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

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Who we are

IFP Programme for CAHSS

Foundation English for Academic Purposes (FEAP) Core course

Subject courses

Film Studies
Philosophy
Art and Design Practice
Psychology
Social Science
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 syllabus
- Meet the aims
- Attain the credit
Inclusive FEAP pathway course

Closed cohort

follow the Scarlet syllabus
meet the aims of the Scarlet course

follow the Crimson syllabus
meet the aims of the Crimson course

Attain credits
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?