Transcript of Inclusivity and its Relevance to the Student Experience Video

This document includes two transcripts of this video. The first is text only, which is easier to read, as it is flowing text. The second contains the timestamps, for referencing purposes. Flowing text (without timestamps):

DH is Dr Dominic Hurst of the Institute of Dentistry (QMUL)

SJ is Simon Jarvis, then Interim Head of Wellbeing (now Head of Wellbeing), QMUL

[DH] Okay thanks, Simon for coming in and talking to us about inclusivity today

[SJ] thank you for inviting me

[DH] Could I begin by asking you to describe your role or roles in relation to inclusivity; I know you have quite a few roles

[SJ] Yes, my current job title is the Interim Head of Student Wellbeing, which means I'm responsible for various student services but my substantive role and the one that I've been doing since 2008 is the Head of the Disability and Dyslexia Service and from an inclusive practice perspective this is really a kind of strand of work which has taken on a life of its own in the last few years. My interest in it first begun when the government withdrew funding really from the disabled students allowance which was three, I think it's three, academic years ago now so at that point the government were kind of saying to higher education institutions we're not going to provide as much money and funding for disabled students because, not unreasonably really, they were making the point that the legislation that has applied to higher education as regards disabled students started in 2001 so we should be able to teach our disabled students and all of our students more inclusively and I guess the key point here is that if you do that there'll be less of a requirement for individual reasonable adjustments and individual support. I don't think that's an unfair or unreasonable stance to take, I guess the challenge has been that higher education institutions haven't necessarily been geared up to deliver that and we've instead kind of cultivated an entire industry around disability support which relies on lots and lots of bits of paper and lots of individual reasonable adjustments so having to unpick that and begin to deliver a more inclusive environment, that was I suppose the point on which I first became more interested in inclusive practice to the point I actually had it in my job title as well to try and promote this as an agenda at work

[DH] And how, so you mentioned that change, how do you feel that progress is going in the last three or four academic years, how well are we doing as an organisation, not necessarily you as an individual

[SJ] I think Queen Mary as an institution’s interesting because we've got lots of resources so for, I'll give you an example around lecture capture, the conversation at lots of universities including most of our Russell group peers has been shall we use lecture capture and if so which system shall we have whereas we'd already we'd already bought echo360 sometime ago so in some senses we've been ahead of the curve a bit there because we've got the technology but obviously the challenge is getting people to not just use it but embrace it and to think of it rather than just sort of as a thing that may restrict attendance or as a conversation that's very much has its parameters around student attendance is much more of a teaching aid and a teaching tool something that can enhance the students experience so there's a thing there about lecture capture I think the Going for Gold work has genuinely captured the need to be inclusive for all of our students that we talk about. There's a thing that University does all the time where it talks about how we are an incredibly diverse, you know, incredibly diverse University and we take our Widening Participation responsibilities seriously we talk about all the BAME students, all the students who come to Queen Mary whose family's never been to university before, etc., etc. the reality, so that all those things are true but then there's a sense for what are we doing to actually acknowledge that, and I think that we have made some progress but I still think that's probably quite a long way to go because university policies and procedures and structures are still fairly rigid and don't necessarily acknowledge this other thing that we're saying about where the most inclusive university of its kind anywhere I mean that's the headline in the new strategy which is some statement

[DH] yeah

[SJ] and it's, I guess, it's aspirational at this point but yeah if you actually go on the website and look at the Strategy 2030 there's not a lot of detail about how we're going to do this so yeah I think we are making progress and we are saying the right things and beginning to do the right things but there’s clearly there's some distance left has to travel,

[DH] absolutely

[SJ] absolutely yes

[DH] we’ll come on a little bit later to some of the sort of areas that you think we perhaps could focus on. You've mentioned some of these some ideas around this but how would you conceive then of inclusivity in relation to our sort of educational structures here in terms of the way we practice teaching, how students learn and how we assess from your perspective what is inclusivity mean, the way you perceive it

