Inclusive Post-Secondary Programmes for People with Intellectual Disabilities
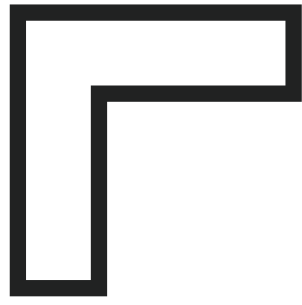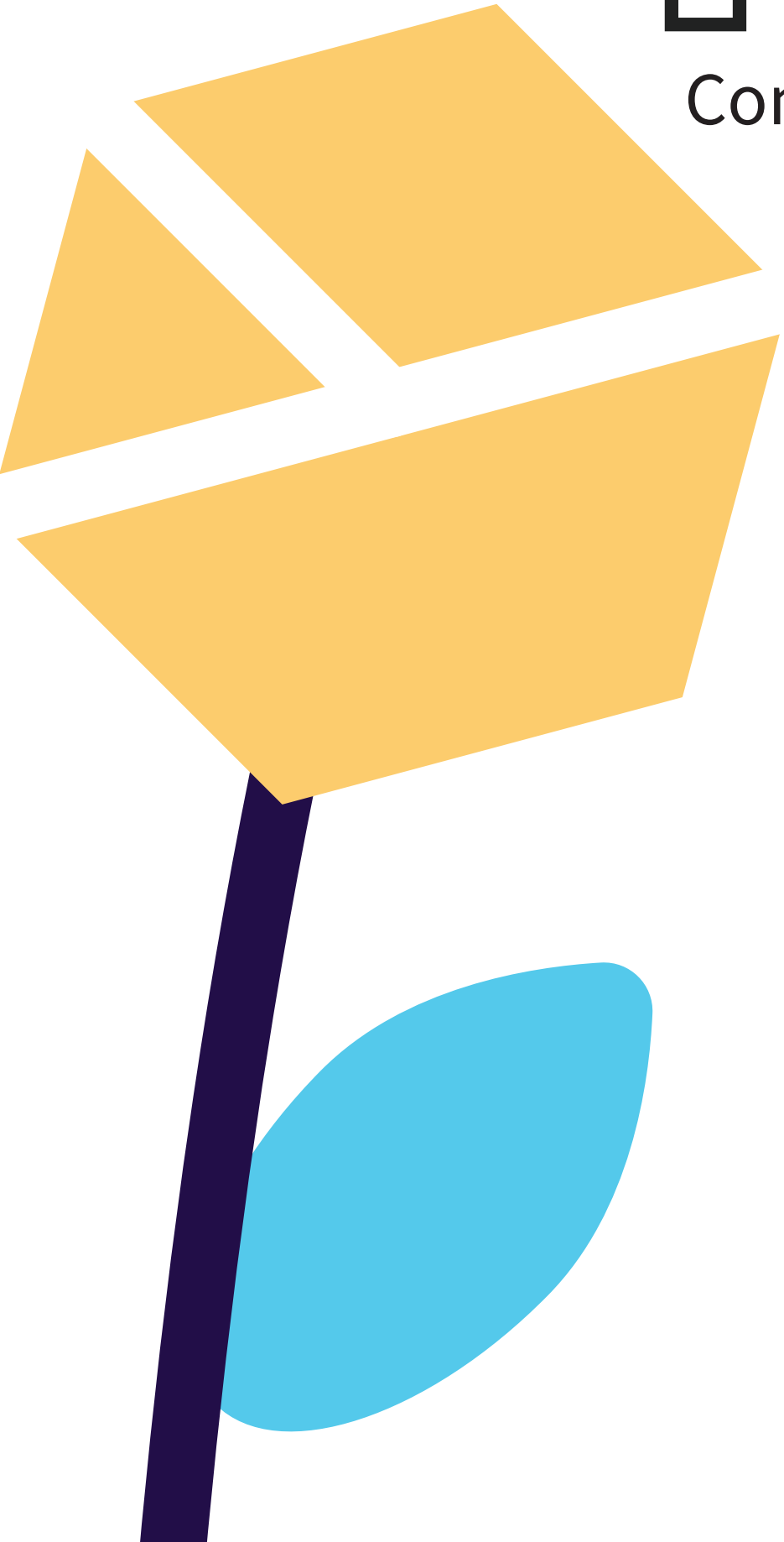
Curriculum Framework
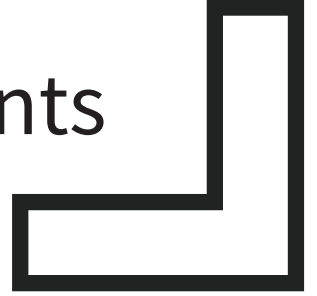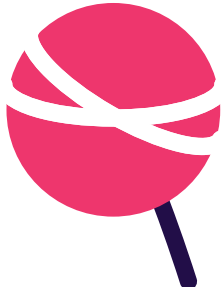
Contents

Acknowledgements

Purpose

The purpose of this document is to provide relevant and useful information to Universities and Higher Education Institutions who are looking to develop a curriculum for students with Intellectual Disabilities (I.D.). It is hoped that this document which draws on the experiences of the seven Erasmus+ partners will provide the basis for an Inclusive Post-Secondary Education (IPSE) platform from which Universities can build a customisable, accessible, integrated and meaningful curriculum.

The document will provide some background on the current post-secondary education landscape for people with an intellectual disability, it will then look at the scope of the curriculum framework that has been developed, its purpose, why it has been structured in this way and how it can be used. Following this, the document provides a review of the available literature on a Universal Design for Learning, a key dimension of this curriculum framework. Finally, the curriculum framework itself is presented along with Case Studies describing the current IPSE programmes of the participating partners and some exemplars of curricula with module outlines, classes and assessment techniques.
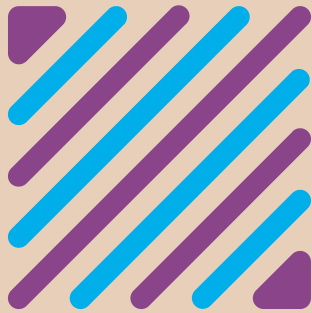
Background

People with an intellectual disability (ID) tend to experience lower educational levels than those without an intellectual disability and young people with ID are among the last to benefit from initiatives to promote more inclusive learning environments. (Shevlin et al., 2021). Postschool outcomes for students with ID when compared to students with other disabilities are less than positive and often reflect low expectations for attending college or becoming competitively employed (Grigal et al., 2011). Post-secondary education is important for students with an intellectual disability due to its known association with increased employment (Butler et al., 2016; Madaus et al., 2014; Sannicandro et al., 2017) increased earning potential (Madaus et al., 2014) and community participation (Cimera et al., 2018; Moore & Schelling, 2015). However, within the literature, post-secondary educational provision for students with an intellectual disability does not appear to be as widely researched as that within primary and secondary school (Arvidsson et al., 2015; Sanford et al., 2011).

The concept of curriculum consistently features in research concerned with improving educational provision for students with and without disabilities. (Lawson et al., 2005; Norwich, 2010). A 21st century vision for curriculum has been proposed in The OECD's Learning Compass for The Future of Education and Skills 2030 (OECD, 2019b). Such a vision advises movement away from static, pre-prescribed curriculum content towards a "non-linear dynamic model" (OECD, 2019b, p. P. 13). Furthermore, "each student has his/her own learning path and is equipped with different prior knowledge, skills and attitudes when he/she starts school."(OECD, 2019a). Third level education for students with an intellectual disability is a recent phenomenon (Jones & Moe, 1980). Subsequently, the underpinning evidence base for suitable curricula design and pedagogy is also emerging.

The curriculum framework presented in this document is based on the results of a literature review plus the results of a 44-item survey distributed to seven Erasmus Plus partners. The 44-item survey was distributed as part of Stage 1. Key findings were then selected to inform development of a curriculum framework in Stage 2.

This survey sought to give a bird's eye view of how the seven Erasmus partner's post-secondary education programmes were functioning across the key areas of;
- Programme Background
- Entry Requirements
- Cost
- Academics
- Programme Integration and Sustainability

The aim of the survey was to promote awareness, collaboration and improved outcomes for all current and future students with an intellectual disability. The results of critical analysis following use of SWOT analysis and the PESTLE framework showed that there was a promising constellation of positive grassroots practices taking place across programmes against a backdrop of reasonably relevant law or policy. Programme staff were also taking steps to manage numerous challenges specific to their programme's context. However, legal barriers to accreditation, a lack of post-secondary specific law and policy married with a widespread uncertainty concerning funding seems to point to a dearth of "top down" legally binding support for post-secondary education for people with an intellectual disability. Considering the variation between programmes, the survey provided a critical opportunity for programme staff to reflect on their individual programmes and the wider European context of post-secondary education for people with ID.

The following steps were then undertaken in order to develop Stage 2 Curriculum Framework

1.	Key findings from Stage 1 – The survey report was reviewed
2.	The compulsory elements required for inclusion in Stage 2 were identified from the Erasmus Plus Internal Management Plan and through consultation with the Erasmus+ Partners; i.e. Overall Policy and Structure, Universal Design for Learning and Curriculum Design, Inclusiveness, Person Centredness and Impact
3.	The scope of the framework was decided upon by the Erasmus Partners. The framework acknowledges current college and nationwide policies, as well as currently significant developments in the field of post-secondary education for people with intellectual disabilities. Crucially, the programme must take place in both a supportive context and environment. If this is not the case, the sustainability of the course could be put at risk. This led to the development of an 'Overall Policy and Structure' dimension being added to the consideration process. Policies should be identified within the university or wider community that would be supportive of the programme in advance of its commencement. The operational aspects of the programme should also be considered.
4.	A scoping search of key databases within the date range of 2015-2020 took place in order to identify best practice guidelines in curriculum framework development for third level students with an intellectual disability
5.	Within the literature, publication of the OECD 2030 Vision for the Future of Education and Skills was commonly identified as critical in shaping future optimal curricula
6.	Selected aspects of the OECD 2030 Vision for the Future of Education and Skills were extracted
7.	Group discussions took place to ensure a shared definition of each dimension and level, along with identifying which areas should be considered when developing a curriculum for students with ID.
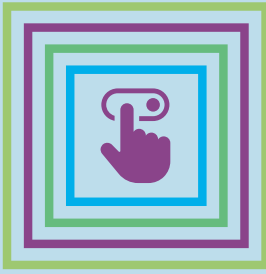
Function of the Curriculum Framework

The curriculum framework is designed to:

- convey the elements which are deemed most essential to all Erasmus Plus partners when planning curricula for third level students with an intellectual disability
- provide guidelines for new educational institutions interested in designing a curriculum for students with an intellectual disability
- provide a clear vision about what's important in higher education for students with an intellectual disability
- provide a potential framework for future qualitative research on curriculum design for students with an intellectual disability using the OECD 2030 principles

How the Framework was Devised

This curriculum framework is based on the experiences of the seven university partners in the Erasmus Plus project. This document encompasses what we have learned from running IPSE programmes within our universities and it is designed to enable any Higher Education institution to ask relevant questions when setting up a programme for students with intellectual disabilities.

Figure 1 below shows how a number of elements influenced the development of the framework's structure.
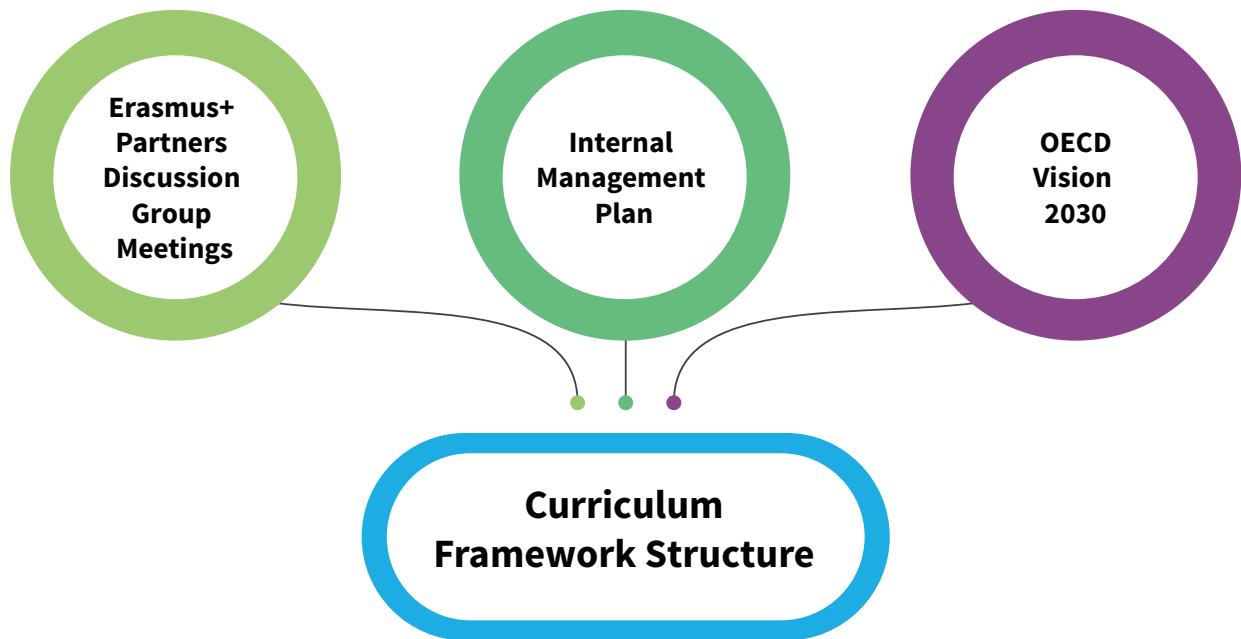
We acknowledge that each programme is unique to the university and the environment that the programme will operate within. What is suggested may not apply to all programmes and it is not intended to be prescriptive, however, we hope that this document challenges and acts as a practical resource to understand the teaching, supporting and including of post-secondary students with intellectual disabilities. The curriculum is intended to provide a thinking framework and be shaped by the responses to statements and questions which will then prompt further discussion.

