



Inclusive Education Policy

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1. Overview and Purpose

Inclusive practice is at the heart of effective education. The aim is to maximise the opportunity for success for all students while simultaneously emphasising the inclusion and liberation of historically under-represented or disadvantaged students. Achieving this aim requires removing systematic and cultural barriers and inequalities to participation, learning, engagement and attainment and success.

The UEA Inclusive Education Policy has 4 interrelated elements set out below.

1. Inclusive Curriculum and Experience – the content on the curriculum and how it supports student belonging
2. Inclusive Assessment and Feedback – the way student learning and attainment is fairly communicated measured and enhanced
3. Inclusive Pedagogy – the way the content of the curriculum is taught
4. Inclusive Environment – the non-classroom experience

2. Scope

2.1 This policy applies to all students and apprentices on taught courses.

2.2 Adherence to approved policy and regulations is fundamental to the effective operation of the university. This policy has been developed in alignment with sector best practice to promote consistency, accountability, and compliance with relevant standards.

2.3 Elements of Inclusive Education have been embedded in Curriculum Frameworks and the Marking and Assessment Framework. This policy should be read in conjunction with those documents.

2.4 The Reasonable Adjustment Policy is complimentary to this Policy.

3. Definitions

The scope and meaning of curriculum, assessment, pedagogy and environment are set out in the statement of principle which begins each section of this policy.

The key features define how the statement will be enacted in the approach to curriculum, assessment, pedagogy and student experience

4. Roles and Responsibilities

4.1 The implementation of this policy is overseen by the Student Experience and Education Executive

4.2 The Inclusive Education Team within the Learning Enhancement Team promote awareness of the Inclusive Education Policy and provide staff training and resources on inclusive practice through the Inclusivity Network.

5. Policy Statement

5.1 Inclusive Curriculum and Experience

In this policy use the word 'curriculum' to describe what is taught within UEA courses, while recognising that content and delivery are often interrelated and must be designed inclusively together. 'Experience' in this context refers to students being able to relate to and feel represented within curriculum content. This is important in order to develop student's feelings of belonging and mattering in higher education.

Statement of Principle

All UEA staff share responsibility for fostering respectful, safe, and inclusive learning environments for all. In line with the Equality Act 2010 and our institutional policies, UEA is committed to enabling all students and staff to thrive free from discrimination in line with our commitment to good relations and free speech. All taught programmes at UEA must reflect diverse experiences and perspectives.

Implementation

The curriculum of UEA courses has varied drivers. Some degrees are shaped by subject benchmark statements,¹ others are defined by Professional, Statutory and Regulatory Bodies (PSRBs), and evolving disciplinary knowledge. Within these frameworks, the content of the curriculum must be, wherever possible, co-developed through partnership between staff and students and relevant external stakeholders (e.g. external examiners, industry professionals).

In line with the regular cycle of quality assurance, the content of the curriculum must be reviewed, alongside the pedagogical approach and assessment for each course.

The features of an inclusive curriculum are:

- Curriculum content that draws on diverse global perspectives and addresses structural inequalities.
- Curriculum content that challenges stereotypes and supports critical engagement with historic perceptions and ideas through a decolonising and liberating approach
- Curriculum content, including sources, examples, case studies and supporting materials that represent a broad range of voices and experiences,
- A curriculum which enhances academic quality by exposing students to a wide range of perspectives and knowledge systems.

Approaches to an inclusive curriculum

Schools must take the following steps to enable consideration of the content of the

curriculum:

- All staff and students are aware of action to take if they have concerns about the breadth of representativeness of the curriculum.
- At least once a year, the School Experience Partnership (SEP) in each School must discuss the features above and specifically consider the issue of content of the curriculum, and the outcomes fed back to the school's teaching committee

Learning Resources

Inclusive curriculum must be supported by diverse, accessible and inclusive learning resources. It is important that these are regularly reviewed to ensure representation and challenge bias. It may be that some subjects have previously been taught in ways which do not represent diversity, but this should be actively challenged, and each course should consider how stereotypes can be challenged in the choice of learning resources.

