# Inclusive Teaching

# Good Practice Checklists

Each of the below sections will offer some discussion of pertinent issues then offer a practicable checklist of steps you can take to work towards making your teaching as inclusive as possible.

This document can be worked through in a sequential or nonsequential manner should you so wish.

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NOTE:

This document has been produced in accordance with [British Dyslexia Association guidelines](https://www.bdadyslexia.org.uk/advice/employers/creating-a-dyslexia-friendly-workplace/dyslexia-friendly-style-guide) to be as inclusive as possible.

It is provided in an editable format so you can adjust it suit your own preferences and needs should you so wish.

## **1. Curriculum content**

Curricula that do not take sufficient account of student diversity can lead to unintentional exclusion. When curriculum subject matter does not reflect the diversity of the student body, students may be disadvantaged. Curriculum content, therefore, should be designed to maximise inclusion and mitigate any disadvantage that arises from difference.

Learning objectives for teaching sessions should be relevant to, and achievable by, a diverse student body. They should provide opportunities for all students to learn, and to demonstrate their learning in different ways. Student engagement improves when content has personal relevance (for example, in relation to their experiences, career aspirations or motivations).

Diversity awareness among the student body is of increasing importance, not only in terms of maintaining an inclusive learning environment, but also at a time when globalisation and citizenship are core to graduate outcomes and employability. Therefore, it is helpful to embed scholarly material specifically relating to difference and diversity wherever possible. For example, content could pertain to issues of disability, age, gender, race, religion or sexuality.

**Checklist**

* Provide learning objectives for taught sessions that provide opportunities for students with a wide range of social, educational, circumstantial and cultural characteristics to succeed.
* Curriculum subject matter, including examples and case studies, should be culturally relevant, and where possible and appropriate, reflect a wide range of perspectives encompassing the breadth of human diversity (e.g. social background, race, sexuality, disability, age, language, religion, beliefs and motivations).
* Refer to published literature from a wide variety of social, cultural and global perspectives.
* Where appropriate, include scholarly material relating to difference (e.g. disability, age, gender, race, religion and sexuality).

## **2. Teaching delivery and communication**

Good communication skills are essential to the effective delivery of an inclusive curriculum. Whether in a classroom or one-to-one setting, effective communication relies upon students being able to connect with what is being said. This can, at the most basic level, depend upon your voice (i.e. volume, pace and clarity), together with ambient noise and lighting. Remembering to speak at a steady pace will help with comprehension.

Effective communication creates a positive learning environment. Good communication will support students who are struggling with time management, organisation, and memory. This is commonly related to conditions such as dyslexia and ADHD, but may also be related to language familiarity or circumstances (e.g. caring responsibilities, work patterns, illness and stress).

Some students will find it difficult speaking in front of others, so it is important to develop alternative ways for students to contribute (e.g. the outputs from a group discussion can be delivered by a volunteer spokesperson or contributions can be made using written responses via post-it notes or Padlet). For the same reason, take care when directly questioning individuals during classes. Some students will need more time to process teaching material, and to listen and respond to questions. This may include students for whom English is a second language, students with hearing impairments, and students with conditions such as dyslexia and ADHD.

Multi-modal communication is effective for all students, as is providing helpful additional guidance (e.g. a suggested timetable for completing assignments with interim milestones and the final deadline indicated).