We would encourage college personnel, faculty staff, students both with and without ID, families, employers, and career guidance specialists to read this document.

Structure of the Framework
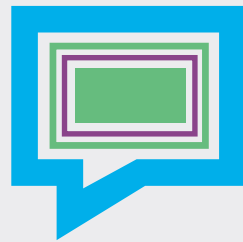
Dimension ▶ **Level** ▶ **Statement**

Dimensions

The curriculum framework is based around five dimensions. These dimensions were considered crucial based on the experiences of the participating universities, the Internal Management Plan and research into current best practices in curriculum design. The five dimensions are;

1. Overall Policy and Structure
2. Universal Design for Learning and Curriculum Design
3. Inclusiveness
4. Person Centredness
5. Impact

Levels

Four levels have been identified as central to the curriculum framework within each dimension. The IPSE programme being developed should have relevance and speak to each of these levels.

1. University Level
2. Student Level
3. Labour Market Level
4. Community Level

Statements and Questions

Within each Dimension Level a series of statements and subsequent questions are offered which are intended to provoke thought and discussion. The purpose of these questions is to anticipate any challenges or opportunities that might be applicable to the situation in which the proposed IPSE programme will operate, either within the university itself or at a wider community or national policy level.

Core Competencies

As students interact and engage with the academic and social world of university and beyond, they are required to navigate a multitude of contexts and situations. The curriculum framework developed should seek to equip students with the necessary knowledge, skills, attitudes and dispositions. Guided by the three dimensions of curriculum design of knowing, doing and being (Barnett & Coate, 2005), the framework is centred on the development of competencies and the following key questions:

· What do students need to know?
· What do students need to be able to do?
· What do students need to become?

The proposed competencies have been categorised within three levels. The core competency featured within each level has been agreed upon as central by all partners across the Erasmus Network. Partners can then add additional competencies within each level as suits their course.

University Level – Core Competencies

The student has a unique sense of self and how that fits/relates to the collective student body and to the larger university structure. They understand the key issues common to all students and how they fit within that wider community. The student can identify and reasonably express any problems or issues relevant to themelves, to the university and the wider student body.

Student level – Core Competencies

It is important that the student realises and expresses their identity. That the student can develop and express a sense of self/identity as a unique learner and has an awareness and understanding of one's own learning preferences, learning strengths and preferred ways of presenting and learning preferred subjects. They should have the ability to troubleshoot breakdowns in comprehension or learning.

Employee level – Core Competencies

Using prior knowledge from student level, the students should show an ability to develop and express an identity as an employee e.g.:

- My dream job is x
- I am skilled at x/y
- I need support with y
- I know who/what can support me and where/when that is available
- I like a workplace that values x,y,z

Community level – Core Competencies

Students can identify unique opportunities to contribute to their community by identifying their own strengths through relevant learning from the course. They feel confident engaging in social activities within their community and participating in groups and initiatives. They value their own inputs in these settings and feel included and accepted.
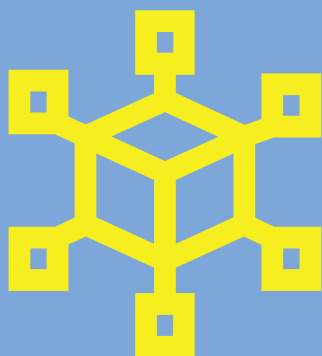
UDL Literature Review

Universal Design for Learning (UDL) was identified as key dimension by the Erasmus+ partners for the IPSE programme curriculum framework. This exciting and innovative approach to teaching and learning is gradually emerging as a practical and usable framework for the education of students with intellectual disabilities. Everywhere practitioners seek to be inclusive, UDL is present, with many educators already instinctively using the key principles. The purpose of this literature review is to give a deeper insight into the background and use of this framework which values and encourages the diversity in how we all learn.

A Review of Literature on Universal Design for Learning for Students with Intellectual Disabilities

Introduction

The purpose of this literature review is to gain an understanding of national and international literature on Universal Design for Learning specific to learners with intellectual disabilities (ID) at post-secondary education. While the central focus of the review is research on UDL and students with ID at post-secondary level, the review will include studies on students with and without disabilities from across different sectors including early years, primary and post-primary.

Universal Design and Universal Design for Learning

The term "universal design" was coined by architect and designer Ron Mace at the Centre for Universal Design at North Carolina State University (Hamraie, 2012). Universal Design (UD) is the design and composition of an environment so that it can be accessed, understood and used to the greatest extent possible by all people regardless of their age, size, ability, or disability (National Disability Authority, 2019) cited in (Quirke M. and McCarthy P., 2020). Dating back to the 1980s, Universal Design in any environment aims to remove barriers in the initial design rather than having to overcome these barriers later through individual adaptation (Chandler et al., 2017).

Stemming from these architectural origins, Universal Design for Learning (UDL) is an approach to teaching and learning that gives every student equal opportunity to succeed. Both UD and UDL share the goal of universal access, however, UDL, differs in that it not only considers the built environment and physical learning spaces, but also incorporates the elimination of barriers in curriculum and pedagogical practices (Quirke M. and McCarthy P., 2020).

Universal Design for Learning traces its origin to the Universal Design movement. Developed in the United States by CAST (Centre for Applied Special Technology) to explore ways of using new technologies to provide better educational experiences to students with disabilities (CAST, 1984). Further work on this approach led to the provision of publications and guides for educators presenting the principles and applications of UDL discussing such aspects as neuroscience research on learner differences, flexible curricula based on those differences; effective classroom uses of digital media; and appropriate goals and assessment for every student (Rose & Meyer, 2002).

What is UDL

UDL is an educational framework based on decades of research in neuroscience. It is considered best practice for teaching all students in an inclusive learning environment. The goal of UDL is to create learners who are:

- Purposeful and motivated
- Resourceful and knowledgeable
- Strategic and goal directed

In other words, expert learners.

UDL is a relatively new concept in higher education and moving towards UDL means changing the status quo of the traditionally advantaged learner and a pedagogy based almost entirely on text based learning. (Kjetil A. Knarlag, 2016)

The CAST model of UDL focuses on offering equal opportunities to a diverse range of learners, including those with disabilities. The concept offers flexibility in the teaching and assessment of students as well as the physical environment where that might take place. It is based around three core principles which should be considered when designing a curriculum.

1	Multiple Means of Engagement. The 'Why' of Learning
	Learners can differ in the ways that they are motivated to engage and learn. Some may like spontaneity and some routine. Some students may like to work in a group and some prefer to work individually. Giving choice in the engagement of students can help them to engage positively with their work.
2	Multiple Means of Representation. The 'What' of Learning
	Providing multiple options in how the information is presented to students is essential. Students with sensory or learning disabilities as well as students with language or cultural differences will all have different ways of approaching learning. There is not one means of representation that will suit all learners and providing a variety of visual, auditory or printed content is necessary to accommodate the variety in how students learn.
3	Multiple Means of Action and Expression. The 'How' of Learning
	Ensuring that learners have options in how they express what they know. Students with movement impairments, those with an intellectual disability who might struggle with strategic or organisational tasks as well as those who have language barriers, approach learning tasks very differently. Some may be able to express themselves well in written text but not speech, and vice versa. **Again no single means of action and expression will be optimal for all learners**, therefore it is important to provide options for all students. (CAST, 2018).

Each of these core principles are linked to and take account of the predictable variability that occurs in learning. No two brains are alike and while this variability is wide ranging it can be organised across three brain networks targeted by the UDL framework: affective, recognition and strategic. (See Figure 1.)

Figure 1. Source: *(Wakefield, 2018)*
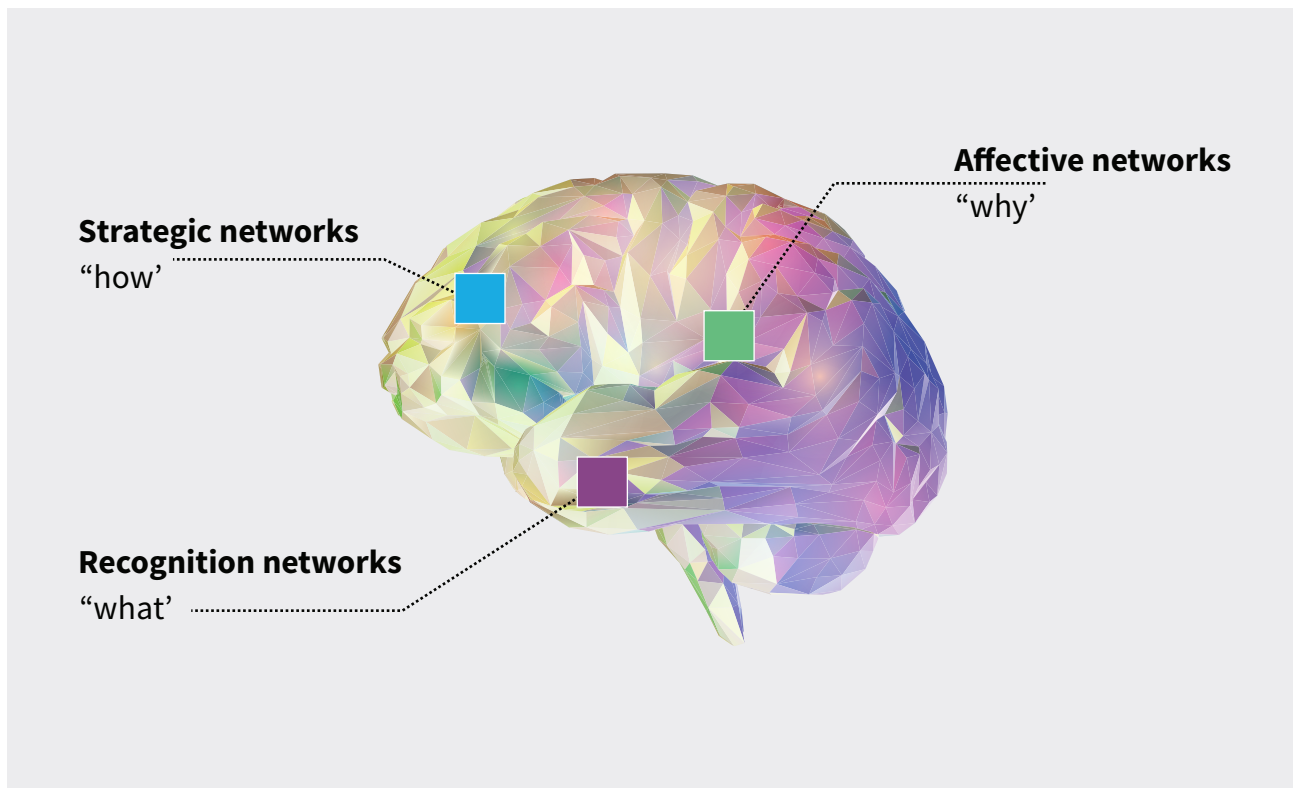
Engagement (the 'why' of learning, which aligns with affective networks): interest, effort and persistence, and self-regulation

Representation (the 'what' of learning, which aligns with recognition networks): perception, language and symbols, and comprehension

Action & Expression (the 'how' of learning, which aligns with strategic networks): physical action, expression and communication, and executive function

Conscious planning using the three UDL principles along with the UDL guidelines (2012) can provide educators with a framework to design and deliver teaching to diverse range of students removing barriers to learning and providing a more inclusive and socially cohesive higher education system. (Novak & Bracken, 2019). The UDL Guidelines serve as a tool to assess and minimise barriers in the curriculum, they provide benchmarks to design and deliver instructional goals, methods, materials and assessments to meet the needs of all learners (CAST, 2010).

Application

UDL has been predominantly used in the United States education system and has gained traction at further and higher education over the past two decades as a means to promote inclusion and access to the general curriculum (Sean J. Smith et al., 2019). However, more recently it has been adopted by countries seeking to have a more inclusive curricula within their schools. Higher education in particular has seen a slow evolvement towards using Universal Design as the main strategy for inclusion. In Australia, for example, UDL has been recommended by the Australian Curriculum and Assessment Authority as a recommendation for all classroom teachers as a means of personalising learning for students with disability and diverse learning needs (Capp, 2020). In the United States of America the US Congress passed the Every Student Succeeds Act (ESSA) which endorsed UDL as best practice for all students. In Spain (Costa & Bracken, 2019), it has been shown that the competency-based framework used in the teacher education programmes could have useful synergies with UDL.

