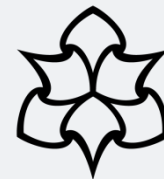


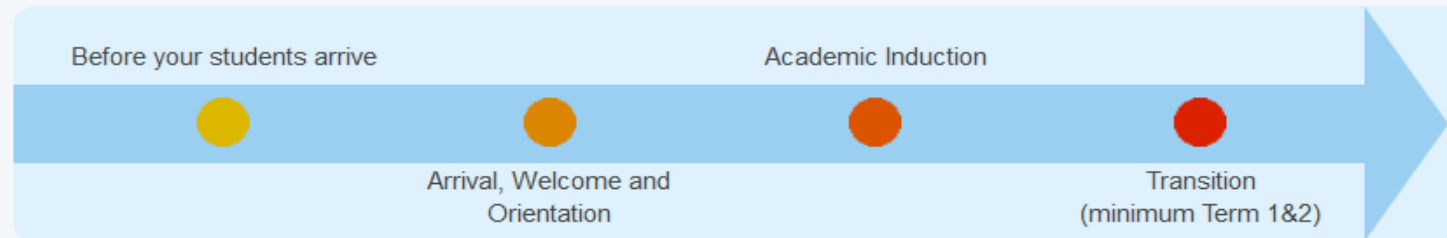
It's not rocket science –

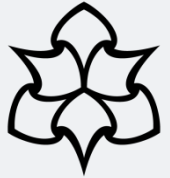
The evolution of inter-connected projects at a large metropolitan university, and their contribution to students' confidence to continue



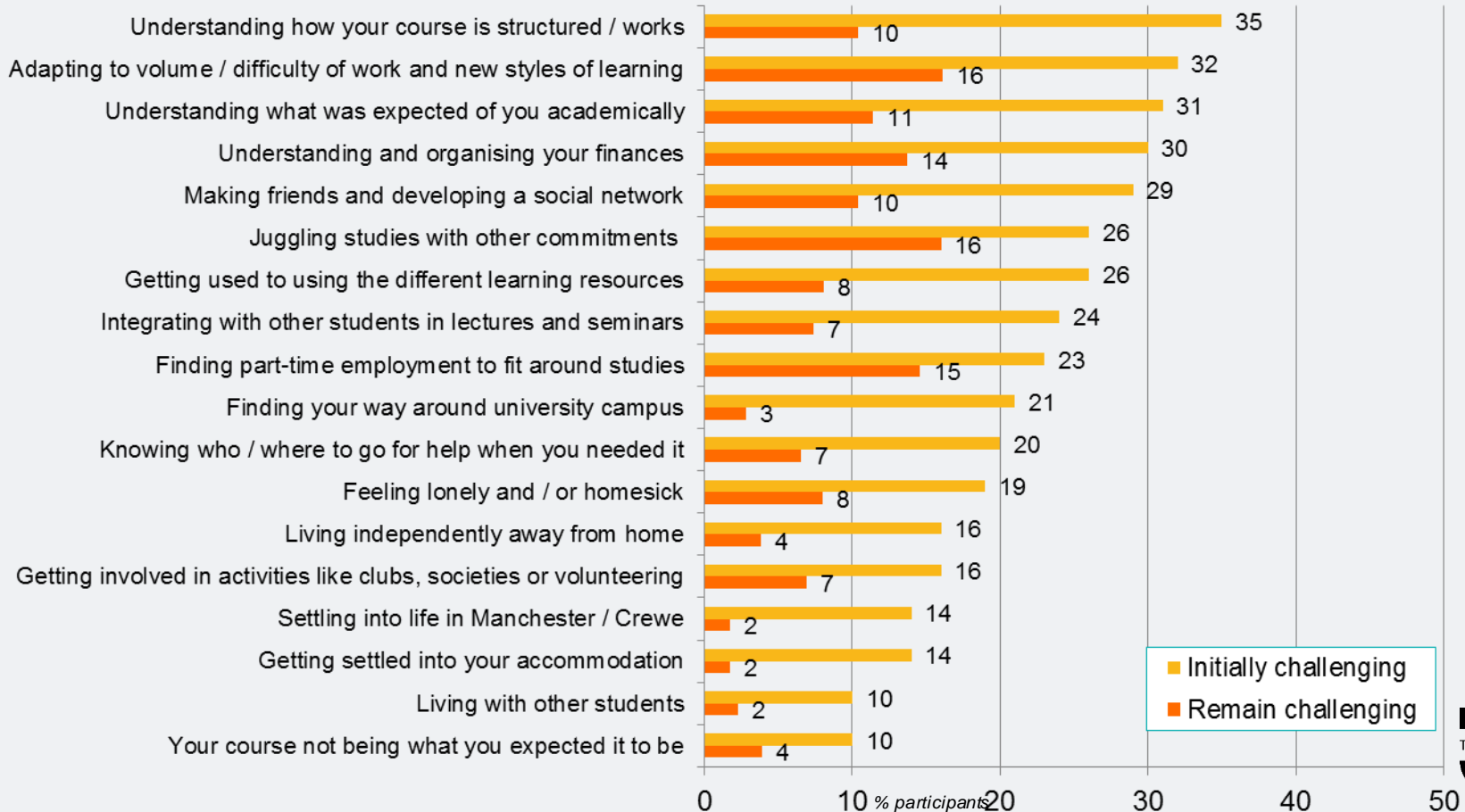
Induction and Transition timeline

Click on a section to see resources relating to that point in the student journey





Initial and persisting challenges expressed by student starting at Manchester Met



■ Initially challenging
■ Remain challenging





Inclusive curriculum:

“the process of developing, designing, and delivering programmes of study to minimise the barriers that students, regardless of educational, dispositional, circumstantial, or cultural background, may face in accessing and engaging with the curriculum”

(adapted from Thomas and May 2010).

Embedding Reasonable Adjustments Across the Curriculum ‘as standard’

- Reasonable Adjustments for students with dyslexia are about use of language, organisation, and the time needed to process information
- Other students (including non-disabled) are likely to benefit from a curriculum in which these adjustments are embedded as standard practice