent are you confident that your team provides a positive and supportive learning environment, that supports student mental wellbeing?  (**mental health**) | * Not yet started * Aspiring * Introducing * Developing * Enhancing |  |
| Access to information and support | | | |
| 7 | Are all students and members of the teaching team, including supervisors, provided with fair and timely access to information and advice about matters related to the course and who to contact if problems arise? | * Not yet started * Aspiring * Introducing * Developing * Enhancing |  |
| 8 | To what extent does the course provide a safe space for students to discuss diversity, or the lack of it, in academia and/or industry as it relates to the course discipline and their possible projected careers? | * Not yet started * Aspiring * Introducing * Developing * Enhancing |  |
| Peer learning | | | |
| 9 | Are their clear expectations for peer-to-peer interactions in Department and/or College teaching, and clear pathways to flag issues? | * Not yet started * Aspiring * Introducing * Developing * Enhancing |  |
| 10 | Are students allocated to small group work (e.g.in lectures, supervisions, practicals) that enables the creation of ethnically diverse groups from different educational backgrounds? | * Not yet started * Aspiring * Introducing * Developing * Enhancing |  |