Significantly UDL is often viewed as a means of accommodating people with disabilities, however, national systems of education are increasingly recognising its role in responding to greater diversity among students. A UDL approach for all learners, not just those with a disability has been highlighted in the Inclusive Education Pyramid. (Quirke M. and McCarthy P., 2020. (See Fig. 2)

Fig. 2 Inclusive Education Pyramid

(Quirke M. and McCarthy P., 2020) A Conceptual Framework of Universal Design for Learning (UDL) for the Irish Further Education and Training Sector: 'Where Inclusion is Everbody's Business'. Dublin, SOLAS.
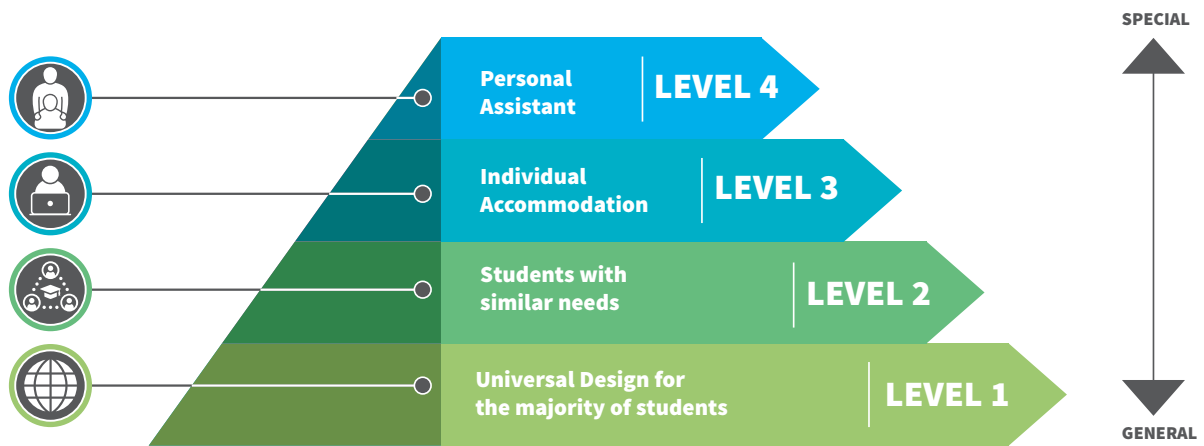
Evidence

Despite examples of UDL emerging as an important element of curriculum reform in individual countries, (Banks & Flood, 2021), identified the lack of research on how parts or all of the aspects of the UDL framework are included in educational policy reforms. This is possibly due to the lack of empirical evidence on the successful use of UDL and its application in the learning environment. In their in-depth study focusing on how we measure UDL (Sean J. Smith et al., 2019) noted that measuring the impact of the UDL framework remains difficult. Pointing out that the ambiguity on how UDL is defined, the manner in which it is used, it's implementation and the inconsistencies in its use (e.g., the framework has 31 checkpoints that can be applied in any number of combinations). They suggested the need for further consideration and direction from the research community on how this could be achieved. (Ok et al., 2017) found that although researchers noted that although their interventions were UDL based there was considerable variation in how they perceived the connections between the UDL guidelines and checkpoints and the components of their interventions.

Reviews of empirical studies at primary, post-primary and post-secondary level in the United States (Crevecoeur et al., 2014; Rao et al., 2014; Roberts et al., 2011) include summaries of varied approaches researchers have used to investigate the impact of UDL and noted the limited research particularly at post-secondary level. Other studies have examined teacher perception and UDL implementation (Lowrey et al., 2017; Rao et al., 2014) and highlighted the need for further research especially in inclusive classrooms.

UDL and Intellectual Disability

Over the course of the last 30 years, inclusive education has emerged as a key aim of education policies around the world and the belief that students with an intellectual disability (ID) should be schooled in general education classrooms is supported by international conventions, such as the United Nations Convention on the Rights of Persons with Disabilities (United Nations, 2006) and the UNESCO Salamanca Statement on Principles, Policy and Practice in Special Needs Education (UNESCO, 1994). However, while there has been some progress, students with intellectual disabilities are still excluded from mainstream education in many countries (Buchner et al., 2020; Jimenez et al., 2007). (Sheppard-Jones et al., 2018) found in their pilot study that students with intellectual disability who have taken part in inclusive post-secondary education had developed positive attitudes and behaviours, interpersonal relationships, self-determination, emotional wellbeing, and social inclusion. Following that, in the United States, (Grigal et al., 2018) note a natural progression whereby students with ID transitioning out of an inclusive secondary education are seeking inclusive college and higher education opportunities. As policy makers strive to move towards a more inclusive education system, UDL has been highlighted by researchers as a potentially useful framework to advance this ambition (Carroll et al., 2008; Copeland & Cosbey, 2010; Hehir & Katzman, 2012; Shogren & Wehmeyer, 2014). Despite the growth in interest in UDL at higher education and further education internationally, there has been little research carried out on the impact of UDL for students with ID and young adults with ID continue to experience the least successful postschool outcomes among transition-aged youth (Sanford et al., 2011). While there are many peer reviewed articles proclaiming the merits of using UDL for students with ID, (Rappolt-Schlichtmann et al., 2012) noted that basic and applied research supporting UDL's efficacy and use with diverse populations, including students with learning difficulties, is scant.

In their review of research around UDL and ID (Rao et al., 2017) highlighted the limited research base. They noted several articles addressing the potential of the UDL framework for providing access to curriculum for students with ID but very few empirical studies on the application of UDL for students. Furthermore much of the existing research focuses on primary and secondary education with little research focusing on higher education (Rao et al., 2014). Within that sphere research articles lean towards specific areas of the curriculum preparation and course delivery. (Schreffler et al., 2019) highlight the need for further research on the effectiveness of UDL in their research of the literature on post-secondary science, technology, engineering and maths (STEM) subjects. (Courey et al., 2012) focus on the need for more experience amongst educators on the use and implementation of UDL while the small scale study of (Hansen & Dawson, 2020) highlighted the limited knowledge of college faculty staff around the UDL framework and how it could be used to benefit students with learning difficulties.

The UDL framework is a natural fit with inclusion and indicates that offering multiple ways of engaging with, presenting and assessing learning would be of great benefit to students with ID. Much of the current research indicates how UDL could be useful for these students, however, there is a distinct lack of research to provide educators with evidence based effective practices upon which to base their curriculum design for students with intellectual disabilities.

Technology can play an important role in the provision of UDL to students with ID. To allow for multiple means of engagement and representation both audio and visual technologies can allow for the UDL principles and guidelines to be realised in the classroom. However, there is frequent confusion about the relationship between UDL and Assistive Technology (AT), in large part because both approaches depend significantly on modern technology (Hitchcock & Stahl, 2003). In AT, modern technology is employed at the level of the individual student to help him or her overcome barriers in the curriculum and living environments.

With UDL, modern technology is used to create curriculum and environments so that they are designed with all learners in mind and therefore reduce barriers (Rose et al., 2005). Many times, the technology used in teaching is helpful technology for students without disabilities, yet acts as assistive technology for students with disabilities (Bryant et al., 1998). While the good will and motivation might be present among teaching staff, they need the necessary skill set to use the technology and the infrastructure of the university must support the purchase and use of the required technology. With these in place this technology has significant potential for positive post-secondary academic and career outcomes for students with disabilities (Burgstahler, 2003).

Conclusions

UDL is generally acknowledged a useful framework which allows educators and policy makers design and implement curricula that are relevant to students both with and without disabilities. The growth of UDL aligns well with the move towards inclusive education in many countries. However, much of the current research available on UDL is based on its application in primary and secondary school settings and there is a substantial lack of research on its application and effectiveness in Higher Education. In addition, much of the research currently available supports the potential effectiveness of UDL, however there is a deficit in research providing empirical data on outcomes and uses. It is suggested that the difficulties associated with measuring the effectiveness and outcomes of UDL has contributed to this gap in the research literature. The flexibility of options for the use of UDL which is of great benefit in designing and delivering inclusive curricula can also be a barrier to the measurement of its success due to much variability in its use and application.

Currently there is very little research on the use of UDL for students with ID and with the available existing research being fragmented and variable. The need for more research and empirical studies for students in this area has been highlighted in order to evaluate its effectiveness in delivering meaningful programmes to this student body. Researchers have called for a more structured research that can be replicated. For example researchers could align their interventions with the UDL Guidelines and their 31 checkpoints or use UDL with existing evidence-based practices to improve outcomes for students with ID (Rao et al., 2017). The use of technology in UDL is widespread and useful and helps in the delivery of education that is accessible to all student both with and without disabilities.
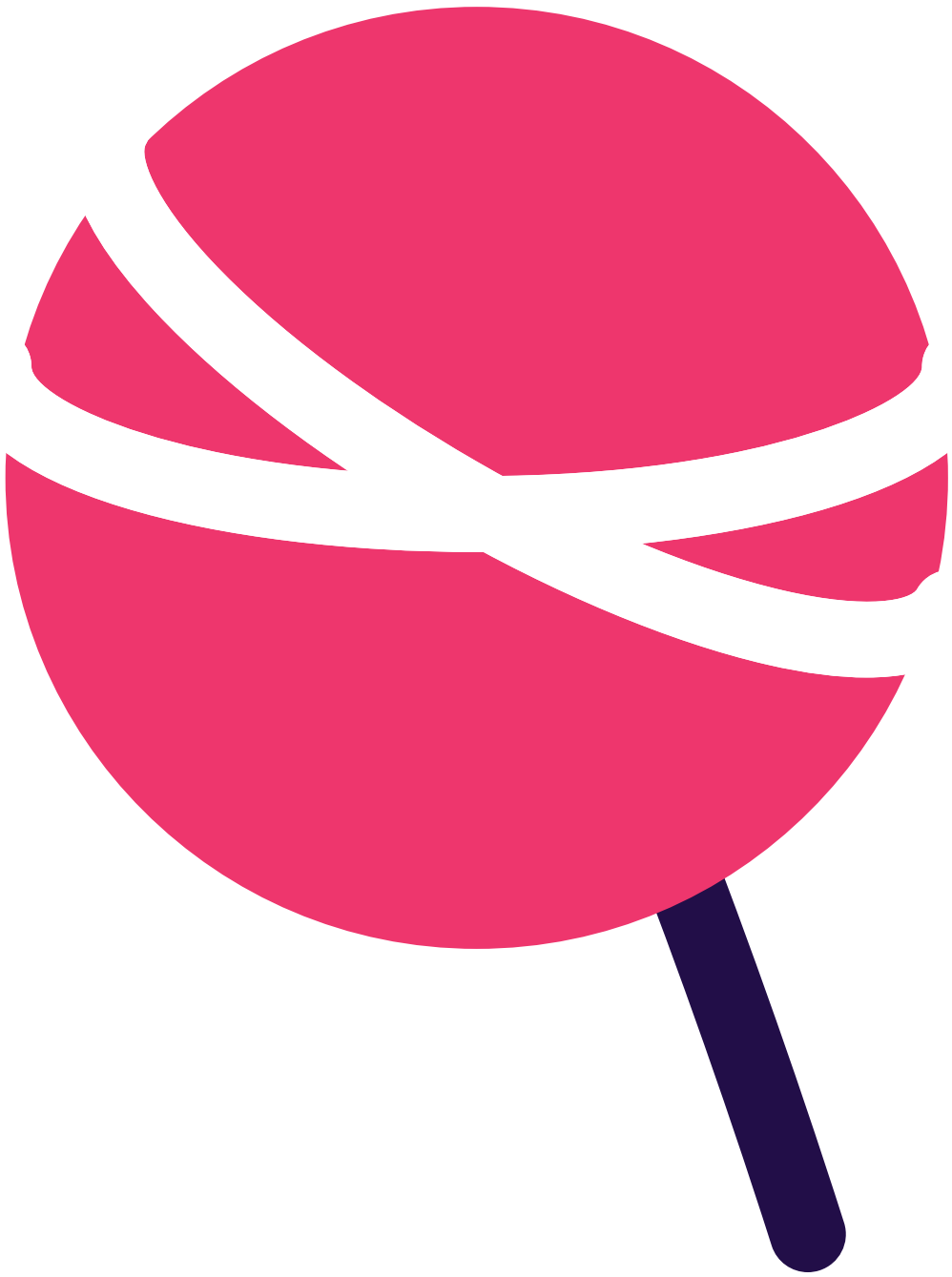
Inclusive Post-Secondary
Education (IPSE)
Curriculum Framework

Dimension 1: Overall Policy and Structure

Dimension 2: Universal Design for Learning & Curriculum Design
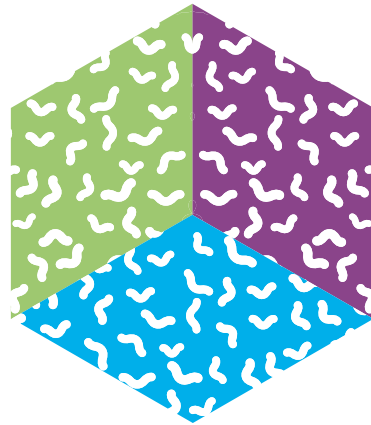
Dimension 3: Inclusiveness

Dimension 4: Person Centredness

Dimension 5: Impact

Dimension 1: Overall policy and structure

When developing an IPSE programme it is important that it sits firmly within the overall policy and structure of the university. The programme should develop internally even if the initial request comes from external forces, such as parents. It is also important that the university takes ownership of the programme and that strategically placed college personnel support it and see its value. This support will ensure the viability and sustainability of the programme into the future (Kelley & Westling, 2019).

