

### GEES specific resources

Cooke, M.L., Anderson, K.A. & Forrest, S.E. (1997) Creating accessible introductory geology fieldtrips, *Journal of Geological Education*, 45, pp.4-9.

Desforges, H. (1999) Inclusive geography fieldwork, *Teaching Geography*, pp.14-16.

Doyle, C. & Robson, K. (2002) Section 6: Work placements and field trips, *Accessible Curricula: good practice for all* (UWIC Press), pp.38-43.

GEES Subject Centre - Inclusive Curriculum and Disability web page  
<http://www.gees.ac.uk/projtheme/inclusive/inclus.htm#Disabilities>

GEES Subject Centre conference, 2001 - Special Education Needs and Disabilities: Implications of New Legislation and Guidance for HE Geography, Earth and Environmental Sciences <http://gees.ac.uk/events/2001/send.htm#key>

GEES Subject Centre Resources for Accessibility and Information and Communication Technology (ICT) <http://www.gees.ac.uk/resources/acclCTrs.htm>

#### GEES Subject Centre Small-Scale Projects:

- *Disabled' Staff and Off-Site Activities: opportunities and challenges for students' learning*, Dr Faith Tucker, School of Social Sciences, University of Northampton, 2006  
<http://www.gees.ac.uk/projtheme/smallfund/2006/projs06.htm#disstaff>
- *Embedding 'disability and access' into the environmental sciences curriculum* Emma Treby, School of Conservation Sciences, University of Bournemouth, 2004  
<http://www.gees.ac.uk/projtheme/smallfund/2004/projs04.htm#et>
- *An illustrative Guide to Demonstrate the Concepts and processes in bringing web-based materials in line with SENDA legislation* Neil Witt, Institute of Marine Studies, University of Plymouth, 2002  
<http://gees.ac.uk/projtheme/smallfund/2002/projs02.htm#SENDAweb>

#### Geography Discipline Network's (GDN) Inclusive Curriculum Project [www2.glos.ac.uk/gdn/icp](http://www2.glos.ac.uk/gdn/icp)

- 'The Experience of Academic Departments and Disability Support Units in Providing Learning Support for Students Undertaking Fieldwork and Related Activities: Report on Surveys' <http://www2.glos.ac.uk/gdn/disabil/report.htm>
- 'The experience of learning at university by disabled students in geography, earth and environmental sciences and related disciplines: a report on the Geography Discipline Network (GDN) Inclusive Curriculum Project (ICP) Student Survey' <http://www2.glos.ac.uk/gdn/icp/survey.htm>
- Case study database <http://www2.glos.ac.uk/gdn/icp/caselist.htm>
- Nine staff guides and one student guide designed to support disabled students studying geography, earth and environmental sciences in Higher Education.
  - Issues in Providing Learning Support for Disabled Students Undertaking Fieldwork and Related Activities

- Providing Learning Support for Students with Mobility Impairments Undertaking Fieldwork and Related Activities
- Providing Learning Support for Blind or Visually Impaired Students Undertaking Fieldwork and Related Activities
- Providing Learning Support for d/Deaf or Hearing Impaired Students Undertaking Fieldwork and Related Activities
- Providing Learning Support for Students with Mental Health Difficulties Undertaking Fieldwork and Related Activities
- Providing Learning Support for Students with Hidden Disabilities and Dyslexia Undertaking Fieldwork and Related Activities
- Report: Creating an Accessible Curriculum in Geoscience for Students with Disabilities at the University of St Andrews  
<http://www2.glos.ac.uk/gdn/icp/teachab.pdf>

Hall, T., Healey, M. & Harrison, M. (2002) Fieldwork and disabled students: discourses of exclusion and inclusion, *Transactions of the Institute of British Geographers*, 27 (2), pp. 213-23.