UEA Library plays a key role in this and continues to develop diverse and inclusive collections that reflect respect, equality of treatment, and cultural diversity. Further information is available from the UEA Library Decolonisation page.

5.2 Inclusive Assessment and Feedback

Statement of Principle

Assessment and feedback is an integral part of the teaching and learning experience of students in higher education. Inclusive assessment and feedback practice can lead to improved potential for student attainment and increased student satisfaction. Inclusive practice must underpin the design and implementation of assessment and feedback on all courses including professional courses with PSRB requirements.

Key features of inclusive assessment

These features must be applied in ways appropriate to each subject and assessment and in line with the Assessment and Marking Framework:

- Assessments build on students' prior knowledge and skills, with workload proportionate to credit, discipline, and PSRB requirements
- Competence Standards are established for each course and module and as part of the brief for each item of assessment, these are clearly set out for students. Where necessary, these will be linked to PSRB requirements.
- Reasonable Adjustments (which encompass assessment adjustments) must be applied to adjust methods of assessment for individual students in line with what is listed on the module Tableau report. Competence Standards cannot be adjusted.
- Where possible and appropriate students should be offered a choice of topics (i.e. content) to be assessed on, and a choice of assessment approaches/modes/formats (e.g. written or verbal). Course-level assessment design includes a diverse range of assessment types
- Opportunities for students to actively develop their assessment literacy, including their understanding of assessment criteria, standards and processes, and skills of self- and peer assessment.

- Practical assessments are designed inclusively to enable all students to succeed, for example, restricting the word counts on instructions or giving students extra support before the assessment starts. This needs to be done in the context of PSRB requirements where appropriate.

Implementing inclusive marking and feedback practice

Inclusive marking and feedback practice is guided by key principles and practices which must be applied when assessing and giving feedback on all students work:

- Marking and feedback practice must be informed by clear and accessible assessment criteria.
- Feedback comments must justify the marks given and focus on helping students to understand their performance, reflect and improve on it, and build confidence and motivation. To help do this, feedback should indicate where marks have been gained and where students have met the assessment criteria.
- The focus of marking and feedback must be on the 'substantive' intellectual content of the work (e.g. the ideas and reasoning) and the extent to which it meets assessment criteria, as opposed to an inappropriate/disproportionate emphasis on the 'secretarial' aspects of a written piece of work e.g. errors in syntax, spelling, grammar or presentation. Students must not be unduly penalised for these errors, in line with the marking criteria.

5.3 Inclusive Pedagogy

Statement of Principle

Inclusive pedagogy in higher education means designing and delivering a teaching and learning experience that is meaningful, relevant, personalised and accessible to all students. The university has an obligation to provide, where reasonable, physical and digital resources which are accessible to all students to support learning.

Features of inclusive pedagogy

These features must be adapted to each course and considered in the planning, resourcing and delivery of teaching:

The organisation of learning and teaching

- Clear and available information about teaching and learning expectations. Students need to know how, when and where they are expected to attend and participate in teaching sessions well in advance. This includes: the timely publication of a module outline containing brief details of taught sessions and clearly articulated formative and summative assessment briefs.
- A timetable that allows students time to get to their events and rooms which are suitably equipped to meet their needs.
- Blended learning that uses appropriate digital tools effectively.
- Varied, flexible teaching approaches that support participation, interaction and different learning paces

Learning Resources

- Consistently available, high quality, accessible digital resources. Digital tools to identify

accessibility issues must be used in the preparation of materials.

- Materials (e.g. module outlines, lecture and seminar slides or notes, interactive reading lists with useful learner signposting, and assessment briefs) provided in accessible formats.
- Consistent availability of materials that help students prepare for their taught sessions for example lecture notes or slides, at least 48 hours before the taught event.
- Wherever possible lectures are recorded using the institution lecture capture service and shared with students.
- Students may make personal audio recordings of teaching events, under the following conditions:
 - Personal audio recordings of lectures can be made by all students without permission of a staff member.
 - Personal audio recordings of other teaching events can be made with the permission of the staff member.
 - Note, disabled students with the Reasonable Adjustment 'Allow personal recordings' do not need permission to record other teaching events.