Assessing how the IPSE programme will be situated within the wider policies, values and governance of the university is an important consideration when developing a curriculum framework. It is important to identify in advance how the programme might integrate with existing practices and what barriers or opportunities might be present.

The statements and questions in this dimension are designed to provide university staff and policymakers with key prompts and questions on how an IPSE programme can become embedded within the university, standing alongside other programmes and courses, equal in status, governance and sustainability. The questions also ask for consideration of how the programme will sit within the wider context of the national policies on inclusion in education.

Level	Areas
University	**There is a clear vision about the importance of inclusive post-secondary education programmes (IPSE) for students with ID.**
	• Are there already national examples of good practice?
	• How does an inclusive post-secondary programme for students with ID fit into the system?
	We are aware of the values of institutions of higher education.
	• How welcome is the idea of an IPSE programme?
	• Does the programme threaten the Institution's Academic Status?
	• Where are key people in the institution who support the idea?
	• Are there existing policies within the college that would include this programme?
	We stay close to established policies and practices and develop our policy step by step.
	• In which field of study is the IPSE programme established?
	• How or to what extent can the programme operate within the well-established operational policies and procedures?
	• Do we take time to reflect on what the programme is doing and make changes according to these reflections?
	• Is the programme process driven?
	We define key characteristics of IPSE programmes.
	• How long is the programme?
	• Is the programme and inclusive programme or a cohort group?
	• Is vocational and career preparation part of the programme?
	• Is personal and social development included in the programme?
	• Do the students pay programme fees?
	• Are there residential services provided for the students?
	Funding and staffing are essential elements for any programme.
	• Do we use multiple sources of funding to avoid placing an extraordinary financial burden on families and students?
	• How can the university establish funding through internal and external partnerships?

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[1] Two main references: (1) Kelly R. Kelley and David L. Westling (2019): Teaching, Including, and Supporting College Students with Intellectual Disabilities. Routledge, Taylor & Francis Group. New York and London (2) United Nations Educational, Scientific and Cultural Organization (2017): A guide for ensuring inclusion and equity in education.

Level	Areas

Student

The university develops admission procedures that are transparent and articulated in different ways.

- What kind of learners will be addressed?
- Is there a minimum set of criteria for entry to the course?
- Is there a strategy for encouraging learners with ID to go to university? (nationally or within the college?)

The requirements and procedures for admission into an IPSE Program are communicated clearly.

- Is there a website that provides key information for potential students and their families?
- What criteria are deemed essential by the Admissions Committee?
- Are there different phases of the admission process? (i.e., admissions committee meeting - orientation seminars – evaluation)

The role of the parents and supporters in general is well defined and communicated.

- Do parents know the ways that will be helpful and the ways that will impede learning and development?
- Are the support services in students' lives aware of how they can best support the student with the programme?
- To what extent is parental support expected?
- Do parents have trust in the programme?
- Are there workshops for parents?

Labour Market

There is a continuum of approaches to job preparation.

- To what extent is vocational preparation woven into the programme for students with ID?
- What do career planning and job training look like?

The university works to promote positive working relationships with individuals and organisations outside of the university.

- Is the university planning to work together with employment support specialists?
- How does the university maintain positive relations with new employers?
- Does the university provide access to the first labour market or the supported/sheltered labour market?
- How does the university maintain positive relations with the business community?

The roles and responsibilities of the IPSE programme, the students and the employer are defined.

- Does the programme use a memorandum of understanding listing responsibilities and roles signed by the employer, the student and the university? (addressing issues such as contracts, payment, insurance)
- How is the student supported while on work placement / internship?
- Is the employee full time? Is the employee on a paid internship?
- How does the university ensure that business partners remain engaged with providing over the longer term?

Level	Areas
Community	**The IPSE programme is foremost a transition programme. It is intended to enable individuals with ID to engage with community living into adulthood (from school/services/sheltered workshops into the first labour market).**

- Does the university know key partners such as community agencies, organisations, individuals and businesses in the community?
- Who is supporting the programme to identify key partners?

Many learners with ID will be eligible for different services supported by funding through "Home and Community-Based Services".

- Who is supporting the programme to identify key partners?
- Does the university know local management entities or managed care organisations?
- Are advocacy organisations allies for the IPSE program?
- Is there a local network of potential partners or can we establish a new network?

Dimension 2: Universal Design for Learning & Curriculum Design

Universal Design for Learning (UDL) is an approach to teaching and learning that gives every student equal opportunity to succeed. Universal Design for Learning traces its origin to the Universal Design (UD) movement. Developed in the United States by CAST (Centre for Applied Special Technology) to explore ways of using new technologies to provide better educational experiences to students with disabilities (CAST, 1984). Both UD and UDL share the goal of universal access, however, UDL, differs in that it not only considers the built environment and physical learning spaces it also incorporates the elimination of barriers in curriculum and pedagogical practices (Quirke M. and McCarthy P., 2020).

When designing an IPSE programme for a University and developing a curriculum framework, the underpinning philosophy of UDL can improve outcomes for students and help foster expert learners who are purposeful and motivated, strategic and goal-directed, and resourceful and knowledgeable (Wakefield, 2018).

We see Universal Design for Learning as a core component in the design and delivery of a successful IPSE programme where students are taught to become expert learners and staff are skilled in the delivery of a varied, flexible and inclusive programme embedded in principles underpinning Universal Design for Learning.

Level	Areas

University

The programme aligns with current university principles and practices

- Is an approved credential offered to students?
- Are academic grading and policies in alignment with existing ones in place?
- Is information on the programme represented in campus communications?

There is an inclusive curriculum strategy within the university

- Does the university have an inclusive curriculum project or policy?
- Are key staff members within the programme represented on inclusive curriculum advisory panels / committees.
- Is Universal Design for Learning (UDL) every practitioner's approach? Is inclusion everyone's business?

UNDERSTAND THAT BOTH THE PHILOSOPHY AND PRACTICE IS ONE INCLUSION

The Inclusive Education Pyramid reminds us that a UDL approach is for all learners - not just those who have a disability, and that learners require differing levels of support.
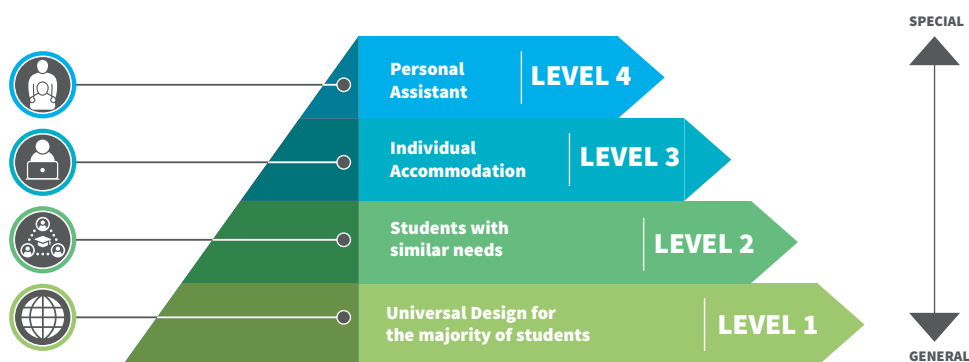
Figure 1: Inclusive Education Pyramid
(Adapted from Basham, Israel, Graden, Poth, & Winston, 2010; Robinson & Hutchinson, 2014; UDLL/NTNU, 2016, p.63)
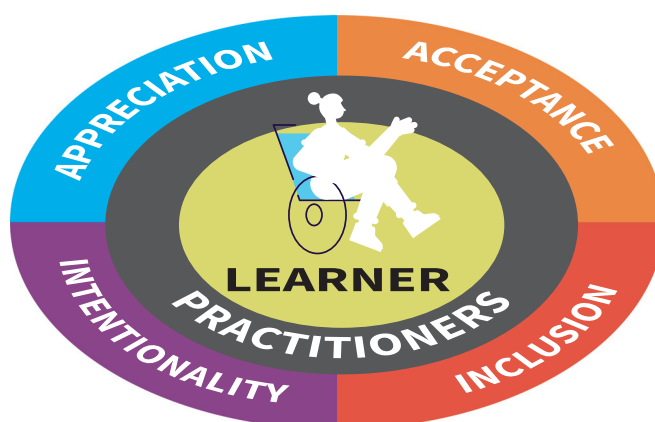
Figure 7: The Wheel of UDL for FET [1]

[1] Quirk M. and McCarthy P. (2020) A Conceptual Framework of Universal Design for Learning (UDL) for the Irish Further Education and Training Sector

Level	Areas
University	**There is an inclusive curriculum strategy within the university (contd.)**

- Is the learning environment designed so that learning is accessible for 'most' of the population of learners?
- Is the curriculum framework designed so all practitioners are included and empowered to deliver?

There is co-ordination and collaboration (internal and external)

- Is there a Director / Co-Ordinator to oversee the programme?
- Does the programme employ staff to to facilitate inclusion of students in class, work, housing, campus housing and campus activities?

The programme engages in regular, sustained evaluation of its practice and outcomes

- Does the programme conduct evaluations and disseminate findings?
- Is data collected on student activities and outcomes? (current students / graduates / scholarly research)

The Programme supports inclusive academic access for students

- Are courses that are attended by students without disabilities available to students in the programme?
- Does the programme address barriers to course registration and participation?
- Does the university faculty offer training on UDL?

Student	**The Universal Design for Learning (UDL) model shapes and informs programme structure and content.**

- Is UDL intentional in the design and delivery of education and training?
- Do programme designers and practitioners seek to deliver flexible and adaptable education?
- Is the learning environment designed to include the greatest diversity of learners as possible?

The student is provided with multiple means of engagement.
(UDL Principle One: The 'Why' of Learning)

- In what ways are students given choice and autonomy?
- How is learning made relevant to students' needs and wants?
- In what ways are classrooms accepting and supportive of all students?

The Student is provided with multiple means of representation?
(UDL Principle Two: The 'What' of Learning)

- Is information presented in ways that reach all learners?
- Are there options for how printed texts, pictures, and charts are displayed?
- What options are provided for students who need support engaging with texts and/or with auditory learning?

Level	Areas
Student	**The student is provided with multiple means of action and expression. (UDL Principle Three: The 'How' of Learning)**
	• Are there purposeful options offered for students to show what they know?
	• Is there flexibility with timing and pacing provided?
	• Are there methods considered aside from paper-and-pencil tasks for students to show what they know?
	• Are students provided with access to assistive technology (AT)?
Labour Market	**Students have the necessary support to generalise their learning and competencies in ways that support employability.**
	• What types of work engagement are provided within the programme?
	• Do the programme leaders have sufficient and up to date knowledge of what is required in employment settings?
	• What types of ongoing relationships have been established with potential employers?
	There is a continuum of approaches to job preparation
	• Does the course offer specific job training or take a broader focus on building capacity?
	A mentor is assigned to each student on work placement / internships
	• Does the mentor receive specific training for this role?
Community	**Collaborative relationships with key external partners are established and maintained. (e.g. disabilities agencies, adult service providers, local schools, parents).**
	• Does the programme provide outreach to parents of current or prospective students?
	• Are there regular meetings with key external partners?
	• Does the programme collaborate with statewide or regional IPSE co-ordination efforts?
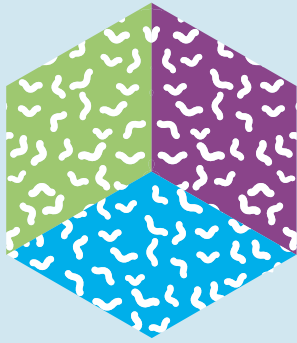
Dimension 3: Inclusiveness

The Convention of the Rights of People with Disabilities (U.N), 2006), states the obligation to ensure that people with disabilities have access – without discrimination and within the same conditions as their peers – to higher education, professional training, adult education and lifelong learning. As a result of this universities and higher education providers have made inclusion a key part of their strategies.

Inclusiveness is a key principle underpinning all programmes within the Erasmus + network. Inclusiveness implies awareness that the environment and institution itself may need to be adapted in order for students to experience a truly inclusive educational experience. There also needs to be an awareness of how internal influences (e.g. admissions criteria) and external influences (e.g. national laws and social policy) impact on transitions and thus the inclusive profile of a course.

For peer support to be a key pillar within a curriculum framework, planners may need to consider if there is scope for students with an intellectual disability to study alongside peers without an intellectual disability, as is in the case in the BLU programme in University of Salzburg. Planners may also need to consider "blank spaces" within the schedule where students are free to develop their own peer support networks. In keeping with this idea, consideration may need to be given to the physical spaces and natural infrastructure within the institution and outside of the institution where students can mingle, meet and forge peer support networks.

Consideration and adaptation of the physical, academic and social environments can provide this inclusivity to all students including those with disabilities. The programme should look to address any barriers to course registration and participation. Access to and support for participation in campus social organisations, technology along with access to disability services should be provided. When on campus the goal is that students with ID can feel fully included in all aspects of university life. (Grigal M. Hart D. & Weir C., 2012)

When developing a programme for students with intellectual disability we feel it is important for providers to ensure that inclusion is everyone's business, within the programme, faculty and wider university.

