



# **A Toolkit for Monitoring and Responding to Diversity in the Psychology Curriculum**

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## Diversity Toolkit

<b>Contents</b>	<b>Page</b>
	3
1. Toolkit Introduction	
2. Diversity and Equality Information for Teaching Staff	5
3. Questionnaires to audit a department's responsiveness to diversity	7
3.1 Student version	8
3.2 Staff version	13
4. Document analysis	18
4.1 Checklist to evaluate the diversity content of a module	19
4.2 Checklist to evaluate the diversity content of a session	31
5. Sources of support flowcharts	34
5.1 School of Psychology and Keele University Flowcharts	36
5.2 Seminar activities for sources of support flowchart	38
5.3 Evaluation questionnaire for sources of support flowchart	40
6. Resources and further reading	43

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## 1. The Diversity Toolkit: Introduction

In October 2008 a two year collaborative action research project funded by the HEA Psychology Network Departmental Teaching Enhancement Scheme and Keele Teaching Innovation Scheme began in the School of Psychology at Keele University.

Diversity within Higher Education refers to both the representation of different groups within the staff and student body *and* an inclusive and diverse curriculum. Curriculum, in this context, is the 'way that student learning is structured' (Talbot, 2004, p. 16) and includes aspects such as course materials; teaching, learning and assessment methods; and beliefs, attitudes and values of staff and students (the 'hidden curriculum'). Responding to diversity within the curriculum therefore means addressing the diverse needs that arise from individual student differences, and the inclusion of diverse perspectives within course content and delivery.

The project aimed to address the following questions:

- To what extent is the *topic of diversity* incorporated in the content, delivery, and assessment of the undergraduate psychology curriculum at Keele University?
- To what extent does the psychology curriculum *cater for* diversity?
- What action can be taken to enhance the consideration of diversity issues to enable a more inclusive curriculum?

In the first stage of the project (October 2008 – February 2009), a 'Diversity Think Tank' was formed comprising the Project Team, interested teaching staff and students in psychology, as well as a staff member of the University Learning and Development Unit with expertise in innovations in teaching and learning. An audit was conducted to identify good practice and areas for development in responsiveness towards diversity in the undergraduate psychology course. Data were collected using student and staff questionnaires, student focus groups and teaching document analysis. Findings revealed that while the school had introduced a number of measures to address diversity, additional actions that could be taken were identified, and the second stage of the project (March 2009 – July 2009) involved the formation of action research groups to address these areas. The action points addressed during the second year of the project were:

- The evaluation and development of audit tools
- The development of a 'sources of support' flowchart to help students to identify who to approach with a range of concerns/queries;
- Exploring the experiences of overseas students studying psychology at Keele
- The introduction of 'ageing' into the psychology curriculum.

Two further actions were identified for future implementation:

- The introduction of second year student led seminars in order to enhance interactive learning and support and to respond to diverse learning styles.
- The addition of diversity related questions to module evaluation forms.

The final stage of the project (Sept 2009 – July 2010) involved evaluation and reflection on all action points.

The impact of the project was a more inclusive psychology BSc curriculum at Keele University, demonstrated by actions taken to improve the responsiveness of the psychology course towards diversity. These included changes in curriculum content, teaching methods, and increased staff awareness regarding diversity issues in teaching, learning and school ethos. In turn this provided opportunities for students to have greater engagement with diversity issues and a greater understanding of its meaning for psychology and its applications.

This Toolkit comprises key outputs from the project including a diversity audit instrument, checklists of diversity content in course documents and teaching sessions; flow charts; seminar activities; and evaluation tools.

The purpose of the Toolkit is to provide teaching staff in the school of psychology at Keele University with a set of materials to evaluate and address equality and diversity in their curricula. The Toolkit can also provide a useful starting point for staff in other departments within the University to assess the responsiveness of their curricula towards diversity. Finally, although the materials were developed, used and evaluated in the school of psychology at Keele University, they could be modified for use in psychology departments at other universities and in other subject areas.

## 2. Diversity and Equality Information for Teaching Staff

### Diversity in higher education

Diversity refers to the multiple and intersectional identities (of gender, ethnicity, race, religion, class, age, (dis)ability, sexuality, family constellation, childcare and employment situation, social class) of students that impact upon the HE context (Dicke & Wekker, 2004).

Increasing diversity within HE refers to both the representation of different groups within the staff and student body *and* an inclusive and diverse curriculum (Talbot, 2004). However, increasing diversity is not just about increasing participation of under-represented groups; it also means that all students, whatever their background, have equal access to opportunity once they are at university. Merely increasing the participation of underrepresented groups without any change in student involvement, curriculum and attitudes can actually lead to greater tension and hostility between different groups, because students themselves will not take opportunities to engage with groups different to their own (Chang, 2002). Approaching diversity from a number of areas will help to ensure the overall “climate” of the campus is welcoming, allowing universities to adopt an effective diversity ethos (Chang, 2002).

Curriculum is the 'way that student learning is structured' (Talbot, 2004, p. 16) and includes aspects such as course materials; assessment methods; beliefs, attitudes and values of staff and students (the 'hidden curriculum'); student progression and retention; teaching and learning methods; and student research. Responsiveness to diversity within the curriculum therefore means the inclusion of diverse students within the curriculum by responding to the diverse needs that may arise from individual differences, and the inclusion of diverse perspectives within the course materials.

### Legislation

Until April 2010 there were 9 main equality laws and approximately 100 subsidiary laws which aimed to ensure equality and diversity rights for different groups of people (I&DeA, 2009). These included the Race Relations (Amendment) Act 2000, Disability Discrimination Act 2005, Equality Act 2006, Employment Equality (Age) Regulations 2006, Employment Equality (Sexual Orientation) Regulations 2003, and the Employment Equality (Religion or Belief) Regulations 2003 (HEFCE, 2007; 2009).

The Equality Bill was published in April 2009 and became an Act of Parliament on 8<sup>th</sup> April 2010 (OPSI, 2010). This new legislation brings together existing equality laws and aims to make it easier for equality law to be understood. Protected characteristics of the Act are: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion and belief (including lack of belief), sex and sexual orientation. The Act will also protect people from dual discrimination (a combination of two protected characteristics from age, disability, gender reassignment, race, religion or belief, sex and sexual orientation; (OPSI, 2010).

The new Equality Act has a number of implications for higher education institutions (HEIs), including a new public sector equality duty. According to the Equality Challenge Unit (2010) HEIs should ensure equality of opportunity and promote good relations between people who share a protected characteristic and people who do not share it. For the latter, HEIs are encouraged to tackle prejudice and promote understanding. The Equality Challenge Unit (2010, p. 13) also states that “if an HEI believes that a certain group of students needs particular support or additional tuition, the institution will now be able to lawfully target that support in a proportionate way if that enables them to overcome a disadvantage that people in the protected group share”. The Equality Act highlights more accessible curricula ensuring equality of opportunity and also encouraging HEIs to use curricula as a platform to promote understanding and challenge stereotypes and prejudice.