[SJ] I think when we talk about being inclusive this is a fairly obvious point but you need to think about changes that are gonna benefit every single student so something that we often say in the field of disability student support is that what's good for disabled students is good for all students and I guess that's, you know, that’s originally that's where a kind of concept of inclusive practice began to adopt it there but if we're talking about our university and the things that we can do and, yeah, really it just captures absolutely everything that the student would have to sort of engage with from the reading that they're expected to do from what happens when things go wrong if they miss a deadline to how they, you know, how they use the library how they can catch up on content or yeah catch up on their course if they think they've missed something important for whatever reason all of those things really and it's almost requires in some sense is a sort of a revision you know going back to the drawing board looking at why we did things the way we do I that’s at it's core really, why do we do these things, why do we, I don't know, why do we examine students why do we give for all the students exams there may well be very good reasons for that but I think sometimes we do things over such a long period and it's an iterative process that we lose sight of why we do them in the first place I can think of cases, you know, courses in the Faculty of Humanities and Social Sciences where students have habitually been given a reading list for a module which could have over 100 titles on it when you actually asked why that's there you'd be quite cheerfully told well they're not expected to read all of those books in which case begs the question well why put a hundred titles on there but I think we expect a lot of students, young people, you know expect them to know which in that example which books are important which ones aren't what why would we know that we expect them to know how to use Q-Review, we expect them to know not to listen to every single recording again but just to use the bits that maybe they didn't feel they're quite understood the first time I'm not necessarily convinced we do a very good job of telling them all this stuff we just assume because we've been in academia a long time that they'll kind of by some sort process of osmosis pick all this stuff up and I think that's a really good piece of work that we could look to do for first year particularly first year undergraduates really about explaining all of this these are the things the university has provided for you and here is the best use of them, yes

[DH] Because there are stories for example with I know you've gone through Q-Review lectures writing down right word by word

[SJ] yeah

[DH] what the lecturer is saying that I don't think that's the intention at all of sitting there in Q-Review

[SJ] absolutely yeah I was um I was speaking to some academic colleagues in the School of Biological and Chemical sciences a couple of weeks ago and they were kind of they were saying essentially they want to switch Q-Review off because of that because they've had instances of students sat in their offices in a terrible state of anxiety because that's exactly what they're doing they're re-listening to everything and writing down verbatim but rather than switch it off surely the answer to that is to try and educate them - how to use it as a as a tool for them

[DH] So exploring how people use these tools that are meant to make things more inclusive and and it's not just the tool per se but it's everything to go how you use it right

[SJ] Absolutely

[DH] So if we kind of look at what non-inclusive practice means for some students or maybe more students what's the impact of having non-inclusive if that's the right term or uninclusive not quite sure what the right term, but practices and what was the impact on those people who are not being included in various aspects

[SJ] I think in the short answer it just gives them more to do, it gives them more work to do, it gives them more bureaucracy to deal with as a result of that they could well become more anxious and I guess the worst case scenario really was that that would build to a point where they would start to disengage because they felt overwhelmed so I mean I get, you know, it's always good to give examples I can think of a good one of non-inclusive practice where okay so if you think about our extenuating circumstances processes until quite recently and as ever with the university each school tends to run these things in slightly different ways but we have instances where one student with an ongoing serious physical condition that affects the stamina every time they might need a few extra days to hand an assignment in would be asked to get a letter from a doctor which could cost them upwards of 20, 30, 40, 50 pounds it's not telling us anything that we don't already know but it's making them fill in a form it's making them go to the doctor pay some money at a time they're trying to finish the piece of work that they're actually asking for the extension to do that's non-inclusive I don't really it's just a complete lack of common sense as well because we already know that this person has a condition which periodically will unsettle them so I think that's a good example. Another one which I can think of which, again, just creates added layers of bureaucracy for the young people that we work with to have to go through speaking about lecture capture we had an instance in a School a couple of years ago where they embargoed the recordings until the end of the year with the idea being that the students would only use it at that point to revise because of the negative impact on attendance what was then happening is that the Disability and Dyslexia Service for some students were saying yes but in this case can they have access to the recordings so the student then had to come and see us and provide evidence they may not require anything from us you know, they may be a perfectly functioning student but because of this fairly sort of draconian policy they're then required to kind of other themselves and to fill in a form and to make it, to take time out of their schedule that is the opposite of inclusive you are literally excluding people you know forcing them down a particular channel so yeah we're not we're not helping our students when we when we're not when we're exclusive or non non inclusive if they’re not a tautologist, that's what we're doing to them people

[DH] It strikes me also with both of those examples the emotional consequence of that on the individual as well have kind of being reminded or it being made so apparent that there's a problem before them it seems like there's been, as well as the bureaucracy and everything that’s involved, that emotional thing yeah you know, there is something wrong with me kind of thing

[SJ] Yeah, all you special ones put your hands up and we'll give you the recording, absolutely yeah it's just it's not great really, no.