Level	Areas
University	**Inclusiveness implies an awareness that the environment and the institution itself may need to be adapted in order for students to experience a genuinely inclusive educational experience.**
	• What extent do university management encourage the development of inclusive and equitable cultures?
	• Which persons in the university are supporting the idea of inclusive post-secondary education?
	• What do the critics say?
	There is a framework or structure around peer support and peer cooperation on the academical and social level.
	• Is there a framework around peer support or peer collaboration?
	• Is there an emphasis in cooperational learning and group work in inclusive courses?
	• Do students that provide peer support receive guidance, resources, support and feed-back?
	Student led bodies need to be fully accessible and aware of any difficulties students with ID could experience.
	• Are societies and clubs fully accessible to students with an intellectual disability?
	• Does the Student Union play a role in representing students with an intellectual disability?
	• Is the Student Union literature accessible to all students?
	• Are there class representatives for these students with ID?
Student	**Students with ID can attend university classes with other students, work in jobs or unpaid internships, and live side-by-side with other students in regular university residence halls.**
	• Where is accessibility easy to accomplish?
	• Where do we need to create new ideas – where is accessibility a challenge?
	• Does every student feel that they fully belong to the student community, academically and socially?
	Students with ID who attend a customised course designed for them can also attend university classes with other students
	• What opportunities are provided for students with ID to collaborate with other students in common projects?
	Students with and without ID learn together and enjoy all kinds of extracurricular activities and events.
	• How is the peer-to-peer supporting system organized?
	• Do we recruit and coordinate student volunteers as natural support?
	• Are there informal ways and enough time to meet and have fun at the university?
	• Which roles or potential contribution(s) are likely to be achieved by students with ID?
	• Can every student count on support from their peers on an academical and social level?

Level	Areas
Student	**Students with ID have a unique sense of self and fit/relate to the collective student body.**
	• How do students access information about issues relevant to the mainstream student body?
	• Is the student timetable fully prescribed, or are there gaps between classes that could give informal peer interaction time?
	• Do students know where the common areas/"mingle" spaces are on campus?
Labour Market	**A significant goal of the IPSE programme is to increase employability in the general labour market.**
	• Where do we find employers who are curious about inclusion?
	• What gain is there to potential employers by providing an internship or job training to students with ID?
	• What kind of support do we offer to potential employers?
	• How do we build on existing Equality Diversity & Inclusions (EDI) policies within businesses?
	• How do we build awareness in the business community around potential for young people with ID to participate in meaningful employment?
Community	**IPSE programmes serve as a springboard for launching individuals with ID from adolescence into community living during adulthood.**
	• Which community agencies or local organisations do we already network well with?
	• How could their resources and expertise help to facilitate an inclusive life for students in the community?

Dimension 4: Person Centredness

The goal with person centred planning for a student with ID is to provide individualised supports to the student to increase the likelihood of success during their college experience and beyond. The idea of person centred planning is to look at the supports that need to be in place, such as people, technology, routines to enhance success and build on the student's strengths and interests (Kelley & Westling, 2019).

Person centred planning for a student with ID can present an occasion to explore these strengths and capacities and to set out some short-term goals. The student, with support from relevant staff can then put in place the strategies and action plans around these goals and look at the steps needed to achieve them. Individualised weekly planning can help students to engage meaningfully in university life, to improve social and communication skills and to achieve their goals (National Disability Authority, 2005). This person-centred planning approach can also enhance the inclusion of students with ID within the university. Timetabled interaction with the main student body and their activities can boost confidence and enhance future studies and/or employment opportunities for these students with ID.

Within the context of the current curriculum framework, person centredness means that the student is an active agent within the educational experience, not a passive recipient of information and assessment procedures. Students and staff can openly discuss and make explicit their expectations of the educational experience.

There is flexibility in how learning can be demonstrated and how competency can be assessed. Within a person centred approach, there is space for a "dignity of risk" – the space to make mistakes and experience failure followed by the opportunity to try again. It is possible that within a person centred student-staff relationship that educators and staff can take on various roles when supporting students. Where sensitive topics come to light staff need to be aware of what is safely within their scope of practice and what is not. Such awareness is in the interest of staff wellbeing and the wellbeing of students. The "Growth Mindset" principles of Carol Dweck are key in adopting a "person centred" approach

This dimension of the curriculum framework is deeply personal and connected with the individual student as he or she embarks on their university career. The statements and questions are intended to provoke thought and discussion on how we can best support the student to take ownership of their university life both academic and social when the student is enabled to take the lead the transition planning outcomes are invariably more successful.

Level	Areas

University

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Person centredness means that the student is an active agent within the educational experience; not a passive recipient of information and assessment procedures

- How can the university support the student to be an active agent in future planning?
- Is there individualised advice on how to identify relevant courses?
- Do we use methods like "round table discussions with key supporters" or "circle of friends"?

The courses students take will be the most definitive part of their university experience.

- Are there different types of courses made available through the program (i.e. credit-bearing courses, audited courses, inclusive courses, specialised courses)?
- Is there flexibility in how learning can be demonstrated and how competency can be assessed?

As an IPSE student engages in course participation, it is essential to reflect on what is working well and what may need to be changed.

- Are there feedbacks or (simple) evaluation tools which are used during the course?

Student

Future planning is a personalised process.

- Is there a common engagement to find out?
- What career path does the student wish to pursue?
- What other personal interests does the student have (outside their career interests)?
- What different special learning needs does the student have?

Students and staff can openly discuss and make explicit their expectations of the educational experience.

- Is there space for a "dignity of risk" – the freedom to make mistakes and experience failure followed by the opportunity to try again?
- Can educators and staff take on various roles when supporting students?
- Where sensitive topics come to light: Are staff aware of what is safely within their scope of practice and what is not?

Level	Areas

Labour Market

We collaborate with the student to develop job-related individual plans.

- Do we regularly discuss with the student the goals of the IPSE program?
- How will students transfer their learning about self/identity to their career goals?
- Does the student get an idea of what skills are necessary to appropriately complete the job desired?
- Does the student get an idea about the social skills necessary for appropriate interactions with the employer, other employees, customers, or other individuals in the work environment?

The university offers planning for transition into the labour market.

- Which internal (faculty) and which external service can be used for transition in the labour market?
- To what extent does the university provide adequate support to build positive relations between the students, the employers and staff?

Students and the University monitor and seek to to improve job performance.

- Which kind of methods do the university and the student use to document the work performance?
- How can the job task list and the soft skills goals developed for and with the student be monitored and improved?

Community

The individual student is an active participant within the community.

- Are students aware of the relevant agencies / resources available to them in the communities they engage in? E.g. the university community (sense of identity, involvement in clubs, societies) / employment community (social clubs within employment, membership of gyms etc.)

Dimension 5: Impact

The impact measurement of an IPSE programme can be used to;

1. Provide universities with the data necessary for the appraisal of their programmes.

2. Track the impact of the programme on individual students, their needs, their level of engagement and transitions out of the programme. Assess whether the aniticipated outcomes for students were met.

3. Identify successful models, practices and processes for scale or replication in other universities.

4. Offer suggestions for policy changes needed to address long-term educational inequality.

The statements and questions in this dimension are designed to encourage programme co-ordinators to conduct an evaluation of the programmes and their outcomes on an ongoing basis. This might include the collection of data from key stakeholders, student satisfaction surveys, student assessment evaluation, exit or follow-up data. Programme changes should be made as a result of the data review to facilitate constant improvement of a quality post-secondary programme for students with intellectual disabilities, (Cambridge International Assessment Education; Grigal M. Hart D. & Weir C., 2012)

Level	Areas
University	**Collect evidence regarding the implementation and impact of the changes that are taking effect.**
	• What kind of evidence is used to develop and improve the programme?
	• Do we know the aims and objectives of any evaluation?
	• Did the programme reach the goals set. Did the institution reach those goals.?
	• How well did this programme address educational progression in students with ID.
	• How is educational progression understood by all stakeholders in the University?
	Use partnerships for exchange and research and work collaboratively to review and develop thinking and practice.
	• What kind of national and international partnerships are possible to improve and strengthen the programme?
	Use networks for monitoring and evaluation expertise within the institution.
	• Are there useful networks inside your university to build cooperation in evaluation and reflection?
	• Is an interdisciplinary mindset helpful for various point of views?
	• Can you guarantee the anonymity of students in your research?
	The IPSE Programme can be assessed using the Social Return on Investment (SROI) framework.
	• Is there identification by participants (and other key stakeholders) of outcomes from their involvement in the IPSE programme?
	• Is there implementation of baseline and follow-up quantitative surveys with participants and stakeholders to rank these outcomes in order of importance?
	• Is there an establishment of the baseline and follow-up scores on standardised measures for these outcome areas?
	• Is there an establishment of the Social Return on Investment for each project as a result of this process?
Student	**Participative research practices are implemented.**
	• Can students be encouraged to be part of research-teams?
	How are students enabled and facilitated to participate in research teams as research partners?
	• Are students involved in reflecting on the programme and improving the development of the programme?
	• Is regular feedback-exchange embedded within instutions?
	• Are the real-time lived experiences of the students tracked and used in feedback and further development of the programme?
	The evaluation is guided by a socio-ecological approach.
	• As well as assessing the role the programme has in the lives of students do we also take note of students in the wider context of their social networks of family, friends and community?
	The progression rate in the students education is monitored by the programme.
	• How successful was the programme in progressing the students education?
	• What comparable alternatives, if any, are available to students outside of the programme?

Level	Areas
Labour Market	**Labour market activities of the program are involved in university monitoring, evaluation and reflection.**
	• Does the programme monitor and evaluate the labour market activities of the programme?
	• Are these activities carried out in conjunction with labour market partners?
	• Do both programme co-ordinators and labour market partners set the aims and objectives of the evaluation?
	• Has the impact on employees of participation of young people with ID in the workplace of the business partners been documented and evaluated?
Community	**Encourage and participate in communication about inclusive programmes at universities.**
	• Can you measure the levels of awareness among community stakeholders about your inclusive programme?
	• If so, what is this level of awareness?
	• How effective are the programmes social media strategies to publicise the programme?
	Community Stakeholders are partners in promoting the value of the programme.
	• Has the programme had an impact on local and national policies regarding higher education for young people with ID?
	• Are there opportunities for collaboration on promoting the programme in the wider community?
	• How has the community at large benefitted by its members accessing this programme?

Case Studies
of Existing IPSE
Programmes

Case Study
BLuE Programme

Pädagogische Hochschule Salzburg Stefan Zweig;
Salzburg University of Education

Background Information

BLuE is an inclusive, postsecondary education program for people with intellectual disabilities. The program startet in 2017. It was founded as a part of the development to become a diversity-sensitive University.

What does BLuE mean?
The name BLuE is an acronym of the German words for Education, Life Skills and Empowerment; its name indicates the project's theoretical foundations and values from the very start.

What is the goal of BLuE?
The two main goals are full participation and working opportunity in the first labour market. We offer four career goals: e.g. to become a pedagogical assistant.

But there is another important purpose: inclusive life and learning makes our institution better because it helps to generate empathy for each other and gives us experiences in working together. A very important point for a teacher training institution.

Every year two students can be admitted to the program. Up to now we have one graduate student and 5 students in the programme.

Type of Programme & Programme structure

BLuE is a 4year programme

each year has 28 ECTS

First Year
is an orientation year, providing an introduction to university learning and experiences.

Second Year
This is followed by a general education in basic skills and the development of an individual area of focus.

Third and Fourth Year
Finally, the student delves into the area of focus and prepares for the transition to professional life.

The objectives of the post-secondary qualification opportunity include not only the acquisition of skills for an increasingly independent and inclusive life, but also the development of future career prospects and support on the path to an appropriate position, e.g. in the form of "pedagogical assistance". BLuE is completely individualized, which means, that each timeshedule is customised to interests and needs of the specific student. The BLuE curriculum features a stable organisational framework while also allowing the students to fully customise their course of studies. BLuE students visit seminars in the regular curriculum of the university. If necessary, seminar-goals are adapted for the BLuE students and their individual study-goals. To manage the workload, understanding the course content, or for help and explanation of the papers and presentations they have to do, BLuE students have tutors. Tutors are students of education and they support in a very individualised way: enough but not too much. This practice is called inclusive individual support.

A key element in organizing BLuE is the "Entwicklungsdialoge" which means that we have regular dialogues about meaningful situations. In this mentoring situation we can listen, understand and plan next steps in the learning process, for example the next seminars. We also discuss the student's personal situation, talk about their achievements as well as any problems they may be having and help set their personal goals.

To manage BLuE we are a close interdisciplinary team of lecturers. Together with tutors and BLuE students we develop an inclusive working space and generate next steps in inclusive full participation: a win-win situation for all of us.

Career goals and professional training
Assuming that pre-professional training and preparation for the workplace should lead to actual employment in the general workforce, the BLuE university course also pursues the objective of supporting its students in getting a foot in the door (cf. Bauer, Lehrer & Wohlmuth 2018, 106). In order to create the necessary conditions for this, BLuE students complete a number of practical sessions on a weekly basis.

Quality Assurance

The BLuE programme is set up to be both *idealistic* and *realistic*, following such principles as concrete practices and social conditions while trying to achieve "imaginative participation in the lives of others" (Nussbaum 2014, 569: 574–593; Bloch 1985/1959, 165; Stern 1924, 48; 1923, 51 f.).