### **Keele University Equality and Diversity Strategy**

This recently produced guidance (Feb 2010, <http://www.keele.ac.uk/depts/aa/equality/index.htm>) highlights the importance of equality of opportunity, achieved by equality of treatment and equality of outcome. The strategy identifies 4 overarching principles:

- Continued leadership and commitment from the top
- Collaborative working with students
- Developing learning and building commitment across the University
- Mainstreaming Equality and Diversity in University culture and community

Within these principles are 5 priorities:

- Promotion and communication of commitment to Equality and Diversity and development priorities
- Fostering awareness and understanding of Equality and Diversity
- Active use of data to review policies and procedures
- Optimising the student experience
- Promoting and maintaining a positive staff experience

The priority “optimising the student experience” is particularly pertinent to teaching, especially regarding the university’s pledge to “ensure that the curricula offered and methods of delivery and assessment are audited and reviewed on a regular basis for relevance, appropriateness and accessibility to a diverse student body, using academic quality assurance processes wherever possible”. In addition, the university pledges to “ensure that all students are offered support appropriate to their need and circumstances, that the services provided recognise and support diversity and difference, and that alternative modes of delivery and of assessment (including reasonable adjustments) are implemented where necessary”.

### **Further Guidance**

The Personal Tutor Handbook contains useful information about how to support mature students, black and minority ethnic students, international students and students with disabilities, as well as common issues experienced by all groups of students and how to support them. See: (<http://www.keele.ac.uk/depts/aa/landt/docs/personaltutorhandbook.pdf>):

### 3. Diversity Questionnaires

Two diversity questionnaires are included in the toolkit:

- 3.1 Student version
- 3.2 Staff version

#### *Background*

Between November 2008 and February 2009 a diversity audit was conducted in the school of psychology at Keele University, including data from student and staff questionnaires. Post-audit, the questionnaire design was evaluated by the staff and students members of the Diversity Think Tank and at a special staff meeting. It was agreed that the questionnaire should be made shorter and that overlapping items should be merged and condensed.

#### *Use in the School of Psychology at Keele University*

The final versions (staff and student) are included in this toolkit. They each contain three sections: the first relates to the diversity of staff and students; the second to the content of the curriculum, and the third to teaching within the school. This questionnaire will be used periodically to assess responsiveness to diversity, in line with Keele University's Equality and Diversity Strategy (2010) to ensure that "the curricula offered and methods of delivery and assessment are audited and reviewed on a regular basis for relevance, appropriateness and accessibility to a diverse student body". The questionnaire will also be periodically reviewed and where necessary items will be modified or added.

#### *Use in other departments and/or institutions*

These questions could be adapted so that they are relevant to psychology courses at other universities. The three sections ('diversity of staff and students', 'content' and 'teaching') are important areas that need to be assessed by departments when they carry out an audit in order to determine their responsiveness to diversity.

### 3.1 The Student Diversity Questionnaire

#### What does 'diversity' mean?

Research has demonstrated that increasing diversity in higher education should not be focused purely on increasing participation of underrepresented groups, but should also ensure that all students, whatever their background, have equal access to opportunity once they are at university. For example, Talbot (2004) highlights that increasing diversity within the field of higher education refers to both the representation of different groups within the staff and student body **and** an inclusive and diverse curriculum. Archer (2007, p647) states that "the continued policy focus upon diverse student bodies as dislocated from the structures and cultures of higher education is missing/hiding a key area of concern for social justice".

Therefore, this questionnaire includes sections which refer to both types of diversity:

- the diversity of the staff and students
- the diversity of the psychology curriculum, in terms of content, teaching methods, and support for learning.

**Please read the instructions below before completing the questionnaire**

#### This questionnaire

This questionnaire was created and developed during a collaborative action research project that took place in the psychology department at Keele University between Oct 2008 and May 2010, funded by the HEA Psychology Network Departmental Teaching Enhancement Scheme and Keele Teaching Innovation Scheme. The study aimed to address issues related to the different types of diversity outlined above. An audit was completed during the first stage of the project to identify practices and areas of development regarding responsiveness towards diversity in the undergraduate psychology programme. The student questionnaire formed part of this audit and data collected provided insight into the views and experiences of first, second and third year students. An action group (consisting of the researchers and some members of staff in the department) was formed to review and revise the questionnaire at the end of the first year of the project.

#### Instructions

The revised version of the questionnaire follows. It contains statements and questions that address your personal experiences and opinions regarding:

- A. The diversity of staff and students
- B. The diversity within the curriculum (sub-divided into content and teaching/support)

Please indicate how far you agree or disagree with the statements. At the end of the questionnaire there is an open ended question that will help us to identify good practices within the undergraduate curriculum as well as areas for learning and development. Please give as much detail as possible, as it will provide us with essential feedback on the curriculum, its strengths, and your ideas for improvement.

Please note that we want you to only give answers for the psychology component of your course (not any other subject you are studying in combination or the course as a whole).



## Section A: Diversity of staff and students

The first section of the questionnaire asks you to think about your views and experiences regarding the diversity of staff and students. For each statement, please indicate your level of agreement/ disagreement by ticking **one** box for each.

The diversity of staff and students	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Not relevant/ don't know
It is important to have teaching staff with diverse backgrounds and experiences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
It is important to have students with diverse background and experiences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Psychology at Keele is a welcoming environment for:						
Female students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Male students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
International students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gay, lesbian or bisexual students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Students from an ethnic minority background	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mature students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Students with disabilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Students from diverse social backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Students with work/care responsibilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Students with diverse religious affiliations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other (please state)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### Section B: Diversity in the psychology curriculum

The second section of the questionnaire asks you to think about your views and experiences regarding the psychology curriculum. Amongst other things it asks you to think about the content of the psychology curriculum as well as the teaching and support methods used by the staff. As before, for each statement, please indicate your level of agreement/disagreement by ticking **one** box for each.