Planet Special Edition 3 (2002) Special Educational Needs and Disabilities – learning and teaching guidance for Geography, Earth and Environmental Sciences  
<http://www.gees.ac.uk/pubs/planet/senda.pdf>

Teachability (2000) Resource 5: Placements, study abroad, and field trips, *Creating an Accessible Curriculum for Students with Disabilities* (Scottish Higher Education Funding Council) [http://www.teachability.strath.ac.uk/chapter\\_5/tableofcontents5.html](http://www.teachability.strath.ac.uk/chapter_5/tableofcontents5.html)

Witt, N. & McDermott, A. (2003) Travelling the road towards a SENDA compliant GEES website. *Planet*, Special Edition 6, pp. 14-16.  
<http://www.gees.ac.uk/pubs/planet/p6front.pdf>

## Discipline specific resources

Advice for Students Starting Their Bioscience Course

<http://www.bioscience.heacademy.ac.uk/ftp/resources/shortguides/studentadvice.pdf>  
Intended for Bioscience Undergraduate students, this guide gives ideas, hints and tips on how to get the most out of a bioscience course, not just focusing on studying but also making sure students spend time relaxing and enjoying their time at university or college. All the advice is from students on bioscience courses, from Marine Biology to Biomedical Science, Biochemistry and Zoology.

Disabled students, disabled doctors: time for a change?

[http://www.medev.ac.uk/static/uploads/resources/miniproject\\_reports/roberts.pdf](http://www.medev.ac.uk/static/uploads/resources/miniproject_reports/roberts.pdf)

Enabling Accessibility in the Curriculum for the Physical Sciences

[http://www.heacademy.ac.uk/assets/ps/documents/toolkits/toolkits/enable\\_2009.pdf](http://www.heacademy.ac.uk/assets/ps/documents/toolkits/toolkits/enable_2009.pdf)

A web-based toolkit published by the Physical Sciences Centre aiming to help teachers understand the issues relating to accessibility and provision of the curriculum in the physical sciences.

Engineering Subject Centre Guide: working with disabled students

<http://www.engsc.ac.uk/downloads/resources/disguide2ed.pdf>

A resource guide for departments and institutions which covers all aspects of accessibility from the student application process through teaching and learning to evaluation and assessment.

Gateways to the Professions - Advising medical schools: encouraging disabled students

[http://www.gmc-uk.org/education/undergraduate/gateways\\_guidance.asp](http://www.gmc-uk.org/education/undergraduate/gateways_guidance.asp)

Advisory guidance publication to help medical schools consider how best to encourage medical students.

Improving provision for disabled psychology students (IPDPS)

<http://www.psychology.heacademy.ac.uk/ipdps/ipdps.asp>

A forum, online discussion list and support network to share information and promote discussion relevant to the inclusion of patient, service user and carer voices in professional education.

Inclusive, Accessible, Archaeology

[http://www.heacademy.ac.uk/assets/hca/documents/guides/Archaeology\\_teaching\\_and\\_learning\\_guides/Number5\\_Teaching\\_and\\_Learning\\_Guide\\_Inclusive\\_Accessible\\_Archaeology.pdf](http://www.heacademy.ac.uk/assets/hca/documents/guides/Archaeology_teaching_and_learning_guides/Number5_Teaching_and_Learning_Guide_Inclusive_Accessible_Archaeology.pdf)

A guide addressing the dual issues of disability and transferable skills in the teaching of archaeological fieldwork. It aims to increase awareness of disability issues in Archaeology and improve the integration of disability in fieldwork teaching

Partners in Practice: Incorporating Disability Equality in Clinical Practice: a Generic Framework for Healthcare Professionals in Training

<http://www.bris.ac.uk/pip/>

A curriculum framework that embeds disability equality in healthcare education, thereby enabling health and social care professionals to eliminate disability discrimination from clinical practice.

Teaching and Learning Guides

<http://www.swap.ac.uk/resources/pubs/guides.html>

Short guides which support learning and teaching particularly in social policy and social work. Each guide includes some top tips, more detailed information on their application in practice and a list of further resources.