We are working in national and international scientific projects and an international "scientific board" is installed. That helps us to audit our programme and reflect on practice.

Programme Promotion & Awareness

It is necessary to integrate all stakeholders for the impact of the BLuE programme to be fully realised within the institution. In this sense and for this reason, partnerships have been developed at several levels that guarantee the integration of all people involved in the process, as well as mutual exchanges and shared reflections. Establishing several formats should help BLuE develop and succeed as a "sustainable change process through a transformation of the entire educational institution's culture" (Brokamp & Achermann 2017, 197). This transformation should take place "from the inside out and mean reflecting on existing orientations in dialogue with all stakeholders and stimulating any required changes that will develop and nurture a culture that enables all to participate" (ibid.).

Case Study

University of Iceland

Vocational diploma programme for
people with intellectual disabilities

Background of the study programme

The development of education in Iceland is similar to other Nordic countries and for over 30 years the emphasis has been on equality and on increased education opportunities for disabled children.

Inclusive education has been policy since 1994 and has been understood as the education of all children together, meaning also educating disabled children with their non-disabled peers, on all educational levels, with support and adjustment.
But on the post-secondary level the University of Iceland is the only institution offering a study programme for people with intellectual disabilities – and that is only within the School of Education.

The programme started in 2007 when some academics from the School of Education were supported by the Ministry of Education to create a two-year educational development project. It is now located in the department of leisure studies in the faculty of health promotion, sports and leisure studies.

Up to now six groups of students have graduated. The seventh group was supposed to graduate in 2021, but their studies were prolonged for one year as they missed all their field study courses due to the Covid-19 pandemic.

In August 2021 the eighth cohort of students started their studies and for the first time, two different cohorts are studying at the university at the same time.

Philosophy and purpose

The aims of the diploma programme are:

- to give each student the possibility to have an individualised education based on his or her strengths, interests and chosen field of work.
- to prepare students for specific jobs within the field of education.
- to give them the opportunity for further education and to be part of the university community.
- to support people with intellectual disabilities towards full membership in society.
- to teach students about their rights and responsibilities as employees.

The philosophy that shapes the programme is rooted in a social approach to disability, which draws attention to the environment and the need for social change and aims to improve the lives and opportunities of disabled people.

The UN Convention on the Rights of Persons with Disabilities is also rooted in a social approach to disability and in our programme, we acknowledge this convention and we are influenced by it and we use it a lot with our students. It is very important that they know about their rights.

The programme is inclusive, meaning that students attend courses from the course catalogue of the School of Education. Accommodations are made so all students will be able to reach the goals or standards set for each module. Also, some teachers are developing their courses according to the guidelines for Universal Design for Learning, meeting therefore the needs of and even larger diverse group of students.

Each student is supported in developing a work-related focus in their studies according to their interests and educational needs. Also students are supported with setting goals and reaching them.

Staff

The staff consists of two project managers and one employee (graduated student from the programme).

Also, there is a study committee responsible for programme development. In the committee, there is a representative from each of the four faculties within the School of Education and also the programme staff. The committee has regular meetings.

Programme structure

The vocational diploma programme is a two-year part-time study programme, 60ECTS. Students are enrolled every second year in cohorts of 15.

Students are registered through the university system – but ECTS cannot be transformed to other programmes.

Students can choose between the following lines of study:
· Early childhood education
· Leisure and sports
· Disability studies, human rights and advocacy
·

1. year:
1 Two required courses (inclusive)– 10 credits
2 1st seminar on career guidance - 5 credits
3 1st practicum in a community placed workplace – 5 credits

2. year:
• 2 elective courses (inclusive) – 10 credits
• 2nd practicum– 5 credits
• Final project– 5 credits

TOS101 Vocational studies for people with disabilities, Diploma (Courses in 2021-2022)	
First year	
Fall	Spring
ⓢ TÓS104G Effective Communication 🔖 **5e** ⓢ TÓS105G Vocational training and participation I 🔖 **5e** ⓢ TÓS106G Peer to peer support (spring) 🔖 🏛 **5e**	ⓢ TÓS207G Sociology and equality 🔖 🏛 **10e** ⓢ TÓS209G Training I 🔖 🏛 **5e** **(5Ve)**
Second year	
Fall	Spring
ⓑ TÓS311G Training II 🔖 🏛 **10e** **(10Ve)** ⓑ TÓS406G Training II 🔖 ⊘ 🏛 **5e** **(5Ve)** ⓑ LSS105G The local environment as a source for learning 🔖 🏛 **10e** ÍÞH325G Outdoor teaching, outdoor learning and health 🔖 🏛 **5e** ⓑ ÞRS118G Introduction to social education 🔖 🏛 🌐 **10e** ÞRS119G History and disability 🔖 🏛 🌐 **10e** ⓑ TÓS101G Introduction to Leisure Studies 🔖 🏛 🔲 **10e** TÓS301G Outdoor Recreation and Outdoor Learning in Life and Work 🔖 🏛 🌐 **10e**	ⓢ TÓS407G Final Project – Vocational diploma program 🏳 🔖 🏛 **5e** ⓑ TÓS202G Leisure and children 🔖 🏛 **10e** LSS202G Movement and dramatic expression, inside and outside 🔖 🏛 **10e** **(2Ve)** ⓑ ÞRS212G Disability and the life course 🔖 🌐 **10e** ÞRS214G Power and marginalisation: utilisation of sociological theories 🔖 🏛 🌐 **10e** ⓑ TÓS202G Leisure and children 🔖 🏛 **10e** TÓS211G Leisure and teenagers 🔖 🏛 **10e**

The practicum (field study) is a very important part of the programme and makes this education practical for the students who most will find future jobs within their field of interest.

Peer-support

From the start of the programme, a peer-support system was established to ensure that each student should be able to receive individual support from a fellow student. Students at the School of Education can choose an elective 5 ECTS course on peer-support. Students enrolled in the course meet regularly and receive support and consultation from the project managers of the programme. The also learn about inclusive education, group development, communication and universal design. Peer-support can be academic and social, like supporting other students with attending social events, meeting at lunch time and so on. Students with intellectual disabilities can also enroll in the course and provide support to other students.

Student's research and projects

Students in the diploma programme have been very active in promoting an inclusive university and an inclusive society throug different projects, like:

- Accessibility awareness raising in social media: "The accessible group"
- Art exhibition on accessibility and social justice
- Open seminars on their final projects
- Running a café in downtown Reykjavík

Graduated students have been employed in research projects and teaching.

Programme strengths

The Vocational Diploma Programme was inclusive from day one. The practicum program allows students to begin making connections in the community which leads to future employment. Employment of graduates after graduation is significantly above the national average.

Programme staff have worked very hard to ensure that the diploma students are embedded in the culture of the School of Education. Students are receiving some organised social support but are also developing informal social connections. The positive outcomes of the programme have been well-documented in research.

Programme challenges

Students are limited to taking courses just within the School of Education. The programme staff, the study committee and diploma students have strong hopes for expanding the programme outside of the School of Education. The programme can only accept 15 students every two years. The programme length is only two years long, while degree programmes are at least three years long. Academic support for the Vocational Diploma students could be improved. At times, the diploma students need support in class, but the most support is needed to complete assignments and to participate meaningfully in group projects.

Vision

More opportunities for students with intellectual disabilities to participate in university courses outside of the School of Education. One student took a course in sign language within the School of Humanities in 2019. The goal is to find ways to provide more such opportunities to more students and eventually establish collaboration with all schools within the university.

The vision is to develop inclusive education that reaches all students of the university, where the vocational diploma programme would be a centralised support system.

Vision statements:

The vocational diploma programme is a common project that belongs to all of the university.

The programme has to become visible in the School of Education and within University of Iceland as a whole.

Active conversation needs to be encouraged.

The programme should be the responsibility of everyone at School of Education and the University of Iceland, just like an inclusive society is everybody's responsibility.

We go to faculty meetings in all departments of School of Education during the semester to introduce the diploma programme and encourage active conversation.

Research on the programme:

Björnsdóttir, K. (2017). Belonging to higher education: Inclusive Education for Students with Intellectual Disabilities, European Journal of Special Needs Education, 32:1, 125-136, DOI: 10.1080/08856257.2016.1254968

Stefánsdóttir, G.V. and Björnsdóttir, K. (2019). Meaningful Participation and Shared Ownership in an Inclusive University Programme in Iceland. Í P. O'Brien, M. L. Bonati, F. Gadow og R. Slee (ritstj.), People with intellectual disability experiencing university life (bls. 115–128). Leiden: Brill Sense.

Stefánsdóttir, Guðrún V., and Björnsdóttir, K. (2015). "'I Am a College Student' Postsecondary Education for Students with Intellectual Disabilities." Scandinavian Journal of Disability Research: 1–15. doi: 10.1080/15017419.2015.1114019.

Stefánsdóttir, Guðrún V., and Jóhannsdóttir, V. 2011. "A Semi Professional Diploma Program for People with Intellectual Disabilities at the School of Education, University of Iceland." Netla – Online Journal on Pedagogy and Education. http://netla.hi.is/greinar/2011/ryn/003.pdf

Case Study
Trinity Centre for People with Intellectual Disability

Background Information

Course Origin

The course is run in its current format since 2016. However, its origins go back to 1998 when two parents approached Trinity College regarding the possibility of providing an inclusive education programme for their adult children.

Timeline of Course Development

1998
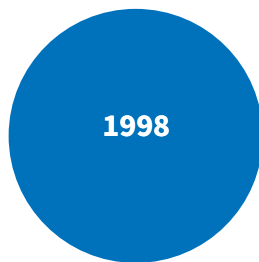
Trinity College Dublin approached by parents

2004
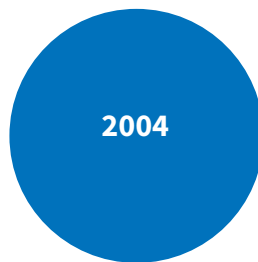
National Institute for Intellectual Disabilities in Trinity College Dublin established

2005
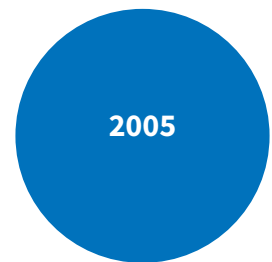
Certificate in Contemporary Living (CCL) Pilot Programme Launched

2006
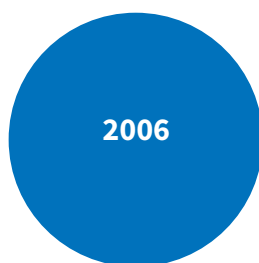
Formally approved CCl 2-year course launched

2014
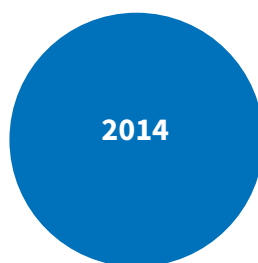
Trinity Centre for People with Intellectual Disability (TCPID) established against the backdrop of NIID and the CCL programme success

2016
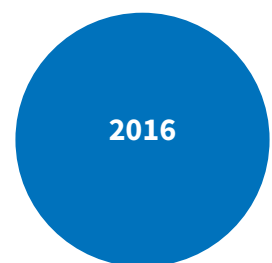
Introduction of Arts Science and Inclusive Applied Practice (ASIAP) Level 5 Certificate allied to the Irish Nation Framework of Qualifications (NFQ)

What were the barriers to setting up the course?

There were major difficulties in:

1. Securing sustainable funding
2. Achieving university accreditation for a level 5 course usually taken within the Further Education sector
3. Recruiting staff with expertise in area of intellectual disability
4. Existing focus for post school transitions either health-based day services or rehabilitative programmes agreed (segregated)

What is the realtionship of the programme to host the school?

The programme is part of the School of Education Trinity College

Where does it take place?

The course takes place in the Trinity Centre for People with Intellectual Disabilities (TCPID)
https://www.tcd.ie/tcpid

How many students have done the course since it started?

28 (not including our current first years in 2021 which number 10 students)

What is the relationship of the programme to the college?

One of the primary goals in Trinity's Strategic Plan 2020-2025 is to *"foster an ever more diverse and inclusive student community."*
There is focused support from Trinity Development and Alumni.
The ASIAP course is an integral element in courses offered by the School of Education.

What sources of funding are available to the programme?

The programme is funded through a combination of Business Partners; government grant (SOLAS Further Education & Training Agency); philanthropic support (Rethink Ireland).

How is the programme sustainable?

The programme is embedded in the university and integral to School of Education.
There is financial support from Business partners and partial funding from government sources.
Increased visibility within post-school options for students with ID.
The Inclusive National Higher Education Forum has been established and the programme is represented on this Forum.
The programme works to input into government policy advocating mainstreaming of post school options for students with ID.

Type of Programme

Overall, ASIAP students are required to take modules totalling 120 credits (where one credit is equal to 20-25 hours of student work) which are taught over four academic terms of 12 weeks over a two-year period. The ASIAP programme adopts a holistic approach towards the delivery of its curriculum; it uses interdisciplinary methods to examine topics and encourages students to become collaborative as well as independent learners. Furthermore, students participate in and complete projects on personal and professional development, consequently developing a broad range of skills that can be transferred to the employment market.

