

- Establishment and equipping of a room for student residence and learning (Project Team, Technical Service, Student Center, QA Center)

4. Inclusive approaches to learning, teaching and assessment

Inclusive learning and teaching comprise the ways in which pedagogy, curriculum and assessment are designed and delivered in order to engage students in learning that is meaningful, relevant and accessible to all. It reflects the standpoint that diversity stems from individual differences that can enrich the lives and learning of others. (Thomas, L, May, H., 2010).

4.1. Learning and teaching guidelines

The following measures are proposed:

- Further develop teaching and learning methods (an approach based on learning outcomes) (Office for Teaching and Student Affairs, Quality Assurance Office)
- Provide qualification and training opportunities for higher education teachers on working with diversity (Quality Assurance Office)
- Adopt a range of inclusive pedagogic approaches in order to use them effectively when planning lessons, workshops, seminars (good use of Power Point, provision of clear handouts, use of different discussion techniques) (Academic Staff)
- Involve discussions on individual students' needs in and out of the classroom (Academic Staff, Students' Association)
- Consider work placement opportunities and ensure all students are able to access them (Faculty Council)
- Integrate consideration on additional language classes/academic writing support, if required (Faculty Council, Senate, Students' Association)
- Consider involvement of educational trips and visits which will be affordable/accessible for all students (Students' Association, Faculty Council)
- Create inclusive teaching and learning environment (Faculty Council, Quality Assurance Office, Academic Staff)
- Provide multiple means of presentation (Academic Staff, Quality Assurance Office)
- Provide multiple means of action and representation (Academic Staff, Quality Assurance Office)
- Provide multiple means of engagement (Academic Staff, Quality Assurance Office)
- Provide options for optimizing motivation/self-regulation (Academic Staff, Quality Assurance Office)

4.2. The inclusive curriculum

The following measures are proposed:

- Integrate consideration of developing specific guidelines for curriculum design based on the learning needs of under-represented groups (Office for Teaching and Student Affairs)
- Integrate consideration of revisiting existing modules/programmes looking at inclusive practice (Office for Teaching and Student Affairs, Academic Staff, Student's Association)



- Curriculum design based on learning outcomes (student-centered learning) (Academic Staff, Faculty Council, Quality Assurance Office)
- Curriculum design based upon the full range of students' cultural and international differences (Academic Staff, Faculty Council, Quality Assurance Office)
- Curriculum design in accordance with advice of people with specialist expertise (Academic Staff, Faculty Council, Quality Assurance Office)
- Further develop curriculum, modules, sessions, off site trips in order for them to be fully accessible to all students regardless to their age, gender, sexuality or ethnicity (Academic Staff, Faculty Council, Quality Assurance Office)
- Curriculum/modules will reflect the diversity of the student population in terms of examples used and topics covered (Academic Staff)
- Involve students from under-represented groups in the process of designing curriculum/modules (Academic Staff, Faculty Council)
- Consults students regularly about curriculum/modules (Academic Staff, Faculty Council, Students' Association)
- Enable students to progress through the program in different ways to achieve the desired goals (Academic Staff, Faculty Council)

4.3. Inclusive approaches to assessment/examinations

The following measures are proposed:

- Integrate consideration of connections between learning methods and the way of assessment (Academic Staff, Faculty Council, Quality Assurance Office, Senate)
- Provide alternative (student-friendly) ways of demonstrating knowledge (written, digital, physical) (Academic Staff, Faculty Council, Quality Assurance Office, Senate)
- Provide specific adjustments to exam procedure for students with special requirements (Academic Staff)
- Integrate consideration on staff evaluating their inclusive practice on regular basis (Academic Staff, Quality Assurance Office)
- Improve the awareness on a range of resources to help with the development of inclusive practice (Academic Staff, Quality Assurance Office)
- Provide syllabus evaluations on accessible practice and the support that we offer to students (Academic Staff, Quality Assurance Office, Center for the Support of Students with Special Needs (Faculty for Education and Rehabilitation))
- Consider involvement of students in identifying any learning barriers (Academic Staff, Students' Association)
- Provide the service on advising students on flexible study modes (Students' Service)
- Assess curriculum and semester schedules in terms of feasibility (Students' Association)

5. Additional information

5.1. References and websites

- Sebba, J. and Sachdev, D., What Works in Inclusive Education?, Barnardo's, Barking, 1997;
- Booth, T. and Ainscow, M., From them to us: an international study of inclusion in education, Routledge Falmer, London, 1998;



APPENDIX

	<i>Activity</i>	<i>Deadline</i>	<i>Indicator</i>
1.	Defining admission policy reflecting inclusive approach.	July-September 2018.	Guidelines for students, approved admission policy, Open Door Day
2.	Making a proposal of the Financial Plan regulating the funds necessary for the implementation of all the activities at the University.	September 2018 - April 2019.	Approved Financial Plan
3.	Determine an amount of participation fees and scholarships in all three study cycles	July-September 2018.	Decision on participation fees and scholarships.
4.	Public call on the provision of services for students by Students' Center	September – October 2018.	Finalized process of the acceptance/support of students for respective services
5.	Organizing round tables on inclusive education at the University of Tuzla	December 2018.	Minutes of the meetings
6.	Adoption of the schedule of lectures and exams that will be acceptable for all student categories (i.e. working students)	September - October 2018.	Approved schedules.
7.	Establishment of the Competent Center for Inter and Transdisciplinary Research and Cooperation at the University of Tuzla (CC).	December 2018	Approved Elaborate on the establishment
8.	Promoting and providing equal possibility and equal access to all students (i.e. academic writing support), as well as the promoting activities of the Competent Center for Inter and Transdisciplinary Research and Cooperation at the University of Tuzla (CC).	February – March 2019.	Amended Guidelines for students, dissemination (UNTZ web site)
9.	Promoting the inclusive practice at the University, as well as establishing partnerships with high schools and other relevant stakeholders.	November 2018 – February 2019.	Memoranda of understanding and cooperation with respective institutions.
10.	Training for the academic and administrative staff with the aim to implement the best inclusive practice from the EU HEIs.	November 2018 October 2019.	Minutes of the trainings, dissemination via UNTZ web-mail
11.	Development of a questionnaire on inclusive education for staff and students	January 2019.	Data analysis



