

## Envisaging a 'students with disability inclusive' curriculum in South African Higher Education Institutions

**Ngoako Mokoale**

*University of Limpopo, South Africa*

### Abstract

The purpose of the paper is to examine the inclusivity of the curriculum for students with disability in Higher Education Institutions (HEIs) in previously disadvantaged Universities such as the University of Limpopo. Massification of higher education has increased the diversity of students accessing higher education. However, students living with disabilities do not have full access to higher education in terms of infrastructure, learning equipment, teaching pedagogy and the curriculum. This is because the curriculum, classrooms, teaching philosophies, pedagogies, university structures and technologies do not cater for the needs and aspirations of students living with disability. It is worth noting that the diversity that is entrenched within the contemporary classroom is complicated by the diversity amongst students living with disabilities. Therefore, curriculum design and development are at the heart of ensuring students living with disabilities inclusive curriculum. The paper is based on the analysis of the secondary data. Literature review is the methodology that was used in the paper. The theory of planned behaviour was used as a theoretical lens to understand that the behavioural attitude to integrate students living with diverse disabilities into the curriculum. The theory argues the behaviour of an individual to act or not to act is entrenched in subjective norms. It can be stated that behavioural intention, attitudes and behavioural control (as a proxy for actual behavioural control) are actual predictors of human behaviour. The paper will examine the inclusion of students living with disabilities into curriculum at the University of Limpopo (Bachelor of Development Planning and Management). The paper concludes that Department should employ academics with disabilities, ensure that all academics undergo professional development and the promulgation of policy, which explicitly places the needs and aspirations of students with disabilities at the centre of curriculum design and development. The transformation of the learning materials, content, learning outcomes, objectives, assessment and pedagogy must promote equality and democratisation of the curriculum in higher education.

**Keywords:** curriculum; students with disability; theory of planned behaviour; higher education transformation.

Full Text: [PDF](#)



This work is licensed under [Creative Commons Attribution 4.0 License](https://creativecommons.org/licenses/by/4.0/).

European Journal of Economics, Law and Social Sciences ISSN 2519-1284 (print) ISSN 2510-0429 (online)

Copyright © IIPCCCL-International Institute for Private, Commercial and Competition law