Content	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Not relevant/ don't know
The following dimensions of diversity have been addressed in the course so far:						
Gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(Dis)ability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Socio-economic status	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Age	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Nationality	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ethnicity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Religious affiliation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Political affiliation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sexual orientation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Care/work responsibilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other (please state)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Issues of diversity relevant to the study topic are highlighted within psychology modules (e.g. through group discussion or use of texts/articles that represent diverse perspectives)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The psychology course seeks to incorporate the knowledge and understanding brought to it by students from diverse backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Psychology modules encourage students to:						
- examine their own values	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
- compare them with those of others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
- engage in constructive debate about differences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<b>Teaching</b>	<b>Strongly agree</b>	<b>Agree</b>	<b>Neither agree nor disagree</b>	<b>Disagree</b>	<b>Strongly disagree</b>	<b>Not relevant/ don't know</b>
Module information (e.g. module guide, lecture notes) is available in different formats (e.g. WebCT, on paper)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Spoken language of lecturers is easy to understand (e.g. pronunciation, speed, volume)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The teaching venues and related arrangements (e.g. work placements, fieldtrips or off campus work) are accessible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Psychology uses a range of teaching methods which are appropriate to different ways of learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Efforts are made to ensure students work in groups that are diverse (e.g. mixed gender and/or mixed nationality)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Students are given an opportunity to express their knowledge in different forms (e.g. written work, exams, posters, seminar discussion)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Opportunities are given to become familiar with different forms of assessment (e.g. sample exam questions, essay plans)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sufficient support is available in psychology regarding issues of discrimination, special educational needs or difficulties	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Special teaching and exam arrangements are made if needed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Feedback is given on students' engagement with diversity issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The module evaluation form asks questions regarding diversity and/or special needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lecturers/tutors are knowledgeable about diversity in their area of expertise	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lecturers/tutors value students' views equally	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lecturers/tutors challenge inappropriate (e.g. sexist and/or racist) behaviour and/or comments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lecturers/tutors are aware of students with specific needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lecturers/tutors are comfortable interacting with students of different backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Thank you for completing this questionnaire. Please take a few minutes to answer the final question below as it will provide us with essential feedback on the curriculum, its strengths and your ideas for improvement.

In terms of diversity would you like to suggest something to improve the psychology curriculum?

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Many thanks for your participation

## 3.2 The Staff Diversity Questionnaire

### What does 'diversity' mean?

Research has demonstrated that increasing diversity in higher education should not be focused purely on increasing participation of underrepresented groups, but should also ensure that all students, whatever their background, have equal access to opportunity once they are at university. For example, Talbot (2004) highlights that increasing diversity within the field of higher education refers to both the representation of different groups within the staff and student body **and** an inclusive and diverse curriculum. Archer (2007, p647) states that "the continued policy focus upon diverse student bodies as dislocated from the structures and cultures of higher education is missing/hiding a key area of concern for social justice".

Therefore, this questionnaire includes sections which refer to both types of diversity:

- the diversity of the staff and students
- the diversity of the psychology curriculum, in terms of content, teaching methods, and support for learning.

**Please read the instructions below before completing the questionnaire**

### This questionnaire

This questionnaire was created and developed during a collaborative action research project that took place in the psychology department at Keele University between Oct 2008 and May 2010, funded by the HEA Psychology Network Departmental Teaching Enhancement Scheme and Keele Teaching Innovation Scheme. The study aimed to address issues related to the different types of diversity as outlined above. An audit was completed during the first stage of the project to identify practices and areas of development regarding responsiveness towards diversity in the undergraduate psychology programme. The staff questionnaire formed part of this audit, and data collected provided insight into the views and experiences of staff members. An action group (consisting of the researchers and some members of staff in the department) was formed to review and revise the questionnaire at the end of the first year of the project.

### Instructions

The revised version of the questionnaire follows. It contains statements and questions that address your personal experiences and opinions regarding:

- A. The diversity of staff and students
- B. Diversity within the curriculum (sub-divided into content and teaching/support)

Please indicate how far you agree or disagree with the statements with regards to your own teaching. At the end of the questionnaire there is an open ended question that will help us to identify good practices within the undergraduate curriculum as well as areas for learning and development. Please give as much detail as possible, as it will provide us with essential feedback on the curriculum, its strengths, and your ideas for improvement.

## Section A: Diversity of staff and students

The first section of the questionnaire asks you to think about your views and experiences regarding the diversity of staff and students. For each statement, please indicate your level of agreement/ disagreement by ticking **one** box for each.

The diversity of staff and students	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Not relevant/ don't know
It is important to have teaching staff with diverse backgrounds and experiences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
It is important to have students with diverse background and experiences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Psychology at Keele is a welcoming environment for:						
Female students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Male students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
International students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gay, lesbian or bisexual students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Students from an ethnic minority background	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mature students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Students with disabilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Students from diverse social backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Students with work/care responsibilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Students with diverse religious affiliations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other (please state)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### Section B: Diversity in the psychology curriculum

The second section of the questionnaire asks you to think about your views and experiences regarding the psychology curriculum. Amongst other things it asks you to think about the content of the psychology curriculum as well as the teaching and support methods that you use. As before, for each statement, please indicate your level of agreement/ disagreement by ticking **one** box for each.

Content	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Not relevant/ don't know
The following dimensions of diversity have been addressed in the course so far:						
Gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(Dis)ability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Socio-economic status	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Age	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Nationality	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ethnicity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Religious affiliation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Political affiliation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sexual orientation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Care/work responsibilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other (please state)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Issues of diversity relevant to the study topic are highlighted within psychology modules (e.g. through group discussion or use of texts/articles that represent diverse perspectives)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The psychology course seeks to incorporate the knowledge and understanding brought to it by students from diverse backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Psychology modules encourage students to:						
- examine their own values	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
- compare them with those of others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
- engage in constructive debate about differences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Teaching	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Not relevant/ don't know <sup>10</sup>
Module information (e.g. module guide, lecture notes) is available in different formats (e.g. WebCT, on paper)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Spoken language of lecturers is easy to understand (e.g. pronunciation, speed, volume)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The teaching venues and related arrangements (e.g. work placements, fieldtrips or off campus work) are accessible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Psychology uses a range of teaching methods which are appropriate to different ways of learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Efforts are made to ensure students work in groups that are diverse (e.g. mixed gender and/or mixed nationality)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Students are given an opportunity to express their knowledge in different forms (e.g. written work, exams, posters, seminar discussion)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Opportunities are given to become familiar with different forms of assessment (e.g. sample exam questions, essay plans)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sufficient support is available in psychology regarding issues of discrimination, special educational needs or difficulties	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Special teaching and exam arrangements are made if needed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Feedback is given on students' engagement with diversity issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The module evaluation form asks questions regarding diversity and/or special needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Staff members are knowledgeable about diversity in their area of expertise	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Staff members value students' views equally	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Staff members challenge inappropriate (e.g. sexist and/or racist) behaviour and/or comments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Staff members are aware of students with specific needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Staff members are comfortable interacting with students of different backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



Thank you for completing this questionnaire. Please take a few minutes to answer the final question below as it will provide us with essential feedback on the curriculum, its strengths and your ideas for improvement.

In terms of diversity would you like to suggest something to improve the psychology curriculum?

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Many thanks for your participation

## 4. Teaching Document Analysis Checklists

Two documents checklists are included in the toolkit:

- 4.1 Module checklist
- 4.2 Teaching Session checklist

### *Background*

Both checklists were informed by the publications that also informed the questionnaires (see Resources and Further Reading, Section 10). There is extensive advice contained within these publications to demonstrate how teaching documents can be made accessible to *all* students, so one of the checklists is a detailed document which can be used to assess all the documents used within one module (henceforth referred to as 'module checklist'). The module checklist was used in the audit at Keele University to assess module guides, PowerPoint slides for lectures, handouts and reading lists. These were checked for accessibility in terms of the format and presentation of materials used as well as for information about how lectures / sessions would be taught, the skills that students would develop, and how the module would be assessed.