**Checklist**

* Speak clearly and avoid moving around while speaking.
* Face students during teaching to help project your voice and help those who lip read.
* Use a microphone if available: as well as increasing the volume of your voice, this will also make any hearing loop system available for use, and is especially important in larger teaching rooms and lecture theatres.
* Avoid the use of colloquialisms, jargon, and sarcasm and take care when using humour to avoid offending social and cultural sensitivities; use plain English throughout.
* Repeat and/or paraphrase key discussion points and questions from students so that everyone can hear what has been said: this is especially important when students ask questions during class, to ensure that others are clear about what has been asked before you respond.
* Provide additional explanations where needed, using alternative examples to facilitate understanding and draw on material that is familiar to students (e.g. social and cultural references), and make links with the wider academic context (e.g. to the wider unit material and their programme).
* Avoid direct questioning of some individuals during classes (as required) and find alternative means to obtain contributions from those students who find public speaking difficult.
* Provide sufficient time for students to process new information (this may include time to make notes), think about questions, and provide a response.
* It is good practice to summarise key points and reiterate important points.
* Communicate key information that will help students' organisation (e.g. assignment deadlines, *ad hoc* sessions, timetable or room changes), and in multiple formats (e.g. verbally and in writing).
* Familiarise yourself with the university's inclusive communication guidelines: these highlight appropriate language to use when communicating with students that will respect their identity and avoids offending any sensitivities.

## **3. Learning activities**

Learning takes place in a variety of contexts and formats and a diverse student population learns best through a variety of learning activities. Activities should be relevant to students wherever possible and be conducted in an environment where the focus is on diversity in learning and opportunity. Often, simple, small adjustments can significantly improve the classroom experience and achieve better outcomes.

As a general rule, students are likely to engage with a session if they have prepared beforehand. Providing supporting materials and resources in advance will assist with this: the University’s Inclusive Curriculum policy requires that supporting learning resources and materials be made available to students online and at least 48h in advance of teaching sessions.

**Checklist**

* Use a range of different learning contexts (e.g. lectures, practical classes, seminars, group work, placements) to provide variety, and to ensure that students with strong learning preferences have opportunities to learn effectively.
* Embed variety in learning activities (e.g. mini-lectures, problem-solving, debates, engaging with external partners).
* If possible, give students a choice of formats for their learning (e.g. enable them to choose from a selection of in-class and assessed activities).
* Use a variety of media to deliver your teaching (e.g. verbal, textual, kinaesthetic, visual), and wherever possible, provide instructions and important information (e.g. handbooks, practical task instructions) both verbally and in written form. The use of multi-sensory formats extends to any online resources provided to support teaching.
* Explain any new terminology or concepts that you introduce. Ideally, present this information in a variety of ways (e.g. verbally, written, demonstrated).
* Encourage students to create their own glossaries, and to ask questions and seek clarification where needed.
* Design sessions that are well structured, with clear links to other related topics and units.
* Allow sufficient time for students to fully engage with learning activities in an environment that is not time-pressured. It is especially important to provide sufficient time for students to read any pertinent materials, and to think about and process information.
* Provide breaks in teaching sessions. These might be formal refreshment breaks in longer classes, or 'breaks' in the type and style of activity (e.g. interactive tasks or discussions during a lecture).
* Where appropriate, use learning activities to raise students' awareness of diversity (e.g. through using subject-specific examples relating to people with particular characteristics).
* Check that technological tools are inclusive and accessible.
* Ensure that reliance on personal smartphone use for learning activities does not inadvertently exclude individual students.

## **4. Assessment and feedback**

**Inclusive assessments are ‘S M A R T’**

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| **Specific** | The assignment task should be very clearly communicated (preferably in multiple formats and on multiple occasions), and the explanation should be clear and unambiguous. Care should be taken to ensure that the language and terminology used are familiar to students. |
| **Measurable** | Similarly, the criteria to be used for assessing the work should be clear, and instructional (i.e. it should assist students in understanding what is required). |
| **Achievable** | The assessment task should be achievable\* by any students who have met the educational level required for registration on the course, regardless of their personal, circumstantial and cultural characteristics. \**Assuming they have taken advantage of the teaching and resources provided to support the assignment task*. |
| **Relevant** | Students tend to engage with assessment tasks more when they are relevant (e.g. to aspirations, motivations, and familiar experiences). They may also perform better if the end-product suits their own learning preferences. |
| **Time-bound** | Students may struggle with time management for a variety of reasons. This can be supported with a structured programme that leads progressively to completion of the assessment task. Ideally, there will be interim milestones leading up to the deadline where students can obtain feedback on formative tasks, providing learning to support the summative task. |

