Inclusive Learning Initiative

A partnership supporting higher education for people with an intellectual disability
Inclusive Learning Initiative at Maynooth University

OVERVIEW

- Background to the initiative – Saranne Magennis, Director of the Higher Education Policy Unit

- A student’s experience - Mark Smith, ILI Graduate, 2014

- Your chance to ask questions
Something about Maynooth University

- A commitment to equal access
  - Mature students
  - All social and economic groups
  - Students with disabilities and learning difficulties

- A commitment to fair and equal treatment
  - At application
  - At admission
  - While you are here
Maynooth University - more

- A commitment to education in a full and rich sense of that word, assisting students to reach their potential:
  - The university is committed to providing an environment within which the student can learn, develop and mature.
  - Maynooth University has consistently been to the forefront in the university sector in promoting greater access to education

- A commitment to community engagement:
  - a collaborative partnership with KARE, St John of Gods, Camphill Communities and Stewarts Hospital
No forgetting what parents want

- The best chance for our children to
  - live a good life
  - have an independent life
  - get a good education
  - have a job that is good for them
  - find happiness in their personal lives
  - fulfill their potential

- This applies equally when our young people live with greater challenges than their peers
The Inclusive Learning Initiative

- Pilot study 2011 to 2014
- Recruiting the students
- Interviews
- Choice of modules
- To support and not to support
- Volunteers/Buddies/Learning Partners

What do you like most about being here?
It is mine, I am independent. This is my freedom.
Three Strands of the Project

- Working with students
  - Recruit, support, educate

- Working with colleagues
  - Support, assist

- Working towards the future
  - Research
    - students
    - colleagues academic and services
    - structures
The technical stuff

- Competitive nature of higher education
  - Points
  - Degree courses
  - Diplomas and certificates
  - Credit and levels
  - The Rainbow
  - What we can and cannot do
National Framework of Qualifications

AWARDING BODIES
- FETAC - Further Education and Training Awards Council
- SEC - State Examinations Commission (Department of Education & Science)
- HETAC - Higher Education and Training Awards Council
- IT - Institutes of Technology (make their own awards at specified levels under Delegated Authority from HETAC)
- DIT - Dublin Institute of Technology
- Universities

AWARDS IN THE FRAMEWORK
There are four types of award in the National Framework of Qualifications:
- Major Awards: are the principal class of awards made at a level
- Minor Awards: are for partial completion of the outcomes for a Major Award
- Supplemental Awards: are for learning that is additional to a Major Award
- Special Purpose Awards: are for relatively narrow or purpose-specific achievement

For further information consult: www.nqai.ie  www.nfq.ie  www.qualrec.ie
**The Inclusive Learning Initiative (ILI): How does it function?**

1. The Student
2. The Facilitator
3. Maynooth University ILI Team
4. A Collaborative Support Network in/outside the university

- Individualised Model of Support.
Student Directed Learning

- Student making informed decisions about their college life.
- Student identifying their goals to achieve.
- Student identifying their course of study.
- Focus on strengths and abilities of the student in all aspects of learning.

What does Person Centred Mean?

It's My Life!

The Person At The Centre of Something, Is The Most Important Person!

My University P.C.P.

Student Name: __________

PCP = Person Centred Plan
What does Fully Inclusive look and sound like?

- The person wanting to be in the environment.
- The person interacting, integrating and contributing to the environment without changing who they are as a person.
- The person being treated with dignity and respect. The person treating others with dignity and respect.
- The person utilizing their skills, abilities strengths and contributing to society.
- Social valorisation
- Social Inclusion.
Implementing fully inclusive model

- A fully inclusive model incorporates:
  - Academic challenges
  - Social integration
  - Independence at the core
  - Employment as a goal
  - Our students changing Maynooth University
  - Our students challenging and helping others

- Why full inclusion?
  - Learning
  - Rights
  - Costs

- The next part of our presentation is designed to share with you the everyday reality of the initiative from the perspective of the student.
MARK SMITH
ANTHROPOLOGY
AT NUI
MAYNOOTH
My Studies: Anthropology
How I learn!
My Supports
My way to show my learning

Project Study in the Field

Presentation to Department/Group
Year 3 NUI Maynooth
My Learning
Graduation 2014
Ability Awareness Week
OVER TO YOU:

- We will now be happy to answer any questions you may have