

TLC Resources

Other FDTL Projects and the Geography network (accessed Feb 2007)

FAST Project

(Formative Assessment in Science Teaching)

www.open.ac.uk/science/fdtl

The project aimed to examine how students' formative assessment experiences affect their learning. In doing so it looked at how feedback to students can be made more effective by maximising the learning students gain from their assessments.

SCIPS – Strategies for the Creation of Inclusive Programmes of Study

www.scips.worc.ac.uk

SCIPS is a resource primarily for teachers and trainers. It offers strategies for promoting inclusive teaching, learning and assessment within programmes of study taught at degree level (including foundation degrees). It identifies potential challenges that disabled students may experience in achieving and/or demonstrating key skills and attributes as defined within Subject Benchmark Statements. It also suggests strategies and adjustments to practice that academic staff might consider in helping students overcome these challenges.

Writing Pad

Writing Purposefully in Art & Design

www.writing-pad.ac.uk

Launched in 2002, Writing-PAD - 'Writing Purposefully in Art and Design' - offers UK art and design institutions an arena in which to explore and develop the notion of 'thinking through writing' as a parallel to visual discourse in art and design practice.

AAA Project – Practical subjects more inclusive

Achieving accessible assessment

www.ntu.ac.uk/CASQ/quality/aaa/index.html

The Centre for Broadcasting & Journalism at Nottingham Trent University is undertaking research to study the effects that methods of assessment have on students with disabilities. The aim is to discover whether the practicalities of using broadcast equipment inadvertently disadvantage physically-disabled people who wish to train as broadcast journalists.

Dyslexican

<http://www.lsbu.ac.uk/psycho/dyslexicon/>

To develop a self-help program for students with dyslexia in order to assist them in learning to read and spell problematic words such as specialist terms.

SPACE Staff-Student Partnership for Assessment Change and Evaluation

<http://www.plymouth.ac.uk/pages/view.asp?page=10494>

SPACE (Staff-Student Partnership for Assessment Change and Evaluation) was a three-year HEFCE funded Project, based at the University of Plymouth, developing and promoting alternative forms of assessment as a way of facilitating a more inclusive approach to assessment.

The Project is made up of a consortium of eight higher education institutions in the South West.

Accessibility of online learning materials

<http://www.abdn.ac.uk/diss/ltu/accessibility/index.hti>

Information about how to make online learning materials to be accessible to students with disabilities. Website hosted at above address.

DART Project at Loughborough University

<http://dart.lboro.ac.uk/tool/>

Focusing mainly on engineering & the built environment, the aim of the **DART Project** was to enhance the experience of disabled students by enabling institutions, faculties, departments, and individual members of staff to assess their current level of provision - in relation to learning and teaching - as it affects disabled students, and by offering clear guidance on how to make the curriculum more accessible.

Sheffield Hallam University

Accessible Assessments

<http://www.shu.ac.uk/services/lti/accessibleassessments/>
www.shu.ac.uk

The aim of this website is to give practical support to academic staff in the design and delivery of inclusive academic assessments. Also staff guides to inclusive practice.

ALERT - Accessibility in Learning Environments and Related Technologies

University of Durham

The aim of this project is to improve the accessibility of online learning in specific subject areas. In particular, to identify methods of supporting disabled students to enable them to achieve the pedagogical objectives of their modules through a learning environment. 12 case studies of online learning using different pedagogical methods by students with a range of disabilities, available on website, paper booklet and CDROM.

Managing Effective Student Assessment MESA

Managing Assessment: student and staff perspectives is a practical tool developed by the Managing Effective Student Assessment (MESA) benchmarking club. It aims to give senior management, staff and educational developers, teachers, and support staff insight into assessment issues along with ideas and tools to enable them to improve student learning and reduce the burden on staff

The pack consists of a set of case studies on assessment-related topics such as plagiarism, students (and staff) under stress, work placements, mature students and overseas students, and looks at each situation from the point of view of both the student and the tutor. There are also suggestions as to how the material could be used in workshops or programmes for new staff.

Download a copy of *Managing Assessment: student and staff perspectives*

Further information

<http://www.heacademy.ac.uk/assessment/ASS003D.doc>

University of Leicester

www.le.ac.uk/edsc/ESAC

ESAC is a HEFCE funded project exploring how employability skills can be developed in a way that benefits *all* students equally.

The project looks at how students with disabilities or specific learning difficulties access the skills curriculum, and uses this knowledge to develop inclusive teaching resources.

Geography Discipline Network (GDN)

Engaging Students in Active Learning: Case Studies in Geography, Environment and Related Disciplines

Edited by Mick Healey and Jane Roberts

This book was published by the Department of Natural and Social Sciences and used as part of its evidence for achieving Centre for Excellence in Learning and Teaching status. A full copy of the book is available below along with individual copies of the case studies. It is also possible to order a bound copy of the publication from the [Geography Discipline Network web site](#).



[Foreword](#) (62Kb Adobe PDF)

<http://www.glos.ac.uk/ceal/news/news28.cfm>

The Geography Discipline Network, based in the University of Gloucestershire, have just published 10 guides under their Inclusive Curriculum Project (ICP). Many are written by staff working with CeAL.

The ICP Guide series is written primarily for academics, educational developers, learning support staff and disability advisors supporting disabled students studying geography, earth and environmental sciences in higher education. The project builds on the success of an earlier HEFCE-funded GDN disability project, Providing Learning Support for Disabled Students Undertaking Fieldwork and Related Activities. In addition, the ICP series includes a completely new guide aimed at helping disabled students themselves to optimise their experience of higher education: *To a Degree, A Guide for Students of Geography, Earth and Environmental Sciences with Specific Learning Difficulties, Long-term Medical Conditions or Impairments*