**Checklist**

* Communicate assignment instructions clearly in a synchronous session, referring to the information included on Moodle: assessment in unit handbook, assessment brief, marking scheme, and either a podcast or a video explaining the content and the marking scheme of the assessment. This will familiarise the student with the content, style, expectations and language and terminology used.
* Where possible, provide assignment instructions in multiple formats and on multiple occasions.
* The programme team should work together to ensure that a wide range of types of assessments are included to cater for different learning styles (e.g. essays, videos, conference-style posters, technical reports, oral presentations, demonstrations). The team should also discuss assessment deadlines to ensure there is no more than one assessment per week.
* Assist students with limited time management and organisation skills by using structured and progressive learning activities, with formative feedback at suitable interim milestones.
* Give students opportunities to practice developing the skills and knowledge necessary to complete a successful assignment (e.g. through formative learning activities).
* Encourage students to develop and use their own action plans for assignments.
* Raise students’ awareness of options for obtaining additional support for assessed work (e.g. from local/prog support tutors, PAL tutors, central services, personal tutor).
* Ensure that the assignment task is achievable by all who have the educational ability to succeed, regardless of other characteristics.
* Give constructive feedback on assessed work, that is clear and unambiguous, following the marking scheme. Feedback should also make it clear to students what they did well, and what they need to do to improve their work.
* Academics should, when possible, use detailed rubrics as marking schemes to facilitate students understanding the content required and the quality expected.
* When possible, provide feedback in multiple formats (e.g. verbal, written, audio file). Individual feedback can be usefully supplemented with generic feedback, highlighting common strengths and weaknesses of the cohort without identifying individuals.
* Students who find proofreading their own work challenging should be encouraged to use the assistive technologies available on the university network (e.g. TextHELP). Faculty Student Support Officers are not expected to proofread student's work (study skills support is concerned with skills acquisition, rather than correction). International students can also contact “coaching for Academic English” for help with this.

## **5. Lectures**

It is relatively easy for students to become anonymous in large lecture classes and not to engage in sessions, and therefore, all the more important to remember that the student body is incredibly diverse. There is a very useful range of good practice resources on lectures and lecturing on the UTA web site (<https://www.mmu.ac.uk/about-us/professional-services/uta/teaching>), including a comprehensive set of FAQs, and several video demonstrations.

A useful approach is active learning, a process where there is chunking of content delivery in 8-1 minutes blocks, combined with short student activities such as 1-minute papers, polls, paired discussions, or videos, to allow students not only to store information, but most importantly, to learn to retrieve it when needed and relevant.

Classroom time can also be re-purposed into an interactive learning experience with a variety of activities, such as mini-projects, discussions, problem-solving, and skills development tasks via a “flipped classroom”, when students lead the session. Despite the name, the flipped classroom approach can also apply in other contexts (e.g. on fieldwork, in practical classes and seminars).

