Manchester Metropolitan University



lt'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



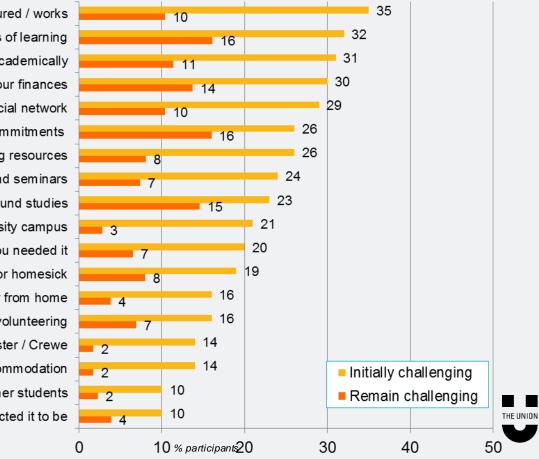




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Initial and persisting challenges expressed by student starting at Manchester Met



Understanding how your course is structured / works Adapting to volume / difficulty of work and new styles of learning Understanding what was expected of you academically Understanding and organising your finances Making friends and developing a social network Juggling studies with other commitments Getting used to using the different learning resources Integrating with other students in lectures and seminars Finding part-time employment to fit around studies Finding your way around university campus Knowing who / where to go for help when you needed it Feeling lonely and / or homesick Living independently away from home Getting involved in activities like clubs, societies or volunteering Settling into life in Manchester / Crewe Getting settled into your accommodation Living with other students Your course not being what you expected it to be

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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 nondisabled) are likely to benefit from a curriculum in which these adjustments are embedded as standard practice