Study skills and student voice

- Help for students to develop effective study skills, including online and in blended approaches.
- Open and ongoing dialogue with students about the expected preparation and follow up from taught events.
- An approach which ensures that subject specific terms are explicitly explained both in teaching and in supporting materials.
- Open and ongoing dialogue with students about their experience of teaching and learning, for example about the content of the curriculum, the modes of delivery, and the selections of learning material.

5.4 Inclusive Environment

Statement of Principle

An inclusive university environment is committed to the removal of barriers to participation and success in all non-classroom-based activities, including placements, study abroad, on campus sport and social activity and other elements of the wider curriculum and student opportunities.

Features of an inclusive university environment

To facilitate an inclusive environment, the following the following features must be applied where appropriate:

Transitions and support

- An approach to admissions recruitment and marketing that removes barriers to access to higher education, including a contextual admissions policy.
- Good access to appropriate and effective financial support for students.
- Good access to help and support, for example through the advisor system and student services, including for wellbeing and student life support
- Good access to resources and learning enhancement to allow students to develop good study skills

- Regular meetings with an academic advisor/pastoral care staff to ensure students make the best of the opportunities the university offers.
- Information to students about their learning behaviour that gives them actionable insight about their progress and how to improve.
- Transparency and clarity about appeals, complaints and disciplinary procedures.
- The benefits of activities as part of a wider curriculum are made clear with diverse relevant examples and role models. Such activities are inclusive in the way that they are designed and delivered.
- The removal of cultural, financial and disability related barriers to access to activities that support employability, for example experiential learning opportunities including internships, paid work experience and study abroad.
- A range of peer-led learning initiatives, including opportunities for students to benefit from and provide mentoring for their peers.

Culture, belonging and mattering

- An organisational culture that promotes learning and reflection alongside dignity and respect, in line with the UEA commitment to the good relations on campus
- An approach to communications which is accessible and inclusive, ensuring the UEA brand and all communications across the student journey (enquirer to alumni) accessible and inclusive.
- The promotion of inclusive attitudes and behaviours through opportunities such as welcome events, clubs and societies and the curriculum as appropriate.
- A commitment to developing a sense of belonging for all students at this university, irrespective of their background that reflects individual identity rather than assimilation. Key aspects of strong sense of belonging include providing equality of opportunity, supporting student agency over their experience, ensuring safety and security, actively valuing diversity and providing the conditions to meet and find areas of shared identity across the student experience

The built environment

- A campus built environment that is designed with accessibility in mind and effective communication about short term accessibility issues and alternative arrangements.
- Accessible and sustainable transport to and from the campus.

6. Compliance and Monitoring

Raising an issue about the inclusive curriculum

Queries about this policy can be raised through SEPs, however if a student has concerns that the curriculum is insufficiently diverse, they could raise concerns with the module organiser or course director. If the issue cannot be resolved by this route, then the student should raise the issue with the Head of School or their delegate.

Report and Support

It is important to differentiate between the content of the curriculum and the way it is being taught. If any member of staff or student witnesses discriminatory behaviour or is the victim of discriminatory behaviour, they should use Report and Support

Quality assurance

Compliance at an institutional level is embedded in the annual monitoring of Student Education and Experience Strategy KPIs by student characteristic; primarily this relates to consistency of performance on Teaching Excellence Framework measures.

Compliance at subject and School level will be embedded in the Annual Education Enhancement Cycle with KPIs again considered by student characteristics and this being a specific factor of consideration in the allocation of strategic areas of priority for School Education Enhancement Plans.

7. Related Documents and Resources

[UEA Library Decolonisation page](#)

[Report and Support](#)

The Inclusive Education Policy has strong links with:

Reasonable Adjustment Policy

The Curriculum Frameworks

The Contextual Admissions Policy

The Lecture Capture Policy

The Marking and Assessment Framework

The Access and Participation Plan

The Equality, Diversity and Inclusion Policy

8. Revision History

Version number	Approval date	Approval mechanism	Details of change
1.0	17/06/26	Senate	Regular review, transfer to new policy template