**Checklist**

* Adopt a multisensory approach to lectures, using a variety of methods (e.g. interactive whiteboards, PowerPoint/Prezi/Canva, video, podcasts, a mixture of text and images, group discussions, role play, educational apps (Vevox, Kahoot, Mentimeter, Padlet, Nearpod).
* Explain concepts and information in multiple ways (e.g. explain text verbally, illustrate spoken ideas with graphics, or props such as everyday items i.e. lego). This includes in-session announcements (e.g. tasks to complete for the following session, arrangements for fieldwork, assignment advice).
* Consider embedding variety in supporting lecture resources made available in Moodle (e.g. developing podcasts, narrated PowerPoint slides, video).
* Ensure lectures are paced to allow time for listening, note-taking, processing, and responding.
* Deliver sessions that are well-structured (e.g. provide a lecture outline, regular recaps, and a summary at the end of what has been covered). Reiterate key points.
* Be conscious of your speech speed and include regular pauses, brief summaries of what has been covered so far, and opportunities for clarification and questions. Repeat student questions for the benefit of others in the class.
* Write down and spell out new terms and provide clear explanations for new and complex concepts. Complex ideas can also be usefully summarised (e.g. with an outline, bulleted list, graphic).
* Include formal refreshment breaks in longer sessions and vary the style and pace of the session by including different activities.
* If the session is not recorded, consider, if requested, allowing students to make their own audio recording of lectures for personal use only (this is already permitted to students who fall within the remit of ERAC, and many students with a Personal Learning Plan). This will support students to complete notes outside of the class, fill in any gaps (i.e. information missed), and reinforce learning.
* Provide any handouts or other supporting lecture materials electronically, and at least 48h in advance to allow sufficient time for students to prepare.

## **6. Small group work and seminars**

In small group work scenarios, students cannot easily hide, and different individual characteristics are easier to observe. Small group work can provide a comfortable environment for some students, but it may make some students feel more exposed or vulnerable.

**Checklist**

* Establish clear ground rules for group work and small group discussions at an early stage: this acknowledges that members of the group have different styles, preferences, traits, knowledge and skills, and establishes simple protocols to encourage mutual acceptance and respect – this maximises the opportunities for everybody to contribute.
* Acknowledge that different skills, if managed effectively, are of value in a group - this can also help raise diversity awareness.
* Establish rules to encourage mutual respect and acceptance (e.g. speak one at a time, no overlapping conversations, everyone encouraged to contribute without applying undue pressure, apply tolerance and patience, avoid ridicule).
* Consider how group membership is determined and weigh up the merits (e.g. friendship groups may work more effectively, social links are already established) and de-merits (e.g. individuals can be excluded, friendship base remains static, students not exposed to different styles and aptitudes, limitations of the group strengths and weaknesses can be reinforced) of allowing self-selection.
* Layout the physical environment to facilitate group working (e.g. chairs all facing into a circle or ‘U’ shape so that all members can see and hear each other).
* Encourage groups to assign roles, including a group leader or chair, which should be rotated.

## **7. Laboratory and practical classes**

Laboratory and practical classes differ from other learning activities in that students are often expected to process complex written and/or verbal instructions, conduct complex tasks, sometimes using unfamiliar equipment and machinery, process the thinking behind those tasks (e.g. analysis and interpretation), and present outcomes (e.g. data analysis, physical model), within a short space of relatively pressured time. It is all the more important, therefore, to ensure that information is delivered in different formats, in as much advance as possible to allow time to review, understand and process it cognitively.

**Checklist**

* Ensure that risk assessments are presented and explained, both in writing and verbally.
* Provide instructions for practical tasks in advance of the session, so that students can familiarise themselves with what is required.
* Consider providing video resources prior to the session that demonstrate precisely defined tasks and unfamiliar equipment.
* Provide sufficient time for students to take notes during explanations and demonstrations of activities, for them to think about what they have been told and/or shown, and for them to formulate or respond to questions.
* Provide sufficient time for students to complete the tasks set without undue time pressure.
* Be aware of any additional distractions in the environment (e.g. structures, pillars or equipment that might partially obscure the direct view to the lecturer or projector screen, noisy machinery, bright lights), and remove these wherever possible/work around.
* In environments where food and drink are not permitted (e.g. a laboratory), make suitable arrangements for reasonably long refreshment breaks.
* Encourage students to work collaboratively in groups or pairs, where appropriate to the task, as this will facilitate peer support.
* Wherever possible, allow students to practice tasks - formative feedback from the tutor is strongly encouraged.
* Re-demonstrate and/or explain tasks as needed following an in-class evaluation of student understanding (for example, online or in-class quiz using TELA).

