Inclusive Design and Environments (COMP0153)

Description

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.

This module (taught at UCL) will look at creating a positive shift in mindset around disability and inclusion resulting in mainstreaming inclusive design. Students will explore the difference between accessible and inclusive design, how to shape approaches to design and problem solving to be inclusive from the beginning (built in and not bolted on) and look at industry insights and first-hand user accounts and experiences.

The module will look at 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. As well as the wider UK and Global global context regarding attitudes and approach.

Aims:

Key aims of the module include:

Key information

Year 2019/20
Credit value 15 (150 study hours)
Delivery PGT L7, Campus-based
Reading List View on UCL website
Tutor Mr Iain McKinnon
Term Term 2
Timetable View on UCL website

Assessment

- Other Not Scheduled: 80%
- Coursework: 20%

Find out more

For more information about the department, programmes, relevant open days and to browse other modules, visit ucl.ac.uk

Disclaimer: All information correct as of August 2019. Please note that aspects of the module may be subject to change. UCL will make best efforts to inform applicants of major changes.
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.

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