[DH] And I’m quite aware, for example, particularly with dyslexic students who find the Q-Review so useful to be able to review things because they most of the stuff is going over their heads in the actual lecture that certainly I've heard of things in our institute where it's been stopped because there's not enough people here so that person, the lecturer, stops the recording

[SJ] Right

[DH] And then exactly the same thing those dyslexic students now who were at the lecture anyway but they can't go back and revise and use that electric actor to help improve their learning so yeah some of these activity seems to be particularly damaging to those students

[SJ] yeah this I mean there’s an interesting paper from the University of Aberdeen psychology department which looks a lecture capture and and it kind of concludes that there is evidence that it affects attendance, there’s evidence it doesn't affect attendance, but we kind of need to move the conversation on from it purely being a tool which may or may not affect attendance for it you know conversely for it to be something that actually we use in a really creative way it's an opportunity for people to think or how am I delivering this lecture could it could I have spin it around to flip it could I just make it more interesting does it allow me to do something I wouldn't otherwise be able to do when you talk to students about attendance I did a very unscientific voxpop in the Ground coffee shop at Mile End where it's you know it's Student Union run so there’s students there and there was you know they’ll quite cheerfully tell you that sometimes they will use it if the lecture is a bit dry you know so they might not go to the lecture but they’ll watch it afterwards, that was the phrase that they used so there's a lesson there I think you know I mean it's an obvious point but if you make there if you make it interesting more people are more likely to attend but I think that wider point about stop thinking about it in terms of attendance is a really good one because it allows it affords us an opportunity to think much more creatively about how we're delivering content

[DH] Rather than being some sort of disciplinary thing [inaudible] okay great um we've already started talk about a couple of these and we mentioned it earlier on um so what sort of three or four improvements do you think we could focus on then as isn't it Queen Mary or if you kind of look at SMD or Institute of Dentistry or whatever but what sort of things could we focus on that might impact on students experiences of learning from that

[SJ] I think a really good place to start is reviewing assessment actually and rather than just looking at what we did last year and maybe changing a couple of words or bringing it up to date actually taking a step back and thinking about is there another way we could do this why do we do it in this way a couple of years ago I did some work in SMD with undergraduate medicine looking at their OSCE’s you know the practical exercises and they reviewed every single OSCE station that undergraduate medics have to do with a view to sort of reassessing what the learning outcomes for each station were and was this still a valid and appropriate way of assessing that and I think that was a really enlightened and helpful process to build in because they now do that as a matter of course it wasn't just a one-off let's let's review these now and forget about it they now do that each year and I think that really should go right the way through the institution that all Schools should have to do that. Similarly really when we touched on on things like reading lists but again having a kind of conscious decision to review reading lists ahead of the start of the academic year as well not like in week one but maybe in May or June before people disappear for the summer for their research and you know if a book’s been on there for ten years or if a resource has been on there for fifteen years has that just been left there because no one's deleted it or is that, you know, conversely that still something that's relevant because I don't think that we do those things necessarily as well as we should do and some of the work that you've done looking at how we format exam papers and really you know I suppose fairly basics it sounds basic stuff but it's the kind of thing that gets missed all the time because we're busy and we do the same because of the the nature of academia is we're in a life cycle where we do the same things at the same time every year it's very easy and I'm probably guilty of this sometimes as well just to look at the thing we did last time make a couple of changes and then get it out again. Whereas actually if you stop, pause, think about you know think about what the the outcome of these things are we are going to benefit all of our students I wanted to say something about commuter students actually so I've talked about you know we I think sometimes there's a danger when you talk about inclusivity you focus very much on the protected characteristics of the Equality Act but you know from a very practical point of view think about all our students that commute that maybe can't spend hours in the library here or older students who might have family commitments you know they might have elderly relatives these sorts of er, these sorts of examples of good practice would absolutely benefit those students as well, of which we have very many.

[DH] yeah there’s issues even just around timetabling and that sort of stuff, if you’ve got to take kids to school and that sort of thing then by the time you start your stuff in the morning.