## **8. Fieldwork and placements**

Field-based, work-based, international exchange, and other placement activities are highly varied. They may range from one-day local visits and field activities, through to short residential field courses and work experience placements (e.g. one week) or longer placements (e.g. up to four weeks), to longer term activities (e.g. field research expeditions and independent research running into several weeks, and year-long overseas exchange and sandwich placements). Ensuring an inclusive teaching experience is more challenging in these types of varied learning activities because of the nature of the physical environment and external organisations, also perhaps a lack of familiarity, and less control over conditions.

**Checklist**

* Consider how students will hear you clearly when teaching takes place in external environments (e.g. while on fieldwork) where the effect of weather conditions, clothing, and background noise on effective communication need to be considered.
* Wherever possible, conduct a pre-placement / fieldwork visit to evaluate any aspects that might make it difficult to provide an inclusive experience.
* At an early stage, review the planned activities (e.g. using the audit tool that accompanies this document), assess any areas that might not provide an inclusive teaching experience, and put in place modifications to address these areas.
* Review these activities on a regular basis to address any changes (e.g. use of a new field location, different external organisations and personnel involved).
* Ensure that students complete the relevant off-site activity proformas for the activity and that the information provided is up-to-date (e.g. medical conditions, medication, next of kin information).
* Explain the risk assessment to students, in writing and verbally, and provide students with a copy of it in advance of the activity.
* Make clear to students, their own responsibilities (e.g. for their own safety, health, and wellbeing) when partaking in external, overseas, and off-site activities.
* Complete the relevant pre-placement and pre-fieldwork processes (including any relevant documentation) for any disabled students taking part in these activities. Work with the disability coordinator for the respective academic unit, as needed.
* Set out an action plan, including measures for interim reviews, to ensure the necessary support (and reasonable adjustments where appropriate) to support students, with relevant, additional consideration for disabled students.
* Refer to specialist support and expertise where needed (e.g. Careers Service, International Office, Disability Service).

## **9. Production of Teaching Materials**

Teaching materials and resources refers to the wide array of information and activities that are provided to support teaching. This may include:

* In-class materials such as PowerPoint slides, handouts, and instructions.
* Additional resources made available online (e.g. reader documents, activity sheets, model answers, software, audio recordings of readings).
* Resources available from the wider academic community (e.g. library resources, external online resources and web sites).

As with teaching delivery and communication, students learn from these teaching materials and resources in different ways, according to their own preferences. As such, it is critically important that materials provided to support teaching are accessible to students. Therefore, these materials should be:

* **Easily readable or useable by the majority of users.** This can be achieved by providing resources in multiple formats – for example, include both a PDF journal article and an audio version of the article.
* This can be done easily by using MMU’s Convert It service: <https://www.mmu.ac.uk/library/using-the-library/disability-support/converting-online-documents>
* **Easily adjustable, for those who have specific needs.** Try to avoid providing ‘closed’ formats such as PDFs, instead provide documents in original Word, PowerPoint, etc files for students to amend to suit their own study needs (able to change font size, colour, background, etc).
* **Representative of the population.** We know that representation is important to students so try to choose sensitive and appropriate content (images, etc.) that also reflect the diversity of our student and national population.

You may also wish to ‘audit’ your own materials for the above, and the following can be helpful in doing this:

* **Microsoft Accessibility Checker –** All Microsoft products have an in-built accessibility checker. To access this go to the File tab at the top-left of your document, then select ‘Info’, then select ‘Check for Issues’. Finally, select ‘Check Accessibility’. This will check the document (PowerPoint or Word) for any accessibility issues for students with disabilities.
* **British Dyslexia Association Guidance –** The following guidance from BDA advises on how to produce educational resources for neurodiverse audiences: <https://www.bdadyslexia.org.uk/advice/employers/creating-a-dyslexia-friendly-workplace/dyslexia-friendly-style-guide>

**Checklist**

* Make use of multiple formats in your classroom-based teaching materials and additional resources.
* Provide instructions and important information (e.g. handbooks, practical task instructions) both verbally and in written form.
* Where possible, give students a choice of format in the supporting materials and resources that you provide. For example, 'lecture notes' could be provided as PowerPoint slides with bullet points and images, as a text-heavy reader document, and as a series of short podcasts.