The module checklist is a lengthy document and it became apparent during the audit process that teaching staff who want to efficiently assess a single teaching session or materials would find this document too detailed and time consuming, with much of the content irrelevant. In light of this a shorter version was created (henceforth referred to as the 'session checklist) and an introductory section added. The aim of the session checklist is to be a baseline evaluative tool that lecturers/tutors can use quickly to assess the accessibility of their teaching documents / sessions. It provides a good 'first step' in a self evaluation/audit process, especially to teaching staff who are conducting this type of assessment of their teaching documents for the first time. If lecturers wish to conduct a more thorough evaluation of a range of documents and sessions within a module (or a across a number of modules within a year group) then the module checklist would be more appropriate. The checklists do not aim to be an exhaustive list of everything that lecturers/tutors must do in order to make documents accessible

### *Use in the School of Psychology at Keele University*

Both checklists were developed with the specific aim of using them to evaluate the teaching documents in the school of psychology at Keele. They provide a tool to engage in regular review and audit as stipulated by University Diversity and Equality Strategy (2010).

### *Use in other departments and/or institutions*

These documents can be amended for use in other departments and institutions. The items in the document checklists, for example "incorporating content that addresses diversity" and also accessibility features that teaching materials should include, is relevant to other institutions and could also be adapted to take account of specific features of their own courses (e.g. industry work placements).

#### 4.1 Assessing Diversity: Module Checklist

**Module title and number:**

**Documents that are provided:**

	Yes/No	Quantity of this type of document	Additional comments
Module guide			
Reading list			
Lecture slides			
Lecture handouts			
Tutor notes			
Seminar worksheet/handouts			
Lab/Practical class worksheet/handouts			
Module evaluation forms			
Other, state:			
Other, state:			
Other, state:			

**Part 1: (How) is diversity incorporated in the learning outcomes of the modules?**

**The module contributes to knowledge and/or critical understanding of the issues regarding:**

	Is this mentioned?			Is diversity promoted in the content?			Are attitudes, stereotypes, research etc in relation to diversity issues evaluated?			Additional comments
	Yes (explicitly or implicitly?)	No	Not sure	Yes	No	Not sure	Yes	No	Not sure	
Gender										
Disability										
Race/ethnicity										
Socio-economic Background										
Sexual orientation										
Religion/faith										
Age										
Other, state:										

**The module contributes to diversity skills:**

		Yes	No	Not sure	Additional comments
	<b>Intercultural communication skills</b> , e.g. students listening to the opinions of others; as well as opportunities to verbally share own experiences and opinions				
	<b>Collaboration skills:</b> Interact/work with someone students don't know/don't usually work with including: - working together to solve a problem/achieve a goal, e.g. creating presentation; - facilitating sensitive understanding from students towards others in their group; - encouraging students to work together outside of their classes				
	<b>Reflective abilities</b> e.g. reflect on own attitude towards people or groups that students encounter in the content of the psychology course				
	Other: .....				

**Part 2: (How) do the learning and teaching methods, as stated in the module guide, promote and assist equality and diversity?**

**A diversity of teaching methods is used:**

	Is this method used?			The methods address different learning styles and needs (e.g. visual and verbal)			Additional comments
	Yes	No	Not sure	Yes (which styles and needs?)	No	Not sure	
Lectures							
Small group work							
Practical work							
Discussions							
Peer teaching							
Presentations							
Fieldwork							
Other, state							
Other, state							

**Diversity is part of the rationale give for using these methods?**      Yes       No       not sure

**Rationale given is:**

**Part 3: (How) do the materials and resources used, such as textbooks, visual and narrative aids (e.g. PowerPoint slides, pictures, DVDs, autobiographies) handouts, papers consider equality and diversity issues?**

**Textbooks make reference to differences between groups:**

Name of textbook	Integrated	Separate from main body (e.g. a chapter at the end)	Included in core/key reading	Included in recommended/ additional reading	Included in teaching session (e.g. referred to in lecture or discussed in seminars)	Not explicit topic of meeting
	Yes/no/not sure	Yes/no/not sure	Yes/no/not sure	Yes/no/not sure	Yes/no/not sure	Yes/no/not sure

**Papers offer a diversity perspective on the topic:**

Papers Used	Integrated	Separate from main body (e.g. a chapter at the end)	Included in core/key reading	Included in recommended/ additional reading	Included in teaching session (e.g. referred to in lecture or discussed in seminars)	Not explicit topic of meeting
	Yes/no/not sure	Yes/no/not sure	Yes/no/not sure	Yes/no/not sure	Yes/no/not sure	Yes/no/not sure



**(How) are other teaching materials, visual aids etc accessible and offer a diversity perspective on the topic, using the following as guidelines:**

**Example/case studies used:** for example diverse examples are used, rather than ones which assume a particular background or experience

**Language used:** for example, key terms are defined and idioms are not used

**Format used:** for example, handouts, overheads and PowerPoint slides as suggested below:

### **Handouts**

- documents are presented in black or blue typeface and a lot of coloured typeface is avoided;
- the point size is a minimum of 12; the font is limited to one type only and is sans serif, e.g. Ariel, Universe
- the numbering and symbol protocols are kept simple; care has been taken to avoid italics, words split over lines, underlining, capitalisation of whole sentences, narrow line spaces, narrow margins, dense text and faint print
- text is set horizontally and text set on curved lines and at angles is avoided
- text documents have been generously spaced with a left-justified margin as right-justified margins can cause word elongation and irregular spacing
- centre justification is avoided except for the main title headings
- enough space has been left between columns so that the text flows easily from column to column
- where there is an option for a reader to write on a page, enough room has been left for this, e.g. in a circumstance where a student has a visual impairment or dexterity difficulties
- the documentation clearly flags up the key points using plain language to explain subject specific terminology and using bulleted summaries rather than dense passages of text
- the photocopies made are of good quality and measures are taken to avoid reducing document sizes, e.g. A3 reduced to A4 and copies made of copies
- learning materials are made available in electronic format, e.g. by email, on the web or on WebCT for students to print out for themselves

**Overheads:**

- font size of at least 30
- mixed cases are used (as blocks of upper case tend to be harder to read than lower and mixed case)
- use bold to highlight rather than italics or underlining; do not put too much information on each overhead- 6 bullet points are optimal