[SJ] Yeah, a few years ago into a conference and there was a talk from university I think it was Sheffield Hallam of a physiotherapy department and they looked at their timetable in this just as an example and they had really strict rules about attendance so like if you weren't there for nine that was a black mark against you actually when they spoke to the when they spoke to their students I guess because of the nature of that program there were a lot of older people who had kids or yeah elderly relatives and stuff and they yeah they effectively sort of reviewed the timetable obviously you can't necessarily have everybody starting at midday or something but there was a there was a there was a process by which they actually stopped and talked to the people that were taking this course and they had a conversation with them about what was difficult what was not difficult and that was you know the guy delivering it was the head of the department it wasn’t somebody like me it wasn't an administrative person this for somebody that sort of saw the program in its entirety really and was focused on the outcomes for those students

[DH] Interesting

[SJ] mmm

[DH] Seeking their input. Okay, is there anything more that you feel that be quite good to get across it's all about inclusivity or what we are doing here

[SJ] I think when I have an opportunity to speak to academics I usually talk about please use Q-Review please use QMPlus in its widest sense because it is a really good resource there's lots you can do with it and please use reading lists online which is on the library services website, it’s the Talis Aspire feature because again if people kind of engage with that it's a fantastic resource for students just to click on journal articles and other resources and for all the reasons I’ve alluded to that for many of our students that's a far more effective and efficient way of them studying and think about why you are asking the students to do the things that you're doing

[DH] yeah

[SJ] Yes

[DH] We should do that every year, add it to our annual kind of review of

[SJ] Yeah, okay again it's a question I often ask but I guess it does differ from School to School from Institute to Institute but if there's a period in the year where those things happen that I suppose is the ideal time to pose those questions and yeah and to ask people I don't know maybe to give it slightly more thought than they would otherwise do with new, it's like anything isn't it, with new modules with new content it kind of it tends to happen in a much more organic way it's rather like if you build a brand new building with you know modern regulations you'll probably make sure it is accessible there'll be appropriate lighting and ramps with older buildings like the Garrod building it’s less it’s less the case so there's a challenge there for you know when we've, we are delivering the same stuff at each year I know it isn't easy necessarily to get into that and to you know to drill down to why we assess in the way that we do but if we're going to be serious about inclusivity that's what we have to do I would say

[DH] Well thank you very much for coming in and speaking to us and for your knowledge and wisdom around inclusivity

[SJ] Thank you, and many thanks for inviting me, thank you

## Transcript Including Timestamps:

00:09 [Dr Dominic Hurst] Okay thanks, Simon for coming in and talking to

00:12 us about inclusivity today.

00:14 [Simon Jarvis] thank you for inviting me.

