



Accessible and Inclusive Learning Policy

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Summary	
This Policy sets the baseline expectations incumbent on all programmes and those supporting student learning in order to ensure that MVP Media sustains a culture of inclusive learning.	

Accessible and Inclusive Learning Policy

1) Introduction

As a values-driven institution, MVP Media believes that all students should be facilitated in maximising their vocational development. We aim to ensure that all aspects of learning and teaching are accessible to the whole student body. We seek to create a culture that is dynamic, diverse and accessible to all.

MVP Media is mindful that under the Equality Act (2010) education providers are required to make reasonable adjustments and take positive, proactive steps to ensure that disabled students can participate fully in the student experience. The policy is also informed by the UK Quality Code, and its articulation that universities should ensure that ‘courses are well-designed [and] provide a high-quality experience for all students’ and that ‘all students are provided with the support they need to succeed.

Note: MVP Media is not an education provider but is copying these processes and systems to provide the highest quality of training possible.

This Policy articulates MVP Media’s commitment to accessibility and inclusivity of learning and teaching for all students by mainstreaming a number of adjustments.

This Policy shall normally be applied to all programmes unless there are statutory reasons not to do so. Such a reason must be clear to applicants via the prospectus and other course information and to students in the programme and/or module handbook. For example, in some subjects it may not be possible to put certain materials online or allow certain teaching sessions to be recorded because they contain confidential or sensitive information (e.g. information relating to clients in Social Work).

2) Definitions



- a) **'Adjustments'** is understood as the types of academic support or accommodations recommended to the Senior Management Team by the Operations Manager. It is a reactive form of response to particular student's learning disabilities.
- b) **'Mainstreaming'** is understood to mean the systematic consideration of the effects of learning, teaching and assessment with regards to accessibility and inclusivity. Mainstreaming is also known as 'Inclusive Practice'. This is most effectively carried out at the design, implementation and review stage of a programme. It is an anticipatory way of teaching in a manner inclusive of all students.

3) MVP Media expectations

- a) Programmes and those who support student learning shall consider the following when designing, delivering and evaluating their provision (the following applies to **all** students, in spirit with this policy's emphasis on 'mainstreaming'):
 - a) **Programmes:**
 - a. Core module details (Lesson Plan, Scheme of Work, Student Handbook) will be made available 2 weeks before commencement of a project.
 - b. Programme Handbooks shall detail reference books or sources that can help students with key words associated with the discipline. Shall send notification of cancellation to the students' personal email accounts. Changes to module delivery shall also be provided in a written format, preferably via email.
 - c. Students shall be permitted to audio record tutor-led lecture sessions and individual supervision sessions using their own equipment for their own personal learning. Where the teaching session is intended to be led by the contributions of students it is expected that at the outset agreement will be sought to allow recording of peers. Should any objections be raised, no recording shall be permitted, unless an individual student has a Learning Agreement in place outlining the need for a recording.
 - d. The bunching of assessment deadlines shall be avoided where possible.
 - e. Feedback on summative assessments shall be provided in a typed or audio format. Where feedback is not provided in typed format (as standard or in addition to audio feedback), students should be provided with clear instructions about how to request this, before and at the point of submission.

4) (Re)Validation Panels:

- i) At the point of (re)validation attention shall be drawn to equality issues and appropriate anticipatory adjustments shall be captured in the documentation. The extent to which programme teams have considered inclusive approaches to their learning, teaching and assessment strategy shall also be assured.

- 5) Where possible, computers for student use (including those used for exams) shall have assistive technology installed as standard, with the facility to store student users' preferences.