**PowerPoint**

- use bullets or numbers rather than continuous prose
- keep lines left justified with a ragged right edge
- use boxes or increased spacing between lines to break up text; use wider spacing between sentences and paragraph
- do not begin sentences at the end of a line
- be aware of background/foreground combinations, as some are very difficult to distinguish for those with visual impairments
- do not use colour to convey meaning as some students may have visual difficulties e.g. colour blindness for red and green
- for students with dyslexia ensure that the layout for each slide is easy to understand if inserting a diagram, graph, complex table etc
- a dark background is best for dark rooms, a light background is best for light rooms
- keep the same background throughout the presentation; avoid patterned backgrounds
- minimise volume of text- use phrases not sentences. Use bullet points
- when using graphics/visuals to add interest be aware of the colour combinations; only use one or two colours, one or two font styles, and one or two animation or transition effects

Material	Language used: generally accessible?			Format used: generally accessible?			Examples/case studies used: offer diversity perspective on a topic?			Additional comments, e.g. any language, format or example/case study issues
	Yes	No	Not sure	Yes	No	Not sure	Yes	No	Not sure	
Module guide										
Reading list										
Lecture slides										
Lecture handouts										
Tutor notes										
Seminar worksheets/handouts										
Module evaluation forms										
Other, state										
Other, state										

**Part 4: How does the Virtual Learning Environment promote and assist equality and diversity?**

	Yes	No	Not sure	Additional Comments
The module includes activities that direct students towards the use of the VLE (WebCT) (how? This can be indicated in additional comments)				
The VLE enhances dialogue and discussion on diversity topics (how? This can be indicated in additional comments)				
The VLE encourages collaborative learning (how? This can be indicated in additional comments)				
The VLE caters for diverse learning needs and styles (how? This can be indicated in additional comments)				

**Part 5: (How) do the assessment methods promote and assist equality and diversity?**

Mode of assessment used	Yes	No	Not sure	Additional comments
MCQ exam				
Essay				
Open book exam				
Unseen exam				
Portfolio				
Lab report				
Poster				
Presentation				
Reflexive essay				
Project				
Other, state				
Other, state				

The assessment methods are aligned with the diversity learning outcomes?    Yes     No     not sure

**Part 6: (How) is diversity incorporated in the evaluation of the module?**

Questions regarding diversity are part of the module evaluation?    Yes     No     not sure

Questions asked:

**Qualitative evaluation to collect in-depth data about students' experiences of learning and teaching is part of the module evaluation?**

Mode of evaluation used	Yes	No	Not sure	Additional comments
Verbal in module meeting				
Written down as part of a questionnaire				
Individually				
Collectively				

**Part 7: Any additional comments, conclusions, thoughts or reflections regarding this module in relation to diversity (content and delivery) including extent of use of mainstream psychology**

## 4.2. Assessing Diversity: Session Checklist

The purpose of this document is to provide a tool to evaluate a single seminar, lecture, handout, or presentation. Not all areas of diversity will be relevant to every single teaching session / material, but the document will help to increase awareness of the ways that diversity can be addressed and also perhaps identify elements that you would like to develop and improve. For those interested in assessing diversity across a whole module, there is an extended module checklist document available (Section 4.1).

### What this all means for teaching

- Where possible, curriculum content promotes diversity and where necessary evaluates attitudes, stereotypes and research that are related to diversity issues
- A range of teaching methods are used to tap into different learning styles
- A range of assessment methods are used
- Students are encouraged to explore additional reading, including areas that break away from mainstream and consider diverse perspectives
- Students are encouraged to communicate and collaborate with one another (especially those they rarely or never work with)
- Teaching materials and resources are accessible to all students.

### *Incorporating content that addresses diversity*

Below are some dimensions of diversity that could be incorporated into the content of your lecture, seminar, handout etc. You may find only one or two of them feature in your session and in some cases it may not be appropriate to consider any, as “it would be just as inappropriate in most materials to see only ‘black’ faces or have every character in all case-studies being gay or disabled. However, looked at overall, there needs to be reference to a cross section of people that reflects the reality in the population”. (Talbot, 2004, p.18)

Questions to consider when assessing materials for the content in terms of diversity: Is the dimension mentioned? If so, is it explicitly or implicitly mentioned? How is it mentioned? For example, are attitudes or stereotypes presented; or is research comparing different groups considered?

- Gender
- Gender reassignment
- Disability
- Race/ethnicity
- Socio-economic background
- Sexual orientation
- Religion and belief
- Age
- Marital status
- Child care responsibilities

**Additional notes:**

### ***A range of teaching methods***

Below are different methods that can be used in teaching. Again, you would not use all of these in one session and perhaps only one or two of them are appropriate. However, you may want to consider the teaching methods you use with one group across a whole module to ensure that a variety of methods are covered.

Questions to consider: Is the method used? How does the method address different learning styles and needs?

- Lecturer led / tutor led lecture
- Whole (seminar) group discussions
- Small group tasks
- Independent learning tasks
- Practical work
- Peer teaching
- Student presentations
- DVDs
- Student led research activities
- Fieldwork
- Worksheets

**Additional notes:**

### ***Students are encouraged to communicate and collaborate with one another***

Below are some suggestions:

Intercultural communication skills

- Are students given the opportunity to listen to the opinions of others?
- Do they have the opportunity to share their own experiences with others in their group?

Collaboration skills - Do students have the opportunity to interact and work with other students that they do not know, or do not usually work with by:

- Working together to solve a problem/achieve a goal e.g. creating presentation
- Facilitating sensitive understanding from students towards others in their group
- Encouraging students to work together outside of their classes

**Additional notes:**



**Teaching materials and resources are accessible to all students.**

Where possible, materials and resources should be accessible to students on the Virtual Learning environment (VLE), i.e. WebCT (ideally before the lecture) and accessible in terms of the ease with which they can read and understand the material. One of the benefits of providing materials on WebCT is that students can amend the format to suit their own needs, e.g. print one slide per sheet if they have difficulty reading small print. However, where possible staff should ensure that handouts and PowerPoint presentations follow these guidelines:

**Handouts:**

- Font size is a minimum of 12; and limited to one style of sans serif, e.g. Arial, Universe
- The numbering and symbol protocols are kept simple; avoid italics, words split over lines, underlining, capitalisation of whole sentences, narrow line spaces, narrow margins, dense text and faint print
- Text is set horizontally and text set on curved lines and at angles is avoided
- Text documents have been generously spaced with a left-justified margin as right-justified margins can cause word elongation and irregular spacing
- Centre justification is avoided except for the main title headings
- Enough space has been left between columns so that the text flows easily from column to column
- Where there is an option for a reader to write on a page, enough room has been left for this, e.g. in a circumstance where a student has a visual impairment or dexterity difficulties
- The documentation clearly flags up the key points using plain language to explain subject specific terminology and using bulleted summaries rather than dense passages of text
- The photocopies made are of good quality and measures are taken to avoid reducing document sizes, e.g. A4 reduced to A5 and copies made of copies
- Learning materials are made available in electronic format, e.g. by email, on the web or on WebCT for students to print out for themselves