00:16 [DH] Could I begin by asking you to

00:18 describe your role or roles in relation

00:21 to inclusivity; I know you have quite a few

00:23 roles

00:23 [SJ] Yes, my current job title is the

00:27 Interim Head of Student Wellbeing, which

00:30 means I'm responsible for various

00:31 student services but my substantive role

00:35 and the one that I've been doing since

00:37 2008 is the Head of the Disability and

00:40 Dyslexia Service and from an inclusive

00:43 practice perspective this is really a

00:47 kind of strand of work which has taken

00:48 on a life of its own in the last few

00:51 years. My interest in it first begun when

00:56 the government withdrew funding

00:58 really from the disabled students allowance

01:00 which was three, I think it's

01:03 three, academic years ago now so at that

01:05 point the government were kind of saying

01:08 to higher education institutions we're

01:10 not going to provide as much money and

01:13 funding for disabled students because,

01:15 not unreasonably really, they were making

01:18 the point that the legislation that has

01:20 applied to higher education as regards

01:23 disabled students started in 2001 so we

01:26 should be able to teach our disabled

01:28 students and all of our students more

01:30 inclusively and I guess the key point

01:32 here is that if you do that there'll be

01:34 less of a requirement for individual

01:36 reasonable adjustments and individual

01:38 support. I don't think that's an

01:40 unfair or unreasonable stance to take, I

01:44 guess the challenge has been that higher

01:46 education institutions haven't

01:48 necessarily been geared up to deliver

01:52 that and we've instead kind of

01:55 cultivated an entire industry around

01:57 disability support which relies on lots

01:59 and lots of bits of paper and lots of

02:02 individual reasonable adjustments so

02:04 having to unpick that and begin to

02:07 deliver a more inclusive environment,

02:09 that was I suppose the point on

02:12 which I first became

02:14 more interested in inclusive practice to

02:17 the point I actually had it in my job

02:19 title as well to try and promote this

02:22 as an agenda at work

02:23 [DH] And how, so you mentioned that change,

02:27 how do you feel that progress is going

02:28 in the last three or four academic years, how well are we

02:33 doing as an organisation, not necessarily

02:34 you as an individual

02:35 [SJ] I think Queen Mary as an

02:39 institution’s interesting because we've

02:41 got lots of resources so for, I'll give

02:44 you an example around lecture capture,

02:46 the conversation at lots of universities

02:49 including most of our Russell group

02:51 peers has been shall we use lecture

02:54 capture and if so which system shall we

02:57 have whereas we'd already we'd already

02:59 bought echo360 sometime ago so in some

03:06 senses we've been ahead of the curve a

03:07 bit there because we've got the

03:08 technology but obviously the challenge

03:10 is getting people to not just use it but

03:12 embrace it and to think of it rather

03:16 than just sort of as a thing that may

03:21 restrict attendance or as a

03:23 conversation that's very much has its

03:25 parameters around student attendance is

03:27 much more of a teaching aid and a

03:30 teaching tool something that can enhance

03:31 the students experience so there's a

03:34 thing there about lecture capture

03:37 I think the Going for Gold work has

03:41 genuinely captured the need to be

03:43 inclusive for all of our students that

03:45 we talk about. There's a thing that

03:47 University does all the time where it

03:48 talks about how we are an incredibly

03:52 diverse, you know, incredibly diverse

03:55 University and we take our Widening

03:58 Participation responsibilities seriously

04:00 we talk about all the BAME students, all

04:03 the students who come to Queen Mary

04:05 whose family's never been to university

04:07 before, etc., etc. the reality, so that

04:11 all those things are true but then

04:12 there's a sense for what are we doing to

04:14 actually acknowledge that, and I

04:15 think that we have made some progress

04:18 but I still think that's probably quite

04:20 a long way to go because university

04:22 policies and procedures and structures

04:24 are still fairly rigid and don't

04:26 necessarily

04:27 acknowledge this other thing that we're

04:29 saying about where the most inclusive

04:30 university of its kind anywhere I mean

04:32 that's the headline in the new strategy

04:34 which is some statement

04:34 [DH] yeah

04:34 [SJ] and it's, I

04:38 guess, it's aspirational at this point

04:40 but yeah if you actually go on the

04:42 website and look at the Strategy 2030

04:44 there's not a lot of detail about how

04:45 we're going to do this so yeah I think

04:48 we are making progress and we are saying

04:52 the right things and beginning to do the

04:53 right things but there’s clearly there's

04:55 some distance left has to travel,

04:57 [DH] absolutely

04:57 [SJ] absolutely yes

04:58 [DH] we’ll come on a little bit later to

04:57 some of the sort of areas

05:01 that you think we perhaps could focus on.

05:03 You've mentioned some of these some

05:09 ideas around this but how would you

05:11 conceive then of inclusivity in

05:14 relation to our sort of educational

05:16 structures here in terms of the way we

05:18 practice teaching, how students

05:21 learn and how we assess from your

05:22 perspective what is inclusivity mean,

05:26 the way you perceive it

05:27 [SJ] I think when we talk about being

05:31 inclusive this is a fairly obvious point

05:33 but you need to think about changes that

05:36 are gonna benefit every single

05:38 student so something that we often say

05:41 in the field of disability student

05:43 support is that what's good for disabled

05:45 students is good for all students and I

05:48 guess that's, you know, that’s originally

05:49 that's where a kind of concept of

05:52 inclusive practice began to adopt it

05:53 there but if we're talking about our

05:55 university and the things that we can do

05:58 and, yeah really it just captures

06:01 absolutely everything that the student would

06:03 have to sort of engage with

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06:31 requires in some sense is a sort of a

06:34 revision you know going back to the

06:36 drawing board looking at why we did

06:37 things the way we do I

06:39 that said it's core really, why do

06:41 we do these things, why do we, I don't

06:43 know, why do we examine students why do

06:46 we give for all the students exams there

06:48 may well be very good reasons for that

06:49 but I think sometimes we do things over

06:51 such a long period and it's an iterative

06:52 process that we lose sight of why we do

06:54 them in the first place I can think of

06:57 cases, you know, courses in the Faculty of

07:01 Humanities and Social Sciences where

07:03 students have habitually been given a reading

07:05 list for a module which could have over

07:07 100 titles on it when you actually asked

07:09 why that's there you'd be quite

07:11 cheerfully told well they're not

07:12 expected to read all of those books in

07:16 which case begs the question well why

07:17 put a hundred titles on there but I

07:19 think we expect a lot of students, young

07:22 people, you know expect them to know

07:23 which in that example which books are

07:25 important which ones aren't what why

07:27 would we know that we expect them to

07:30 know how to use Q-Review, we expect

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07:34 single recording again but just to use

