

This co-authored case study presents findings and recommendations arising from the delivery of a large-scale shared unit across Camberwell, Chelsea and Wimbledon Colleges of Arts, University of the Arts London. The Collective and Collaborative Practice (CCP) unit is delivered to all second-year undergraduate students (approximately 1,200 learners) across fine art, design and performance disciplines. Alongside other shared units delivered at stages one and three, CCP provides a strategic opportunity to implement policy at scale, effect institutional change, and enhance inclusion through curriculum, assessment, and staff development.

Student feedback identified inconsistencies in assessment practices and communication, impacting both staff and students. In response, the Associate Dean of Educational Development and Quality led a cross-school review of assessment using a model of positive enquiry. Given the interdisciplinary nature of the unit, any amendments must successfully map across three schools and fifteen courses, ensuring that all disciplines are reflected in the content while enabling flexible approaches that meet the needs of diverse learners.

The case study foregrounds inclusive pedagogy as a catalyst for institutional transformation. Drawing on collaborative work within the design staff team, it shares examples of student outcomes and open dialogue around parity of assessment evidence and grading. This collective approach models scalable and sustainable practices that foster student belonging, strengthen equity of access, participation and success, and support students' professional futures within a complex and evolving educational landscape.

As V. Tanicien notes, "Inclusion is about bringing others into the fold... It requires extra intention to empower the people around you and give everyone equal access to opportunities for growth and contribution." This case study demonstrates how intentional, collaborative practice can advance inclusive assessment and curriculum design at scale.