**PowerPoint**

- Use bullets or numbers rather than continuous prose
- Keep lines left justified with a ragged right edge
- Use boxes or increased spacing between lines to break up text; use wider spacing between sentences and paragraphs
- Do not begin sentences at the end of a line
- Be aware of background/foreground combinations, as some are very difficult to distinguish for those with visual impairments
- Do not use colour to convey meaning as some students may have visual difficulties e.g. colour blindness for red and green
- For students with dyslexia ensure that the layout for each slide is easy to understand if inserting a diagram, graph, complex table etc
- A dark background is best for dark rooms, a light background is best for light rooms
- Keep the same background throughout the presentation; avoid patterned backgrounds
- Minimise volume of text - use phrases not sentences.
- When using graphics/visuals to add interest be aware of the colour combinations; only use one or two colours, one or two font styles, and one or two animation or transition effects

**Additional notes:**

## 5. Sources of Support Flowcharts

Three documents related to the flowcharts are included in the toolkit:

- 5.1: The flowcharts (School of Psychology and University versions)
- 5.2: Seminar activity
- 5.3: Questionnaire tool to evaluate the flowcharts

### *Background*

One of the findings that emerged from the audit was that students did not always know who to go to when they had a query, concern or difficulty. This issue was identified as an action point and an action group was formed to address the issue. The group decided to develop a decision tree whereby students could follow 'branches' of the tree to identify the person they needed to contact. The final document took a flowchart format by identifying the main areas of student queries.

Two flowcharts were developed – one to show sources of support in the school and one across the university. The flowcharts went through a series of modifications during the project. Towards the end of the first year draft versions of the flowcharts were produced and presented to the psychology staff for their feedback. Changes were incorporated and the flowcharts were distributed to first year psychology students as handouts approximately half way through their first semester. A poster version of the flowcharts was also displayed in the psychology department. A seminar activity was also included to encourage students to engage with the documents. Further informal feedback was received from students and staff during the second year (after the flowcharts were issued) and where necessary modifications were made. Approximately four months after the flowcharts were issued to the first year students; an evaluation was conducted via questionnaire to determine whether they had used the flowcharts and whether or not they were useful.

### *Use in the School of Psychology at Keele University*

The aim of the flowcharts is to simplify and summarise information available to students on the Keele website and in the student handbook. Each flowchart fits onto one A4 side of paper and provides an efficient and useful resource for students.

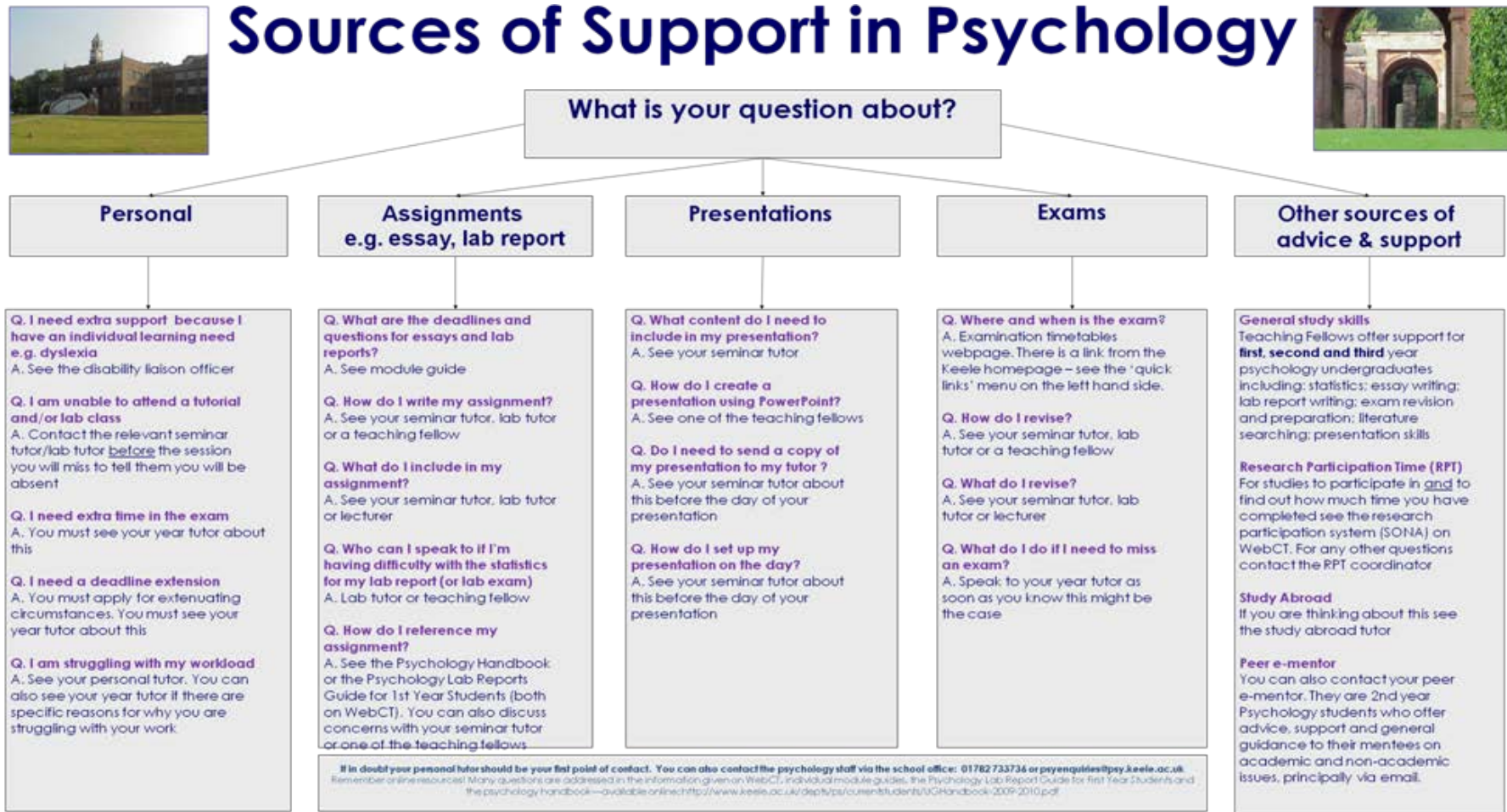
The flow charts identify numerous support roles / responsibilities held by members of staff, but the school recognises that these need to be maintained and updated at the start of each year or semester as staff roles change. During the project the research assistant maintained the flowcharts but it is likely that this will become the responsibility of the Disability and Diversity officer. The evaluation of the flowcharts showed that students were positive about them and thought their continued use was a good idea.

**Seminar activity:** In order to encourage students to engage with the flowcharts and demonstrate how they could be used a seminar activity was created and this will continue to be used by the school as part of the induction process for first year students. The aim is for the activity to be completed during the session when the flowcharts are issued.

