



THE UNIVERSITY *of* EDINBURGH

English Language Education

# Developing inclusivity in the International Foundation Programme: Course design in response to diversity

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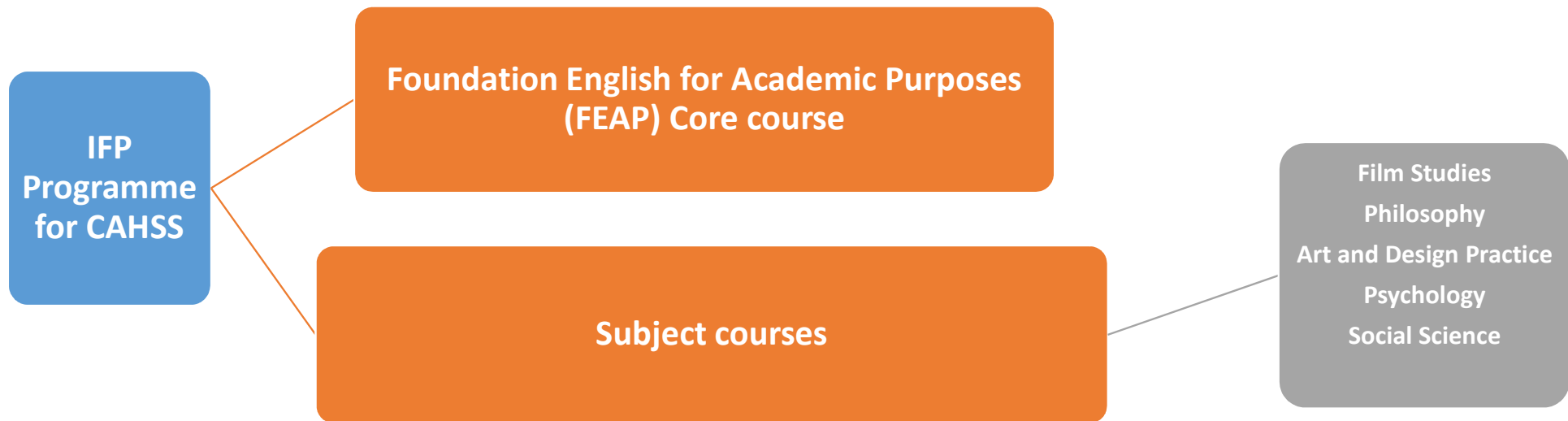
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**Learning and Teaching Conference, 29 June, 2019**



# Who we are





## **Rationale**

Increasing diversity of English language levels of students on IFP has led to academic language and literacy needs not being equitably provided for in the FEAP curriculum.

## **Purpose of today's session**

To consider how diversification of student body in different schools

1. impacts on student achievement;
2. is accommodated through changes to course design.



## **Impact and response to diversity in our context**

Academic literacy and language (A.L.L.) – discourse enabling access to academic cultures, styles of communication, and discipline-specific literacies.

### **Impact**

A.L.L. is the site of impact arising from a diverse range of English language use at pathway programme entry.

### **Response**

To develop two courses with similarities and differences in course aims.



## Standard school course

Open  
cohort

follow the  
syllabus

meet the  
aims

attain the  
credit



## Standard pathway course

Closed  
cohort

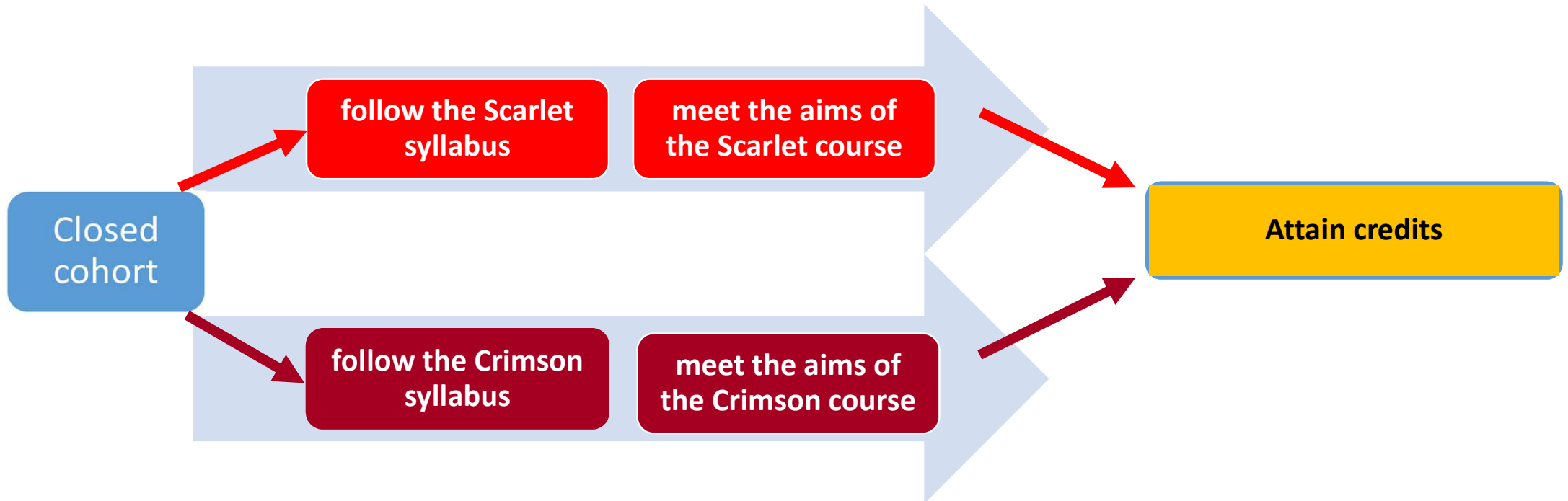
follow the  
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# Inclusive FEAP pathway course





## Discussion Questions

1. Are there complexities arising from a greater diversity of students in your school which impact on academic language and literacy?
2. Given a shared destination of students on your course, is there value in having different sets of aims to account for student diversity?





# Discussion Questions

1. Are there complexities arising from a greater diversity of students in your school which impact on academic language and literacy?

1a Does this disenable them from achieving course aims?

1b Have you sought any interventions to assist disenabled students?



## Discussion Questions

2. Given a shared destination of students on your course, is there value in having different sets of aims to account for student diversity?

2a. Given your response to (2), how might different sets of aims impact on a common course syllabus?

2b. In what way could a common syllabus diverge to enable students to reach the same destination?