**Font and formatting of text**

* Use a single font in any given document. A *sans serif* font should be used (e.g. Arial, Calibri, Tahoma, Helvetica, Trebuchet) rather than serif fonts (e.g. Times Roman, Cambria, Garamond) as these are very difficult for some people to read.
* Use Bold text rather than capitals, italics or underlined text, as these three types of text can be difficult for many students to read.
* For printed documents use a font size of 11-12pt.
* For projection (e.g. PowerPoint presentation), a font size of 22pt minimum is recommended.
* Avoid white background where possible, using a pastel colour or cream instead.
* Avoid red and green text as these colours can be easily confused.
* Where possible, keep numbering and symbol protocols simple, and be aware that some characters are more difficult to distinguish and can be easy to transpose (e.g. 3 and 8, 6 and 9, O and 0, S and 5, iv and vi).
* In text-based documents, avoid words that are split across different lines, dense text (e.g. due to narrow line spacing, narrow margins), and faint print.
* Text should generally be set to horizontal. If this is unavoidable (e.g. some graphs and images), then vertical text is preferable to text that is set to an angle or curved.
* If possible, print documents on matt paper, as glossy paper can cause glare.

**Layout of text-based documents**

* Keep text left aligned (not justified) and ensure a 1.5 line spacing. Generally avoid centre justification except for main headings.
* Columns should generally be avoided in standard A4 documents as they often lead to irregular spacing of words.
* Where students are expected to handwrite on a document (e.g. on an assessment proforma), ensure there is sufficient space.

**Documents containing images**

* Avoid using background images in documents and in PowerPoint slides as these often reduce contrast and make it difficult to read the overlying text.
* Ensure images are of a sufficient size, quality and contrast to be clearly seen and interpreted, and that any text contained within them is also large enough to be read (if not, provide your own annotations). Be aware that images that will be projected on screen in a large lecture theatre, may not appear the same as on a computer screen.

## **10. Technology Enhanced Teaching**

The use of technology to enhance learning can be effective in engaging students in learning and presents many additional opportunities for use in all learning contexts. However, visual and auditory information is not equally accessible to all learners. It is important, therefore, that measures are taken to ensure the technology does not exclude any individuals.

Wherever possible, follow the guidelines on presentation, found here in other checklists, above in any TEL application. If the software and applications used are created externally, with little control over built-in accessibility, appropriate allowance should be made for users e.g. an in-class application that utilises colours or fonts that some students might find difficult to read, should also be explained verbally, allowing students sufficient time to process the information.

Time-pressured applications, those that require on-the-spot reading, and any containing content that is inappropriate, should generally be avoided. Smartphones are now very widely available among student groups. Even where ownership is not 100%, activities involving personal smartphones can be conducted in pairs or small groups. Nevertheless, care must be taken to ensure that individuals who do not possess a smartphone are not excluded from such activities. It is important to ensure that third party tools are accessible.

When creating and using electronic resources, there are a number of areas for critical consideration

* **Podcasts (audio only recordings) -** audio-dominated resources may exclude students with a hearing impairment, students for whom English is not their first language, and students with a strong visual learning preference. The addition of text captions on such resources (or the availability of speech-to-text software or a written transcript) would make them much more inclusive.
* **Screencasts (audio with still or animated screenshots, such as narrated PowerPoints) –** resources that are visual-dominated (e. g. screencasts without any narration), would be enhanced with the addition of a voiceover (or descriptions and explanations of images, graphics, animations and video).
* **Videos (audio-visual movies) -** Consideration needs to be given to the clarity of sound, the visibility of colour and images, as well as all of the guidance on general communication, learning materials, and teaching delivery given above.
* MMUTube, for example, has the ability to create captions for resources, though these will need checking for accuracy.