Questionnaire tool to evaluate the decision tree: It is not clear whether this will be used every year by the psychology department. The original intention was to gain student feedback as this was the first year flowcharts were used. However, the questionnaire could be implemented as required to ensure the flowchart continues to be useful and to identify any changes needed (for example, as student needs change and/or the support provided by the department evolves). In addition, the questionnaire could be used as a template to obtain students' views on other teaching documents such as the psychology handbook.

*Use in other departments and/or institutions*

These materials could be modified and adapted for use by other departments. Other departments at Keele University can use the 'Sources of Support across the University' flowchart with little (or no) modification because the information contained is relevant to all students, regardless of their subject combinations. The 'Sources of Support in Psychology' flowchart and associated seminar activity and evaluation questionnaire could be modified by other departments at Keele. Some features of this flowchart may not need changing because the same support structures (e.g. personal tutor, seminar tutor) are common across different departments at Keele, but some features (e.g. lab class information) are specific to psychology and would need changing. Other universities could use the flowcharts as templates to summarise this type of information onto one or two sides of A4 and implement them by adapting the seminar activity and evaluation tools.



**Areas of Responsibility in Psychology**  
Staff share administrative jobs in the school. If you have questions concerning any of the following issues then please approach the member of staff listed.

[Names to be inserted as appropriate]  
**Head of School:**  
**Careers:**  
**Disability & Diversity Liaison Officer:**  
**Erasmus, Exchange & Study Abroad Students:**  
**Lab equipment:**  
**Learning support:**  
**Library liaison:**

**Peer e-mentor coordinator:**  
**Practical classes (Level 1):**  
(Semester 1) & (Semester 2)  
**Practical classes (Level 2):**  
(Semester 1) & (Semester 2)  
**Programme Director:**  
**Research Participation Time Co-ordinator:**

**Safety Adviser:**  
**Staff Student Liaison Committee:**  
**Senior Personal Tutor:**  
**Year 1 Tutor:**  
**Year 2 Tutor:**  
**Year 3 Tutor:**  
**Videotape Library/tape recorder loan:**



# Sources of Support at the University



What is your question about?

**Academic**  
Including exams, assignments, presentations

**Virtual**  
Including internet access, WebCT

**Domestic/social**  
Including accommodation, getting a job

**Personal**  
Including health and support

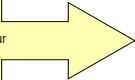
**Centre for Learning and Student Support (CLASS)**  
Advice and support with a range of academic and personal problems:  
- Academic guidance and support  
- Student support  
- International student support  
- Disability Services  
- Student counselling service  
- Personal development planning (PDP)  
- Careers service  
  
Located in the Walter Moberly Building and 41 The Covert: 01782 734347/34105  
<http://www.keele.ac.uk/depts/aa/class/>  
  
**Examination Office**  
Located in the Tawney Building  
01782 734218 or  
<http://www.keele.ac.uk/depts/aa/exams/>  
  
**Student and course information 'frequently asked questions' website**  
Provides really useful information such as term dates, where to get a council tax exemption letter, what to do if you lose your Keele card and who to notify if you (or your parents) change address:  
<http://www.keele.ac.uk/depts/aa/undergraduate/sci/scifaq.htm>

**Keele Library**  
01782 733535  
<http://www.keele.ac.uk/depts/li/>  
  
**Information Technology Service Desk**  
Queries about computers, WebCT and software, located in the library, email [it-service@isc.keele.ac.uk](mailto:it-service@isc.keele.ac.uk)  
01782 733636 or 733838 (off campus)  
33636 or 33838 (on campus)  
  
Also see the Keele IT Service webpage which includes information and links for setting up the internet and telephone in halls of residence rooms  
<http://www.keele.ac.uk/depts/cc/>

**Accommodation Services**  
01782 733065 / 734152  
<http://www.keele.ac.uk/studyatkeele/undergraduatestudy/accommodation/>  
  
**Income Office/Student Fees**  
01782 734324 or <http://www.keele.ac.uk/depts/fi/income/income.htm>  
  
**Students' Union:**  
Jobshop, volunteering, bars, places to eat, the union shop, print shop, post office and the Independent Advice Unit (providing advice: housing, academic, personal, health, finance, employment, legal, international students) 01782 733700 or <http://www.kusu.net/>  
  
**Leisure Centre**  
01782 733368  
  
**Athletics Union**  
01782 733638 or <http://www.kusu.net/au.html>  
  
**Societies (Students' Union)**  
<http://www.kusu.net/societies.html>  
  
**Student handbook**  
[http://www.keele.ac.uk/docs/Student%20Handbook\\_SP.pdf](http://www.keele.ac.uk/docs/Student%20Handbook_SP.pdf)

**Student counselling service**  
01782 734187 or <http://www.keele.ac.uk/depts/aa/class/studentcounselling/index.html>  
  
**Student Support**  
Part of CLASS (see 'academic' box on left) 01782 734347 or <http://www.keele.ac.uk/depts/aa/class/student-support/index.html>  
  
**Nightline**  
01782 733999 off campus or (18)34999 on campus  
  
**Resident tutor (on campus students)**  
You should already have their details, if not contact Accommodation Services (see 'domestic/social' box on the left)  
  
**Keele Health Centre (doctor and dentist)**  
01782 753550 (off campus) 33189 (on campus)  
  
**Keele Chapel**  
Interdenominational Anglican, Catholic and Free Church: 01782 733393 or [www.keelechapel.org](http://www.keelechapel.org)  
  
**Keele Islamic Centre**  
Located in Barnes hall of residence. To get access contact Accommodation Services 01782 733065 / 734152 or email [Keele\\_islamiccentre@yahoo.com](mailto:Keele_islamiccentre@yahoo.com)

**Key People**  
The flowchart indicates a number of key people that will support you in psychology (and your other subject) during your first year, as well as in your second and third year. The people referred to most frequently are in the box on the right



**Personal tutor:** based in one of your principle subjects, they are your official first point of contact, providing advice, support and general guidance.  
  
**Year tutor:** provide general advice on the teaching programme for the year; advice and consultation if you are having problems or difficulties; will discuss late submission of assessed work or failure to attend an examination because of extenuating circumstances; and advice on how to appeal against suspension or a requirement to withdraw.  
  
**Seminar tutor:** they can help you with writing your essay, referencing, presentations and revision.  
  
**Lab tutor (psychology):** Your lab tutor (and teaching assistants) can help you with writing your lab report, referencing, statistics and revision for the psychology lab exam.  
  
**Teaching fellow: (psychology):** they are a source of support for first, second and third year students. They can help with statistics, essay writing, lab report writing, exam revision and preparation, literature searching and presentation skills. Teaching fellows also run a number of informal skills update workshops each semester.

## 5.2. Sources of help and support: First year seminar activity

### Introduction

This activity aims to help you become familiar with some of the staff in the department, what their roles are and who to approach if you have particular questions. You have been given four information sheets:

- Sources of support in psychology
- Sources of support across the university
- Key people
- Areas of responsibility in psychology

These sheets provide you with information about sources of support in psychology, as well as sources of support across the university. They identify frequently asked questions and direct you to someone who can help. This information is not exhaustive and the sources of support have been grouped broadly in the flowchart so some may overlap, but these information sheets should answer many of your questions over your first semester (and for the next three years!).