07:37 the bits that maybe they didn't feel

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07:55 we could look to do for first year

07:56 particularly first year undergraduates

07:58 really about explaining all of this

08:00 these are the things the university has

08:02 provided for you and here is the best

08:04 use of them, yes

08:04 [DH] Because there are

08:07 stories for example with I know you've

08:11 gone through Q-Review lectures

08:14 writing down right word by word

08:14 [SJ] yeah

08:17 [DH] what the lecturer is saying that I don't think

08:18 that's the intention at all

08:20 of sitting there in Q-Review

08:23 [SJ] absolutely yeah I was um I was speaking to some

08:25 academic colleagues in the School of

08:27 Biological and Chemical sciences a

08:29 couple of weeks ago and they were kind

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09:10 [DH] So if we kind of look at

09:11 what non-inclusive practice

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09:35 [SJ] I think in the short answer it just gives them more to do,

09:38 it gives them more work to do, it gives them

09:39 more bureaucracy to deal with as a

09:44 result of that they could well become

09:46 more anxious and I guess the worst case

09:49 scenario really was that that would

09:51 build to a point where they would start

09:53 to disengage because they felt

09:54 overwhelmed so I mean I get, you know,

09:58 it's always good to give examples I can

10:00 think of a good one of non-inclusive

10:02 practice where okay so if you think

10:06 about our extenuating circumstances

10:08 processes until quite recently and as ever

10:12 with the university each school tends to

10:15 run these things in slightly different

10:16 ways but we have instances where one

10:18 student with an ongoing serious physical

10:22 condition that affects the stamina every

10:25 time they might need a few extra days to

10:26 hand an assignment in would be asked to

10:29 get a letter from a doctor which could

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10:36 don't already know but it's making them

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10:45 work that they're actually asking for

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10:53 of common sense as well because we

10:54 already know that this person has a

10:57 condition which periodically will

10:58 unsettle them so I think that's a good

11:01 example. Another one which

11:04 I can think of which, again, just creates

11:08 added layers of bureaucracy for the

11:10 young people that we work with to have

11:11 to go through speaking about lecture

11:14 capture we had an instance in a School a

11:16 couple of years ago where they embargoed

11:18 the recordings until the end of the year

11:21 with the idea being that the students

11:23 would only use it at that point to

11:24 revise because of the negative impact on

11:26 attendance what was then happening is

11:28 that the Disability and Dyslexia Service for

11:30 some students were saying yes but in

11:32 this case can they have access to the

11:34 recordings so the student then had to

11:35 come and see us and provide evidence

11:37 they may not require anything from us

11:40 you know, they may be a

11:42 perfectly functioning student but

11:46 because of this fairly sort of draconian

11:48 policy they're then required to kind of

11:51 other themselves and to fill in a form

11:53 and to make it, to take time out of their

11:55 schedule that is the opposite of

11:58 inclusive you are literally excluding

12:01 people you know forcing them down a

12:03 particular channel so yeah we're not

12:07 we're not helping our students when we

12:09 when we're not when we're exclusive or

12:12 non non inclusive if they’re not

12:13 a tautologist, that's what we're doing to

12:14 them people

12:15 [DH] It strikes me also with both

12:17 of those examples the emotional

12:19 consequence of that on the individual as

12:21 well have kind of being reminded or it

12:23 being made so apparent that there's a

12:26 problem before them it seems

12:28 like there's been, as well as the

12:31 bureaucracy and everything that’s involved,

12:33 that emotional thing yeah you know,

12:35 there is something wrong with me kind of thing

12:37 [SJ] Yeah, all you special ones put your hands up and we'll

12:39 give you the recording, absolutely yeah it's

12:41 just it's not great really, no.