For support in developing your own digital literacy, which will further enhance your ability to support a diverse range of learners, consider working with the Technology Enhanced Learning team. Further details can be found at: <https://www.mmu.ac.uk/about-us/professional-services/isds/about/tel>

This team can support your use of Moodle, apps for teaching and learning (such as Microsoft Teams, Mentimeter, Nearpod, Kahoot, NearPod and Vevox) as well as immersive technologies.

**Checklist**

* Check that software and applications used are accessible to students. Provide additional explanations where necessary.
* Avoid using in-class technological activities that are time-pressured (e.g. those that require students to read information and respond within a limited amount of time).
* Provide written explanations for audio resources (e.g. captions, speech-to-text software, written transcript), and textual or verbal explanations for visual resources (e.g. voiceover, written description).
* Ensure that resources are clear and easily readable or audible (e.g. suitable sound clarity, picture quality, appropriate colours and fonts).
* Provide digital materials in advance so that students have sufficient opportunity to adapt the format to suit their needs.
* Raise awareness of the availability and usefulness of university-provided assistive technology (e.g. TextHELP and Inspiration), including library assistance.
* Where available, use a standardised template for Moodle course areas. Otherwise follow the recommendations in the guidance provided in the Staff Resource Area for creating accessible Moodle resources**.**

## **11. Personal Tutoring**

Personal tutoring is a student support system, delivered by academic staff through a coaching approach that recognises the importance of personalised and individual support in creating equal opportunities for students to succeed. Embedded within an inclusive and supportive community, personal tutoring at Manchester Met supports students to fulfil their potential through a five-year planning approach to personal, academic and career development. Support is delivered through an empathetic, proactive, inclusive, collaborative, student-centred, authentic, anti-discriminatory, and evidence-informed system that helps students navigate their own aspirations and pathways towards autonomy and success.

Using the 5-Year Plan process, personal tutoring will provide good opportunities for tutors to get to know their students better, and to develop a better understanding of their diversity, and cultural influences and circumstances.

Personal Tutors should be aware of the limitations and boundaries of their role and use the extensive support systems and teams across the university. For further information, visit: <https://www.mmu.ac.uk/about-us/professional-services/uta/teaching/personal-tutoring>

Here you can find documentation and support relating to personal tutoring and the 5-Year Plan process, as well as helpful resources and a self-study programme to aid your development.

**Checklist**

* Make use of personal tutoring to get to know your students better – their personality, circumstances, and cultural influences.
* Follow the appropriate guidance for inclusive communication, teaching delivery, and supporting materials.
* Encourage students to make a written note of any important information, and use other organisational tools where useful (e.g. action planning).
* For non-timetabled meetings, provide clear instructions (and a reminder if possible) for the meeting day, time and venue. Ensure students are clear about any prior preparation needed, and any information or materials that they are expected to being with them.
* Select a quiet, discreet environment for meetings that might involve a difficult conversation wherever possible.
* When a difficult conversation is anticipated, consider allowing a student to be accompanied (e.g. by a friend, colleague, or partner).
* Be discreet when discussing support requirements for an individual when there are others present. Reassure the student of confidentiality (unless inappropriate).
* Adopt a coaching approach (e.g. using listening, open questioning, and coaching tools) in personal tutoring to encourage openness, self-reflection, resilience, self-regulation, management and determination.
* Familiarise yourself with the range of student support services available and be able to communicate this to students both verbally, and in writing.
* Know the correct procedures, and use the appropriate documentation (where applicable), for directing students to different services (e.g. the disability disclosure process).
* Avoid offering help or support that goes beyond your role and expertise.
* Make allowances for students who are unable to may find communication difficult due to anxiety, low self-confidence, hidden disabilities, or other invisible struggles.
* Visit the 5-year Plan website and explore the resources available to support you.