COMP0153 Inclusive Design and Environments

Note: Whilst every effort is made to keep the syllabus and assessment records correct, the precise details must be checked with the lecturer (s).

Academic session	2019 - 20
Module	Inclusive Design and Environments
Code	COMP0153
Module Delivery	tbc
Related deliveries	None
Prior deliveries	Tbc
Level	Postgraduate
FHEQ Level	L7
FHEQ credits	15
Term	Term 2
Module leader	Iain McKinnon
Contributors	tbc
Module administrator	Aeesha Adams

Aims

Key aims of the module include:

1. Create a positive shift in mindset around disability and inclusion resulting in mainstreaming inclusive design
2. Recognise the important of engagement with end users (disabled people)
3. Students can advocate inclusive design to their peers and colleagues

Learning Outcomes

On completion of this module students will be able to:

- Confidently describe the difference between accessible and inclusive design and apply in all future work and also be confident in advocating inclusive design to peers and colleagues.
- Shape approaches to design and problem solving to be inclusive from the beginning (built in and not bolted on).

- industry insights and first-hand user accounts and experiences – experiential learning.
- Confidently describe some of the key challenges faced by many disabled people in using and interacting with the world around them and how design decisions

play a significant role and impact many people's abilities to carry out day to day activities with comfort, ease and joy.

- Understand the hierarchy and role of current legislation, policy and guidance in the UK (and abroad).
- Understand the UK and global content regarding attitudes and approach.
- Discuss and elaborate on both good and bad practical, real world examples of inclusive design across a range of sectors and geographic locations.
- Genuinely understand and succinctly describe the many advantages of delivering genuinely inclusive designs including moral, social, economic and business, sustainability and public health reasons and the benefits inclusive design brings to all of us throughout our lives.
- Have the skills and the confidence to engage with and involve end users, including disabled and older people and understand/appreciate the advantages this brings.
- Have the tools to elicit user needs from disabled people and formulate these into project brief requirements.
- Confidently describe the various models of disability i.e. the difference between the social and medical model and have formed their own opinions on both of these.
- Have the confidence and tools to test their designs with end users and have developed techniques to incorporate this feedback into their designs.
- Know how to create an equally positive experience for all end users providing the same services, in the same way, to all of us, equally.

Availability and prerequisites

The module will be restricted to this programme for 2019 – 2020.

Content

Students will learn about inclusive design with a focus on the built environment and creating Inclusive Cities. Inclusive design principles, methodologies and practice will be used to create a positive shift in mindset of disability and disabled people. The value and benefit of inclusive design will be analyzed and interrogated with case studies explored. The wider context will pick up current legislation, policy and guidance used in industry in the UK and abroad.

Students will be encouraged to engage with end users (disabled and older people) to better understand current challenges and the wider impact. Each student will undertake a design project that embraces the principles of inclusive design resulting in a 'prototype' and Kickstarter video.

Delivery

The module is delivered through a mixture of classroom-based lectures, seminars and fieldwork.

Assessment

Method of Assessment	Weight %
Individual portfolio and presentation (approx. 3000 words with 10 min presentation and 2 min video content)	80
Reflection Essay (500 – 1000 words: reflection on key learning)	20