12:43 [DH] And I’m quite aware, for example,

12:45 particularly with dyslexic students who find

12:47 the Q-Review so useful to be able to review

12:50 things because they most of the stuff is

12:52 going over their heads in the actual

12:53 lecture that certainly I've heard of

12:56 things in our institute where it's been

12:59 stopped because there's not enough

13:01 people here so that person, the lecturer,

13:03 stops the recording

13:04 [SJ] Right

13:05 [DH] And then exactly the same thing

13:07 those dyslexic students now who were at

13:08 the lecture anyway but they can't go

13:10 back and revise and

13:11 use that electric actor to help

13:14 improve their learning so yeah some of

13:16 these activity seems to be particularly

13:20 damaging to those students

13:21 [SJ] yeah this I mean there’s

13:24 an interesting paper from the University

13:28 of Aberdeen psychology department which

13:31 looks a lecture capture and it kind

13:33 of concludes that there is evidence that

13:36 it affects attendance, there’s evidence it

13:38 doesn't affect attendance, but we kind of

13:40 need to move the conversation on from a

13:41 purely being a tool which may or may not

13:44 affect attendance for it you know

13:46 conversely for it to be something that

13:48 actually we use a really creative

13:50 way it's an opportunity for people to

13:52 think or how am I delivering this

13:54 lecture could it, could I have spin it

13:56 around to flip it could I just make it

13:57 more interesting does it allow me to do

13:59 something I wouldn't otherwise be able

14:01 to do when you talk to students about

14:04 attendance I did a very unscientific

14:07 voxpop in the Ground coffee shop at Mile

14:10 End where it's you know it's Student

14:12 Union run so there’s students there and

14:14 there was you know they’ll quite cheerfully

14:15 tell you that sometimes they will use it

14:18 if the lecture is a bit dry you know so

14:21 they might not go to the lecture but I

14:23 watch it afterwards, that was the phrase

14:24 that they used so there's a lesson there

14:26 I think you know I mean it's an obvious

14:28 point but if you make there if you make

14:29 it interesting more people are more

14:31 likely to attend but I think that wider

14:32 point about stop thinking about it in

14:35 terms of attendance is a really good one

14:37 because it allows it affords us an

14:39 opportunity to think much more

14:41 creatively about how we're delivering

14:42 content

14:43 [DH] Rather than being some sort of

14:45 disciplinary thing [inaudible]

14:48 okay great um we've already started

14:52 talk about a couple of these and we

14:54 mentioned it earlier on um so what sort

14:56 of three or four improvements do you

14:58 think we could focus on then as isn't

15:02 it Queen Mary or if you kind of look at SMD

15:06 or Institute of Dentistry or whatever

15:07 but what sort of things could we focus on that

15:09 might impact on students experiences of

15:11 learning from that

15:12 [SJ] I think a really good place to start is

15:15 reviewing assessment actually and rather

15:20 than just looking at what we did last

15:21 year and maybe changing a couple of

15:23 words or bringing it up to date actually

15:25 taking a step back and thinking about is

15:29 there another way we could do this why

15:30 do we do it in this way a couple of

15:32 years ago I did some work in SMD with

15:36 undergraduate medicine looking at their

15:37 OSCE’s you know the practical exercises

15:39 and they reviewed every single OSCE

15:43 station that undergraduate medics have

15:45 to do with a view to sort of reassessing

15:48 what the learning outcomes for each

15:49 station were and was this still a valid

15:52 and appropriate way of assessing that

15:55 and I think that was a really

15:57 enlightened and helpful process to build

16:01 in because they now do that as a matter

16:02 of course it wasn't just a one-off let's

16:04 review these now and forget about

16:05 it they now do that each year and I

16:07 think that really should go right the

16:09 way through the institution that all

16:10 Schools should have to do that.

16:13 Similarly really when we touched on

16:15 things like reading lists but again

16:18 having a kind of conscious decision to

16:21 review reading lists ahead of the start

16:24 of the academic year as well not like in

16:27 week one but maybe May or June before people

16:29 disappear for the summer for

16:31 their research and you know if a book’s

16:35 been on there for ten years or for

16:37 resource has been on there for fifteen

16:38 years is that just being left there

16:40 because no one's deleted it or is

16:43 that you know conversely that still

16:44 something that's relevant because I

16:47 don't think that we do those things

16:49 necessarily as well as we should do and

16:51 some of the work that you've done

16:53 looking at how we format exam papers and

16:57 really you know I suppose basics it sounds

16:59 basic stuff but it's the kind of thing

17:01 that gets missed all the time because

17:03 we're busy and we do the same because of

17:06 the nature of academia is we're in

17:08 a life cycle where we do the same things

17:09 at the same time every year it's very

17:11 easy and I'm probably guilty of this

17:13 sometimes as well just to look at the

17:15 thing we did last time make a couple of

17:17 changes and then get it out again well

17:19 it's actually if you stop, think

17:22 about you know think about what the

17:25 outcome of these things are we are going

17:27 to benefit all of our students I wanted

17:31 to say something about commuter students

17:34 actually so I've talked about you know

17:36 we I think sometimes there's a danger

17:37 when you talk about inclusivity you

17:39 focus very much on the protected

17:41 characteristics of the Equality Act but

17:43 you know from a very practical point of

17:45 view think about all our students that

17:46 commute that maybe can't spend hours in

17:50 the library here or older students who might

17:52 have family commitments you know they

17:54 might have elderly relatives these sorts

17:57 of er, these sorts of examples of good

18:00 practice would absolutely benefit those

18:04 students as well, of which we have very

18:06 many.