> "I wanted to learn more and go to college like my friends so that I would get a good job. Being in Trinity has made me very happy. I am more confident"

1. To help students with intellectual disabilities develop the ability to think critically about disability, express viewpoints, engage in logical discussions and problem-solve effectively within a higher education learning environment.

2. To equip students with the interdisciplinary knowledge to navigate the community and employment sectors.

3. To develop in students the learning skills required for developing their own person-centred plan when engaged in the wider community.

4. To provide students with the learning skills and knowledge needed to confidently advocate for change in their own lives and the wider disability community.

5. To encourage collaborative learning through project-based tasks incorporating academic content and applied skills to reinforce overall academic, professional and personal development.

6. To introduce students to academic scholarship, evidence-based interdisciplinary research and university life.

Is this a fully inclusive programme or a cohort group?
This programme operates a cohort group, however, students are encouraged to participate in all elements of university life.

Programme Length
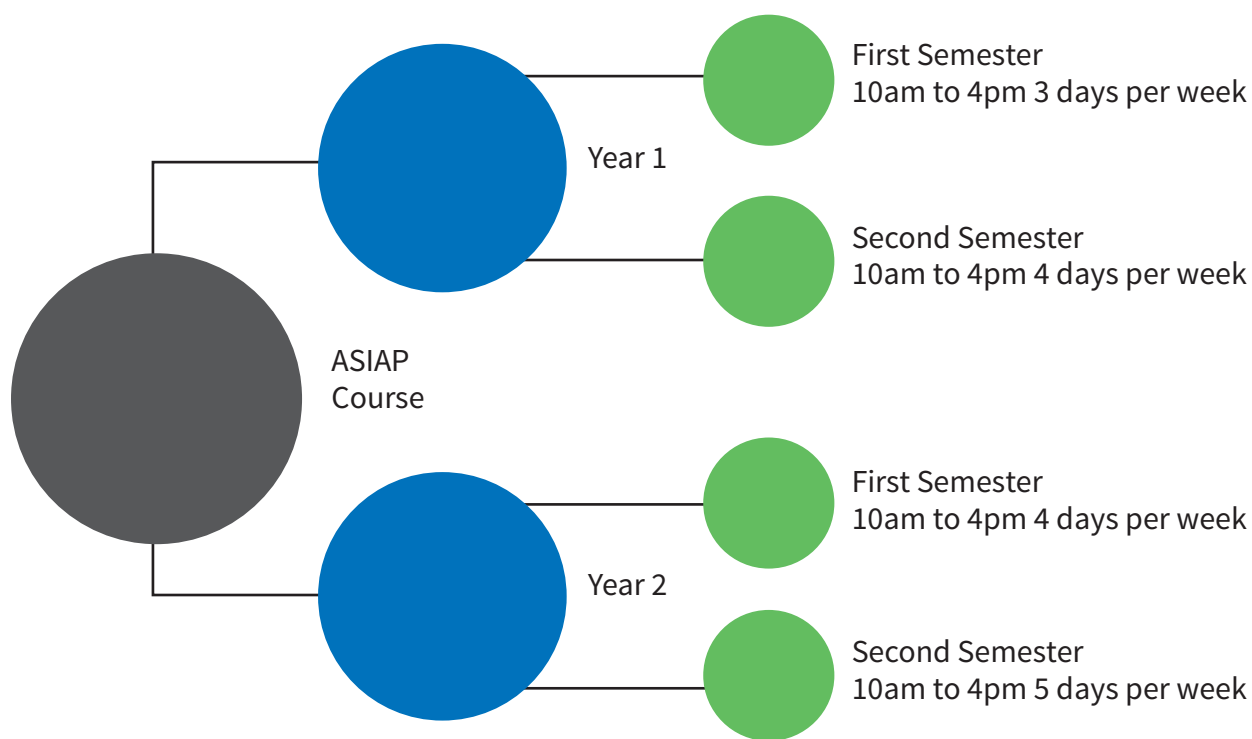
ASIAP Course

Year 1
- First Semester 10am to 4pm 3 days per week
- Second Semester 10am to 4pm 4 days per week

Year 2
- First Semester 10am to 4pm 4 days per week
- Second Semester 10am to 4pm 5 days per week

Does the programme qualify for European Credit, Transfer and Accumulation System (ECTS)?
No

Does the programme have admission criteria for prospective students?
The programme requires that students can travel independently to the university and have achieved a level 3 accreditation or equivalent. Applicants must be aged 18+ by the time they commence their studies. They must have a primary diagnosis of an intellectual disability.

Is there a quota of students that can be taken in?
Yes. 10 students per year and we recruit each year so maximum on course of 20 students.

Are summer schools available?
Yes. A 3-day summer school for anyone with an ID over the age of 16 years who has expressed an interest in taking the ASIAP course.

What are the progression pathways in and out of the programme?

Pathways into programme: The programme employs a National and Schools Co-ordinator to engage with prospective students, their parents, and their schools.

Pathways out of programme: The programme employs a Pathways Co-ordinator who works closely with business partners and students before and during their work placement and internships.

Programme Structure

What accreditation (if any) does the course have?
The course has a National Framework of Qualifications (NFQ) Level 5 accreditation.
https://www.qqi.ie/Downloads/Understanding%20the%20NFQ%20-%20Interative%20Presentation.pdf

What is the assessment framework within the course?
Students are assessed annually with each year accounting for 50% of the course grade. Assessments are based on Universal Design for Learning principles and consist of Participation/Homework, Exams, Presentations, Skills based assessment, Portfolios/Journals

Subject Themes

ASIAP Certificate				
Applied Sciences Technology & Maths	Advocacy, Rights & Culture	Learning Theories and Self Development	Business & Marketing	Fine Arts & Languages
Applied health body systems STEM Society Emergency and Disaster management Application of numbers Information Technology	Human Rights and self-managing services Disability Rights	Learning theories and practice Occupational therapy Work Placement	Introduction to Business Marketing Entrepreneurship and Disability	Exploring Art Renaissance to modern Language and society Poetry Expressive arts Film Studies

What are the expected learning outcomes?
The expected learning outcomes are listed for each module within the student handbook.

What supports are available to the students?
Students work with an Occupational Therapist as part of the programme to assess their needs and assist them to develop self-determination skills and fully participate in the ASIAP course.

What reasonable accommodations are available to the students?
All reasonable accommodations that are available within the College.

What opportunities are there for social interaction with peers (structured or unstructured)?
Students can train to become peer mentors to support incoming first year students. Students can also join university clubs and societies.

What peer support systems are in place?
Each student within the university can link in with a peer mentor that is assigned to them during orientation week.

Students are encouraged to register with disability support services at the beginning of term to access the disability specific supports they may require.

When on work placement or during their internship students will have an allocated mentor within the organisation. This mentor will be supported by TCIPD during this time.

Quality Assurance

How are the policies and practices of the programme in line with established university policies and procedures?
The course has a Programme Board that meets regularly.
An External Examiner is appointed for a 3-year term to guarantee quality assurance
Course coordinator provides regular reports to Head of school and School committee.

Does the programme map on to the University's quality assurance system?
Yes, as above.

Are student handbooks available and regularly updated?
Student handbooks are supplied for each year to the students and regularly updated.

Is the programme board in place and reporting regularly to School?
Yes

Is there an external examiner in place to review programme content, delivery, and student experience?
Yes.

Is the programme subject to regular review?
Yes. Course has been reviewed and an amended programme presented to College for approval in 2021.

Is there representation of students in the decision-making processes governing programme?
Yes. Class representatives are elected by the students.

How are students represented within the greater university structure?
Students are represented in Students' Union and tutor systems.

Are Students invited to give Feedback and Evaluation?
Students are given an opportunity to evaluate each module of the course. Surveys are carried out at the start and end of programme each year. These are to assess if their overall expectations of the programme have bene met. An element of self-assessment is part of the course.

Programme Promotion & Awareness

What outreach is done by the programme to prospective students?
The programme employs a National and Schools Co-ordinator to engage with prospective students, their parents and their schools. This often includes attending, and speaking at education fairs, conferences and information evenings.

What promotional / informational materials are available to prospective students and where are these materials located?
Website providing most of the information for current and prospective students and families. All students are supplied with a handbook upon entering the course. TCPID has developed a library of videos promoting student/graduate voice that are shared on the website and social media channels.

How does the programme engage with the community and the labour market?
The programme engages extensively with the labour market and business community through the cultivation of relationships and working partnerships. The programme provides support to these businesses during the students work placements. Currently the programme works with a large number of business partners.

Is the programme part of a wider national/international network?
The programme is part of the Inclusive National Higher Education Forum (INHEF), which is a national group. http://inhef.ie/www

The programme is participating in an Erasmus+ project. Erasmus Plus is a European framework designed to support the education, training and sport of youth in the European Union – including youth with an intellectual disability. This project involves the collaborative work of seven university partners from across Europe and consists of four outputs. A curriculum framework, a study programme for students, a study programme for staff and a website. joinin.education

Testimonials, Business Partners, Seminars

Graduate Reflections

We interviewed nine of our recent TCPID graduates in November 2020 to discuss with them their time in Trinity College, their work placements and workshops with TCPID business partners and their hopes for the future.

https://www.youtube.com/watch?v=BS-eAr4EZ_c&t=6s

TCPID School of Education Research Seminar

This seminar gave an insight into the development of their innovative Certificate in Arts, Science and Inclusive Applied Practice programme. Exploring the wide-reaching impact of this programme and how they are looking to replicate versions of the programme throughout the country. The team highlighted the core importance of tailored occupational therapy supports for students to help them with the numerous transitions throughout their Trinity College education, including the transition beyond College into employment. They also discussed the essential support of the business community in providing employment opportunities for graduates of the TCPID. The case study for the purpose of this seminar was the hugely successful partnership with EY.

https://www.tcd.ie/tcpid/news/tcpid-research-seminar.php

TCPID Work Placement Programme

Paula Conradie and Kieran Biddulph, students from the Trinity Centre for People with Intellectual Disabilities (TCPID), along with graduate Tomas Murphy tell us about their experience on work placement with some of the TCPID Business Partners. Information for interested business partners on how work placement works!

https://www.youtube.com/watch?v=GUmD5fZaXvA&t=74s

Case Study
University College Cork
Certificate in Contemporary Living (CCL)

Background Information

When was the course started?

The Certificate in Contemporary Living (CCL) was developed in 2009 as a part-time campus based (UCC) programme providing non-segregated, inclusive post-secondary education for students with intellectual disabilities in the Cork and wider Munster area.

How did it come about?

The CCL programme began as a pilot initiative1 funded by €3,000 from the HEA Strategic Innovation Fund and €3,000 from three service providers in the Cork area, namely Enable Ireland, Brothers of Charity and Cope Foundation.

In 2010 it was developed into a two year part-time NUI Certificate Programme offered through the Centre for Adult and Continuing Education.

Where does it take place?

The CCL was based in and organised by the School of Applied Social Studies and was part of the programme offering of the Centre for Adult and Continuing Education (ACE). The Course Director is a full time academic in Applied Social Studies who did CCL work in addition to full academic workload.

Teaching and education support on the programme was provided by staff and postgraduate students from UCC Schools and units (Applied Social Studies, Film, Music and Theatre, School of Education, Disability Support Service and the Glucksman Gallery) and from a range of professionals with expertise in the area of rights based education for adults with intellectual disabilities. There were five core staff who have been employed on the programme on an hourly sessional basis over many years and up to 10 additional staff who provide occasional inputs.

The CCL was designed to meet the need for non-segregated, inclusive post-secondary education for people with intellectual disabilities in the Cork and wider Munster area. Employing a rights-based model, the CCL supported people with ID to acquire key transferable skills that scaffold their transition to further training and meaningful employment.

How many students have done the course since it started?

Over 100 students have completed the programme.

What sources of funding are available to the programme and how is the programme sustainable?

The CCL had no sustainable funding model. Student fees and extensive pro-bono contributions from academic and other staff allowed the programme to be delivered. The CCL had no funding stream from the University or from the Department of Education and Skills. Academic development and administration of the programme had been undertaken by the Course Director in addition to her normal academic workload. The fees for the course were €2,000 per year and fee income covered hourly teaching costs and hourly education support worker costs. In addition to this the programme drew heavily on good will contributions from a range of UCC staff. This model of funding was precarious and unsustainable and completely inhibited the huge potential for growth and development of the programme.

Philanthropic support was utilised to provide bursaries to support students who have difficulty in paying the fee. The lack of a budget line or any non-fee funding meant that the delivery of the programme was an ongoing challenge and the precarity became increasingly unsustainable.

Type of Programme

Is this a fully inclusive programme or a cohort group?
It was not a fully inclusive programme, the students were a cohort group who engaged with other students in structured learning contexts which occurred throughout the programme.

What length is the programme?
The CCL was a special purpose programme 2 days per week of 2 years duration.

Does the programme qualify for European Credit, Transfer and Accumulation System (ECTS)?
The programme qualified for ECTS in that the programme was structured into a series of five credit modules as per university standards which mapped onto the ECT system.

Does the programme have admission criteria for prospective students?
There were admission criteria – students needed to be 18 years and older and have an ID.

Is there a quota of students that can be taken in?
There was not an official quote though the optimal intake was c.15 students to facilitate an appropriate staff:student ratio and room size/availability.

