InCurriculum: Developing the AchieveAbility of an inclusive curriculum in Higher Education drawn from learning and teaching strategies for students with specific learning differences

UNIVERSITY OF WESTMINSTER

NORWICH UNIVERSITY COLLEGE OF THE ARTS

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DE MONTFORT UNIVERSITY LEICESTER

InCurriculum is a National Teaching Fellowship Scheme project about mainstreaming an inclusive teaching and learning environment for all students. There are three modules involved in each of three institutions.

At De Montfort University, modules involved are about design management, design products and business communications.

At the University of Westminster, the modules are about art and media practice; a third contrasting module will be added.

At Norwich University College of the Arts, modules are about clothing culture and managing creative enterprise; a third contrasting module will be added.

These modules are being modified and evaluated by means of an action research process over the three-year time-span of the project (2007 – 2010). Staff and students are involved in a process of continual evaluation.

Evaluation is being carried out by means of questionnaires, focus groups and interviews with students and staff. Delivery of each module is being modified each year in the light of findings.

Umbrella research question: Can HE teaching and assessment be made more inclusive and accessible to all students by drawing upon practices developed for those with specific learning differences?

An inclusive curriculum in Higher Education
InCurriculum

Are the visual approaches often used in Art & Design transferable to other disciplines?

Does modifying courses to make them more accessible improve students' response?

What is the response of course tutors to such initiatives?

Outputs include:
9 modules packages
Report on good practice
2 dissemination conferences
Network of HE experts
Model of inclusive curriculum
Staff development materials

Benefits for students
Stimulating, supportive and accessible learning which assists them in achieving their full potential, irrespective of learning difference or learning style

Benefits for staff
Confidence that all students are being treated fairly.
Improved student motivation.
Exploration of new practices through cross-fertilisation with other disciplines.

Benefits for the University
Adherence to the social model of learning difference focuses policy on identifying the impact of structural, organisational and attitudinal barriers to equality and inclusion. Improved student retention and attainment.

There is a project Steering Group which includes experts from a range of relevant disciplines. The project Management Group consists of representatives from each institution.

The Higher Education Academy
National Teaching Fellowship Scheme