

Accessible...

Curriculum design

The following points of advice will support staff involved in curriculum design to ensure programmes are accessible to students with a range of different needs.

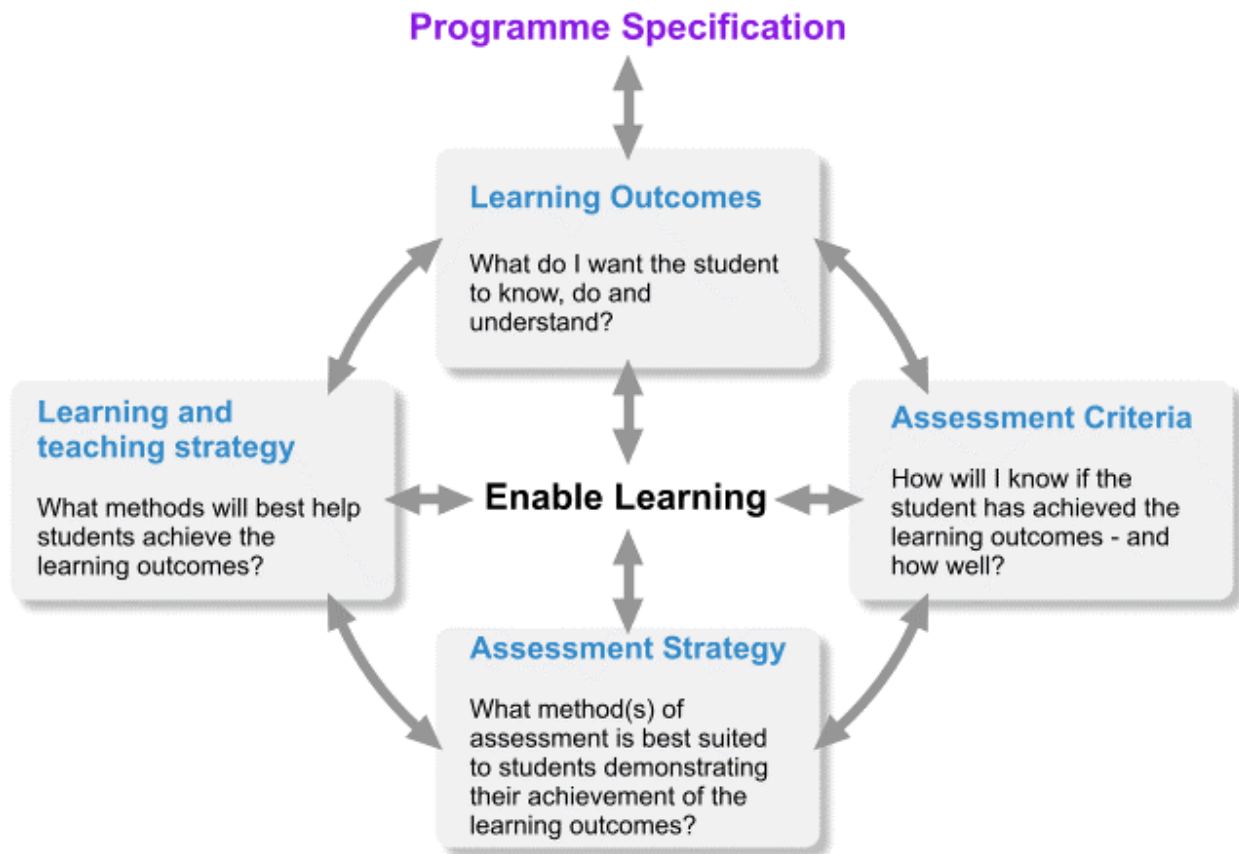
- Ensure that learning outcomes and competence standards, if applicable, are clearly articulated and aligned to planned learning & teaching and assessment methods.
- If a particular skill is essential to the programme ensure that this is clearly stated rather than implied.
- Learning outcomes can be demonstrated in a variety of ways so ensure that learning & teaching and assessment methods allow students with a range of needs to succeed. Adjustments can be made for individual students but the need for these will be lessened if a range of methods are available.
- Ask questions of your programme design, this approach will embed adjustments which may have to be made at a later date:
 - Would students with a range of different needs be able to acquire and demonstrate skills and knowledge as they move through the programme?
 - If any barriers would be encountered, what adjustments can be made at the design stage?

(Reviewing case studies and/or using the SWANDS audit tool may support you in making changes at this stage- see references)

- Use your experience of supporting students with disabilities to inform your planning of learning & teaching activities.
- Consult the Disability Resource Centre and/or students with disabilities to find positive solutions to potential barriers identified.
- Share any revised planning with colleagues to improve innovation / awareness in the University. (DRC can publish examples of best practice on their web pages)
- Ensure that all publicity material, including programme handbooks is updated and provides clear information to students
- Attend staff development sessions which focus on curriculum accessibility and disability issues to maintain up-to-date knowledge of this area.

The Disability Resource Centre is available to discuss any aspect of accessibility and is committed to supporting staff in developing awareness and best practice.

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A Programme Specification must incorporate the learning outcomes (what you want the student to know, do and understand), the assessment criteria (the means by which you will know if the student has achieved the learning outcomes and how well?), the assessment strategy (the method of assessment best suited to students demonstrating their achievement of the learning outcomes), and the learning and teaching strategy (the methods you will use to enable students to achieve the learning outcomes) for a module. These all inform one-another. The central aim of all these is to enable learning.

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