Are summer schools available?
The CCL ran three successive International Summer Schools with students from Chautauqua Charter School, Panama City, Florida, beginning in May 2017. The week-long programmes provided an inclusive and immersive introduction to Irish cultural, social, and historical life for adults with intellectual disabilities visiting from abroad. The Summer School provided

structured and supported opportunities for CCL students and visiting international students to share an enriching, intercultural experience.

What are the progression pathways in and out of the programme?

There were no formal progression pathways to or out of the programme: this reflects a number of structural gaps for this cohort and financial precarity of the CCL which hindered the creation of systematic employment and education progression routes for graduates. Nevertheless, a number of graduates gained employment in the workplaces where they did their work placements during the second year of the CCL. Some graduates progressed to further study in other colleges of further education including Colaiste Stiofain Naofa, St. John's College and College of Commerce. They have continued their studies in areas such as IT Skills, Catering, Animation and Personal Effectiveness.

Programme Structure

What accreditation (if any) does the course have?

As UCC, like every university, can only confer level 6 programmes and above, an NUI Certificate (Special Purpose) was awarded to the students.

What is the assessment framework within the course?

The assessment framework was continuously developing towards formalised formative assessment. Students were not graded on work but provided with continuous constructive feedback throughout the two years of the programme. This permitted experimentation and creativity within modules, particularly important for recognition of the talent and diversity of learning for students with ID.

What are the subject themes within the course?

Subject themes and learning outcomes for each module can be viewed in the link below: https://www.ucc.ie/en/contemporaryliving/whatwillibestudying/

What supports are available to the students?

In-class supports were available to students. In addition to the lecturer, there were three Learning Support Staff who supported students in their work and provided 1:1 support as and when necessary.

In addition, students from Bachelor of Social Work (BSW) who are mature students provided some in-class supports in addition to social supports at break and lunch times.

Quality Assurance

How are the policies and practices of the programme in line with established university policies and procedures?

Equality of opportunity and recruitment of a diverse student body is a key policy driver at UCC. UCC 2022: Delivering a Connected University, commits to delivering a high quality and flexible student experience…. where we now focus our attention to create an inclusive and responsive experience for all students. (Pillar 3: Student Success). More specifically the project linked to the following actions:
3.1.1. offer an equitable experience for all students.
3.2.1 deliver universal accessibility of student support and academic services including enhancement of the digital hub and the library.
3.2.2 align support for our diverse student body with changing needs.

Programme board in place and reporting regularly to School.
The Programme was subject to continuous review. The CCL team constituted a programme board and met regularly to review students' progress and module suitability. Annual reports on the programme were delivered at the School Annual Planning day as per School practice.

Extern examiner in place to review programme content, delivery and student experience.
The programme was examined in accordance with university examination practices with the programme being reviewed annually by External Examiners, including Dr. Órla Slattery, Dr. Sinéad Foran and Dr. Nancy Salmon, all experts in the area of inclusive learning for ID. Student results were processed by Adult and Continuation Examination Boards.

Representation of students in decision making processes governing programme.
CCL students were represented on the School of Applied Social Studies Staff/Student Liaison Committee which meets once each academic semester. CCL students were supported in advance of the meeting regarding meeting protocols and documentation and were supporting during meetings by a Learning Support Staff.

How are students represented within the greater university structure?
Students also took the initiative and engaged with the University. Students in two successive programmes undertook audits of the University physical and inclusive environment presenting the results to decision-makers within the University resulting in changes within the University e.g. more wheelchair ramps, automatic doors and other accessibility measures.

Programme Promotion & Awareness

What outreach is done by the programme to prospective students?
When the programme was running, an Open Day was held prior to each intake (every two years). The Open Day was advertised through services throughout Munster. As referenced earlier, the funding model was precarious and this impacted on all aspects of the programme, including outreach activities. Given the small cohort of students which could be accommodated and the ongoing precarious nature of the programme outreach was kept to a minimum as demand always exceeded supply of places and avoid disappointment for prospective students who could not be accommodated was a key concern.

Is the programme part of a wider national/international network?
The CCL was part of the INHEF network which is committed to promoting inclusive education for adults with ID within third-level. www.inhef.ie

Case Study
Waterford Institute of Technology

Certificate for Independent Living (CSIL)

Background Information

When was the course started?
Jan 2010

How did it come about?
Following engagement with TCD team at that time who had developed the CCL programme

Where does it take place?
On the main campus of WIT

How long has it been running?
The programme ran for 8 years & was discontinued in 2018 for review & there has been no student intake since then

How many students have done the course since it started?
45

What were the barriers to setting up the course?
Barriers included;

1. Organisational Barriers – lack of lecturers available to teach students with ID. This was mainly due to lack of experience of working with students with ID & lack of knowledge of the needs of such students.

2. Lack of administrative support to assist with co-ordination of programme. There was no ring-fenced programme co-ordinator role. A programme co-ordinator was appointed in name & did all the administration of the programme as well as teaching on the programme on top of another full-time lecturing post on 2 different level 8 programmes & a Masters programme.

3. Structural barriers included a lack of suitable classrooms to meet the needs of the CSIL students; poor accessibility within different buildings; limited ability to move between different buildings, particularly for students with mobility issues. On one occasion we had a wheelchair user who required a hoist to use the bathroom facilities & this was not available at the time. We were able to use one from our clinical skills laboratories in the Dept of Nursing until one was purchased specifically for this purpose.

What is the relationship of the programme to the host school?
The programme was embedded within the School of Health Sciences at WIT. All classes were scheduled & timetabled within the Department of Nursing. The

What is the relationship of the programme to the college?
The CSIL course was included in the WIT prospectus (online & hard copy). Graduating students did so within the full graduation ceremony of WIT alongside students without ID.

What sources of funding are available to the programme?
None – students paid fees to the WIT however the programme did not receive any of those fees.

How is the programme sustainable?
The programme was not sustainable in its existing format.

Type of Programme

Is this a fully inclusive programme or a cohort group?
Cohort group

What length is the programme?
2 years

Does the programme qualify for European Credit, Transfer and Accumulation System (ECTS)?
No

Does the programme have admission criteria for prospective students?
Yes – be over the age of 18 & have an intellectual disability

Is there a quota of students that can be taken in?
Yes – a maximum of 15 students

Are summer schools available?
No

What are the progression pathways in and out of the programme?
No progression pathways had been developed as yet. Students were mainly referred through ID agencies.

Programme Structure

What accreditation (if any) does the course have?
FETAC level 3 accreditation

What are the subject themes within the course?
Subject themes include Maths; Written & Oral communication; Personal Development; Health & Wellbeing; Career Development; Computer Literacy

What are the expected learning outcomes?
- To promote lifelong learning for individuals with intellectual disabilities.
- To promote inclusion in the third level environment for individuals with intellectual disabilities.
- To develop skills for modern society for individuals with intellectual disabilities.
- To develop social skills of individuals with intellectual disabilities through peer interaction.
- To fulfil personal educational interests and personal effectiveness for individuals with intellectual disabilities.
- To broaden the horizons for individuals with intellectual disabilities specifically in relation to effective communication, teamwork, computer and numerical application skills under direction, but with some autonomy.
- To enhance individual employability.
- To develop full citizenship and self determination.

What supports are available to the students?
Students had the support of a lecturing team & programme team as well as student mentors. Students could not avail of support from the Disability Office as the programme was part-time.

What opportunities are there for social interaction with peers (structured or unstructured)?

CSIL students were encouraged to join clubs & societies that interested them. They were free to attend any of the college social occasions. There was opportunity to engage with other students in the college restaurants/cafés/library/shops.

What peer support systems are in place?

A mentor system was in place whereby students without ID could volunteer as a mentor for a CSIL student. This was to encourage peer interaction but also to provide support for CSIL students around study habits, academic life & social occasions.

Quality Assurance

Programme board in place and reporting regularly to School.

When the programme was running, yes, we had a programme board every year.

Extern examiner in place to review programme content, delivery and student experience.

Yes

Programme is subject to regular review.

Yes

Representation of students in decision making processes governing programme.

This was not in place during the lifetime of the CSIL programme, however each group did have a class rep & attended the training in same which was delivered by the Student Union.

How are students represented within the greater university structure?

Students were represented as any other student through the Student Union & each cohort had 2 class reps. The class reps undertook specific training delivered by the student union.

Students were represented at system level by the programme co-ordinator at quality assurance committee meetings; internal & external exam boards.

Samples of Existing Curricula and Course Modules

Module: Exploring Art – Renaissance to Modern

When do I have classes?

Term	Lecture Day	Lecture Time	Lecture Location
1st Term	Wednesday	1pm – 3pm	Zoom (online)

Who teaches this module?

Lecturer Name: Email: @tcd.ie

What is this module about?

- The history of art and visual culture
- The major developments in western art between c. 1600 and the present day
- The Renaissance, Baroque, Impressionism and Modern Art
- How disability is portrayed through art and how this influences how people see people with disabilities in society

What should I know when I finish this module?

1. Describe art works in terms of content, form and context
2. Identify major movements in art during the periods c. 1600 to the 20th Century
3. Express ideas, opinions and feelings about selected art works

What work do I have to do?

ASSESSMENT	
Description	Grading Percentage
Participation:	20%
Quiz	15%
Reflective journal	20%
Project presentation	45%

You will be told more about these assessments and given guidelines in class.

You might also have other homework and reading to do. You will be told about this in class.

Module: Health and Wellbeing – Reflecting, Learning and Teaching Design

When do I have classes?

Term	Lecture Day	Lecture Time	Lecture Location
1st Term	Thursday	3pm – 5pm	Zoom (online)

Who teaches this module?

Lecturer Name: Email:

What is this module about?

- Health is a big topic with many perspectives. What is meant by that?
- Health is important to each of us. What are your own individual health interests/issues?
- Health is important in learning. How does this work in an education environment? Are teaching institutions paying enough attention to the health and wellbeing of students?
- Health is important in employment. What area of health and wellbeing would you personally pay particular attention to in the workplace?

What should I know when I finish this module?

- Facts about general health and wellbeing.
- Ability to use that knowledge and relate it to your own situation and needs.
- Recognise important key-facts about health in learning and teaching environments.

What work do I have to do?

ASSESSMENT	
Description	Grading relevant
Participation	
4 Assignments (workload between 2 courses)	
Reading & research for an individual project topic	
Final project presentation (20 min)	

You will be told more about these assessments and given guidelines in class. Use especially the Easy Reading literature for your work.

Module: Sociology and equality

This is a course in the Department of Leisure Education. It is a mandatory course for undergraduate students in Leisure studies and students in the Vocational studies for people with disabilities. It is an elective course for other students within the School of Education.

When do I have classes?

Term	Lecture Day	Lecture Time	Lecture Location
1st Term	Tuesday Wednesday	8.20-9.50 am 13.20-14.50 pm	School of education or Zoom

Who teaches this module?

Lecturer Name: Email

What is this module about?

Equality in society
- Understanding how people act and behave towards others in society
- Looking at how some people live with more privileges than others
- Looking at how stereotypes, prejudice and microaggression affect people of different classes, race, ability and gender
- Students will do exercises to explore equality in their daily lives and in the field of Social Education and Leisure Studies.

What should I be able to do when I finish this module?

- Understand and define what equality, inequality, privilege and social discrimination means
- Describe different social situations of different people and groups in society
- Discuss findings of research about equality
- Use what I have learned in further studies and work

For more detailed description see here.

What work do I have to do?

ASSESSMENT		
Description	**Possible accomodation**	**Grading percentage**
Participation	Discussion groups with teachers, support with preparing lessons and within lessons (peer-support and other support)	10%
Essay	Photo-essay, audio-recordingsm etc.	30%
Final exam	Group cooperation, assistance with preperation and during the exam	30%
Group project	Peer support	30%

You will be told more about these assessments and given guidelines in class.

Module: Health and Fitness:

When do I have classes?

Term	Lecture Day	Lecture Time	Lecture Location
1st Term	Wednesday	1pm – 3pm	Zoom (online)

Who teaches this module?

Lecturer Name: Email:

What is this module about?

- Developing an understanding of the components of health and healthy living
- Developing the ability to access health and fitness programmes in the community
- Exploring the nutritional value of food and the components of a balanced diet
- Encouraging the learner to develop individual stress management strategies

What should I know when I finish this module?

- What is a healthy lifestyle, including healthy eating, physical activity, and stress management
- An understanding of the food pyramid, calorie intake, and the factors that affect calorie intake
- The benefits of good eating practices on a healthy, stress-free life
- How to design a balanced meal
- An understanding of physical fitness, including the factors that affect fitness, its components, and the mental and physical benefits of physical activities

What work do I have to do?

You will be told more about these assessments and given guidelines in class. Use especially the Easy Reading literature for your work.

ASSESSMENT	
Description	**Grading relevant**
Participation	✓
4 Assignments (workload between 2 courses)	✓
Reading & research for an individual project topic	✓
Final project presentation (20 min)	✓
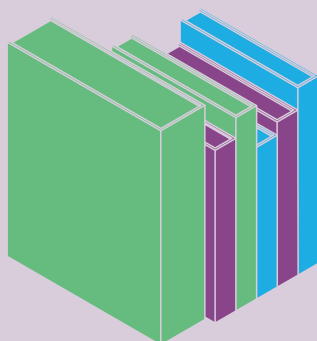
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