18:07 [DH] yeah there’s issues even just around

18:09 timetabling and that sort of stuff, if you’ve

18:11 got to take kids to school and that sort of

18:13 thing then by the time you start your stuff

18:15 in the morning.

18:17 [SJ] Yeah, a few years ago into a

18:19 conference and there was a talk

18:21 from university I think you Sheffield Hallam

18:23 of a physiotherapy department and they

18:26 looked at their timetable in this just

18:28 as an example and they had really strict

18:31 rules about attendance so like if you

18:32 weren't there for nine that was a black

18:34 mark against you actually when they

18:36 spoke to the when they spoke to their

18:39 students I guess because of the nature

18:41 of that program there were a lot of

18:42 older people who had kids or yeah

18:45 elderly relatives and stuff and they

18:47 yeah they effectively sort of reviewed

18:49 the timetable obviously you can't

18:51 necessarily have everybody starting at

18:53 midday or something but there was a

18:54 there was a there was a process by which

18:57 they actually stopped and talked to the

18:59 people that were taking this course and

19:01 they had a conversation with them about

19:03 what was difficult what was not

19:05 difficult and that was you know the guy

19:07 delivering it was the head of the

19:09 department it was

19:10 somebody like me it wasn't an

19:12 administrative person this for somebody

19:14 that sort of saw the program in its

19:17 entirety really and was focused on the

19:20 outcomes for those students

19:21 [DH] Interesting

19:21 [SJ] mmm

19:22 [DH] Seeking their input. Okay, is there

19:25 anything more that you feel

19:27 that be quite good to get across it's

19:29 all about inclusivity or what we are doing here

19:30 [SJ] I think when I have an opportunity

19:35 to speak to academics I usually talk

19:38 about please use Q-Review please use

19:42 QMPlus in its widest sense because it is a

19:46 really good resource there's lots you

19:48 can do with it and please use reading

19:50 lists online which is on the library

19:52 services websites, the Talis Aspire

19:54 feature because again if people kind of

19:58 engage with that it's a fantastic

19:59 resource for students just to click on

20:01 journal articles and other resources and

20:04 for all the reasons I’ve alluded to that

20:06 for many of our students that's a far

20:08 more effective and efficient way of them

20:10 studying and think about why you are

20:15 asking the students to do the things

20:17 that you're doing

20:18 [DH] yeah

20:18 [SJ] Yes

20:19 [DH] We should do that every year,

20:21 add it to our annual kind of review of

20:24 [SJ] Yeah, okay again it's a

20:27 question I often ask but I guess it does

20:29 differ from School to School from

20:30 Institute to Institute but if there's a

20:32 period in the year where those things

20:33 happen that I suppose is the ideal time

20:36 to pose those questions and yeah and to

20:39 ask people I don't know maybe to give it

20:42 slightly more thought than they would

20:43 otherwise do with new, it's like

20:46 anything isn't it, with new modules with

20:48 new content it kind of it tends to

20:50 happen in a much more organic way it's

20:52 rather like if you build a brand new

20:54 building with you know modern

20:56 regulations you'll probably make sure it

20:58 is accessible there'll be appropriate

21:00 lighting and ramps with older

21:03 buildings like the Garrod building it’s

21:06 less it’s less the case so there's a

21:08 challenge there for you know when we've,

21:10 we are delivering the same stuff at each

21:12 year I know it isn't easy necessarily to

21:14 get into that and to you know to drill

21:17 down to why we assess in the way that we

21:20 do but if we're going to be serious

21:22 about inclusivity that's what we have to do I would

21:23 say

21:24 [DH] Well thank you very much for coming

21:26 in and speaking to us and for your

21:28 knowledge and wisdom around inclusivity

21:30 [SJ] Thank you, and many thanks for inviting

21:32 me, thank you.