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### Part 1

#### Use these information sheets to answer the questions below

1. Who would be the first point of contact for a student who had a problem with their work but was unsure who they needed to speak to?
2. If a student does not know how to reference their essay where can they get more information from?
3. If a student wanted some support with their work generally and decided they'd like to see someone outside of the psychology department, where could they go?
4. If a student was struggling with the workload and feeling stressed, who could they speak to?
5. If a student does not know where or when their exam will take place where can they get this information from?
6. What document should a student look at to find out what the essay title is and/or when the essay deadline date is?
7. What should a student do if they are unable to attend a seminar or lab class?
8. Where can students find out more information about what studies to participate in for their research participation time (RPT)?
9. Who can help students that are having difficulties with statistics?
10. If a student does not understand how WebCT works, who should they see?
11. What are the names of the teaching fellows (learning support) in psychology?
12. How can you contact the teaching fellows?
13. Who is the first year tutor in psychology?
14. Who is the disability liaison officer in psychology?
15. What online resources are available which provide lots of useful information and may also answer some of the questions above?

## Part 2

**Now answer the questions below with the names of staff members relevant to you**

1. Who is **your** personal tutor:
  - a. What is their name?
  - b. What department are they in?
  - c. What is their room number?
  - d. What is their email address?
  
2. Who is **your** psychology seminar tutor:
  - a. What is their name?
  - b. What is their room number?
  - c. What is their email address?
  
3. Who is **your** lab tutor:
  - a. What is their name?
  - b. What is their room number?
  - c. What is their email address?
  
4. Who is **your** peer e-mentor:
  - a. What is their name?
  - b. What is their email address?

Keep all the information sheets in a safe place and in particular keep the contact details of your personal tutor, seminar tutor, lab tutor and peer e-mentor in a safe place. If you do not have their contact information with you to complete the 4 questions above – then complete them after the seminar!

### 5.3. Sources of Support Flowchart Evaluation Questionnaire

#### Background

Currently a project is underway in the school of psychology to assess the responsiveness of the undergraduate psychology curriculum to diversity – both in terms of the content of the curriculum and the way it is delivered. The project began in October 2008 and the first stage involved an audit where students and staff completed questionnaires and student volunteers took part in focus groups to identify strengths of the school and areas for development.

Students identified that they were not always sure who they should go to with various concerns and queries, so an outcome of the audit was to create documents to help students to identify who they could go to, both within the school and across the university, if they had a question or concern. Two flowcharts were created showing:

- **Sources of support in psychology** – this summarised information available on the School of Psychology website and information from the Psychology Handbook
- **Sources of support across the university** – this summarised information available from the Keele University website

You may recall that in week 7 of the semester (mid-November) you were given copies of these flowcharts. You were also given two further documents: “key people” and “areas of responsibility in psychology”. In addition to the documents you received, you may have noticed that there is a larger poster version displayed in the school of psychology department. As part of the diversity project we would like to evaluate the usefulness of these flowcharts and find out what you think about them.

**1. Did you receive copies of the flowcharts in your seminar?**

YES                      NO                      NOT SURE

**2. Have you seen the poster version of these flowcharts on display in the department?**

YES                      NO                      NOT SURE

**3. The “sources of support in psychology” flowchart provided information about sources of support in the psychology department and was split into 5 strands:**

- **Personal (extenuating circumstances etc)**
- **Assignments (essays, lab reports etc)**
- **Presentations**
- **Exams**
- **Other sources of advice and support (RPT, study abroad etc)**



Please indicate below, by ticking either 'yes' or 'no' for each, whether you used the flowchart for information in any of these 5 areas.

I used the flowchart to get information about ...	Yes	No
Personal		
Assignments		
Presentations		
Exams		
Other sources of advice and support		

4. How helpful was the “sources of support in psychology” flowchart for obtaining the information you needed?

Very Helpful      Quite Helpful      Neither helpful or unhelpful      Quite Unhelpful      Very Unhelpful

5. The “sources of support across the university” flowchart provided information about sources of support across the university and was split into 4 strands:

- Academic (exams, assignments, presentations etc)
- Virtual (internet access, WebCT etc)
- Domestic and Social (accommodation, leisure centre etc)
- Personal (health, doctors etc)

Please indicate below, by ticking either 'yes' or 'no' for each, whether you used the flowchart for information in any of these 4 areas.

I used the flowchart to get information about ...	Yes	No
Academic		
Virtual		
Domestic and social		
Personal		

6. How helpful was the “sources of support across the university” flowchart for obtaining the information you needed?

Very Helpful      Quite Helpful      Neither helpful or unhelpful      Quite Unhelpful      Very Unhelpful

7. The flowchart was given to you in week 7 (roughly half way through the first semester). Please tick the box of one of the statements below that best explains your views about the point during the semester that the flowcharts were issued:

- a. Half way through the semester (week 7) was the best time to issue the flowcharts
- b. The beginning of the first semester (during weeks 1-2) would have been the best time to issue the flowcharts

Please give reasons for your answer:

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8. Is there any information that was not on the flowchart that you would have liked to see included? (please explain)

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9. Finally, do you think these flowcharts should be issued to the new first year students starting in September 2010?

YES                      NO

Many thanks for your help and feedback with this. If you have any other thoughts or comments about the Sources of Support Flowcharts please leave them in the space below.

## 10. Resources and further reading

The American Psychological Association Division 2 (Society for the Teaching of Psychology) has diversity resources available on its website (<http://www.teachpsych.org/diversity/index.php>). This resource list builds on the APA list by including more recent (2006-2010) diversity related resources, as well as documents relating specifically to higher education in the UK.

Additionally, the UK Higher Education Academy Psychology Network has recently published its 'Inclusive Practice within Psychology Higher Education' document (Craig & Zinckiewicz, 2010), focusing specifically on disability issues, which contains additional resources for addressing this aspect of diversity.

### Other resources:

Alon, S. (2007). Overlapping disadvantages and the racial/ethnic graduation gap among students attending selective institutions. *Social Science Research*, 36, 1475-1499.

Chapman, V. (2007). Developing Inclusive Curricula. *Learning and Teaching in Higher Education*, 3, 62-89.

Craig, N., & Zinckiewicz, L. (2010). Inclusive Practice within Psychology Higher Education. The Higher Education Academy Psychology Network. Retrieved 5 July 2010 from [http://www.psychology.heacademy.ac.uk/docs/pdf/Inclusive\\_Practice\\_within\\_Psychology\\_Higher\\_Education.pdf](http://www.psychology.heacademy.ac.uk/docs/pdf/Inclusive_Practice_within_Psychology_Higher_Education.pdf)

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