The DART (Disabilities: Academic Resource Tool) Project

<http://dart.lboro.ac.uk/case.html>

A website including twenty-five case studies based on the experiences of disabled students mainly within engineering & the built environment.

## **Teaching and Learning resources**

A Best Practice Guide in Learning Support for Disabled Students undertaking Professional Education (PEdDS)

<http://www.hull.ac.uk/pedds/>

Best practice guidelines for supporting disabled students on placements.

ALERT - Accessibility in Learning Environments and Related Technologies

<http://www.bournemouth.ac.uk/alert/>

A website of resources, case studies and links, aimed at improving the accessibility of online learning in specific subject areas.

BRAIN.HE - Best Resources for Achievement and Intervention re Neurodiversity in Higher Education

<http://www.brainhe.com/>

BRAINHE.com is a resource website for students and staff in higher education run by De Montfort University to help students with SpLDs (specific learning differences) and staff working with them.

Centre of Excellence in Interdisciplinary Mental Health (CEIMH)

<http://www.ceimh.bham.ac.uk/>

This website provides a variety of high quality, freely available, flexible, teaching and learning resources that have been developed through CEIMH sponsored projects.

Disabilities, Opportunities, Internetworking, and Technology (DO-IT)

<http://www.washington.edu/doi/Resourses/>

Resources promoting increased independence, productivity and participation in education and employment for disabled students.

Embedding success. Enhancing the learning experience for disabled students

[http://www.heacademy.ac.uk/assets/York/documents/resources/resourcedatabase/id594\\_embedding\\_success.pdf](http://www.heacademy.ac.uk/assets/York/documents/resources/resourcedatabase/id594_embedding_success.pdf)

An account of innovative practice to improve the experience of disabled students

Embedding widening participation and promoting student diversity

[http://www.heacademy.ac.uk/assets/York/documents/resources/publications/embedding\\_wp\\_business\\_case\\_approach\\_july07.pdf](http://www.heacademy.ac.uk/assets/York/documents/resources/publications/embedding_wp_business_case_approach_july07.pdf)

This report provides the findings from a Higher Education Academy commissioned research project into the drivers, benefits and costs of embedding widening participation (WP) and student diversity that might be used as elements of a business case approach.

Enhancing Student Engagement in the First Year: 10 Strategies for success: A good practice guide produced by the Griffith Institute for Higher Education in Australia.  
[http://www.griffith.edu.au/gihe/pdf/gihe\\_tipsheet\\_web\\_ese.pdf](http://www.griffith.edu.au/gihe/pdf/gihe_tipsheet_web_ese.pdf)

#### Inclusive Curriculum Practice

<http://www.psychology.heacademy.ac.uk/networks/sig/icp.asp>

One of a eight-part series of e-bulletins on Inclusive Practice by Phil Gravestock

#### Inclusive Learning and Teaching E-bulletins

<http://www.psychology.heacademy.ac.uk/networks/sig/index.asp>

Academy funded, targeted, bite-sized advice and guidance on providing a more inclusive experience for all students. Topics include: Competence Standards, Inclusive Teaching Practice, Inclusive Curriculum Practice and Student Engagement.

#### JISC TechDis Accessibility Toolbar

<http://search3.openobjects.com/kb5/hea/techdis/results.page?qt=JISC+TechDis+Accessibility+Toolbar>

This downloadable toolbar allows users to customise the way they view and interact with web pages. Features include text to speech conversion, zoom, spell-checking, a dictionary, a feature for gathering referencing information from a web page, and the ability to adjust the font/colours used on web pages.

#### Learning and Teaching Resources for Disabled Students

[http://www5.open.ac.uk/cehep/mapping\\_project/search.html](http://www5.open.ac.uk/cehep/mapping_project/search.html)

#### Making your teaching inclusive

<http://www.open.ac.uk/inclusiveteaching/pages/inclusive-teaching/index.php>

The Open University website offers practical help with inclusive teaching issues.

#### Managing Off-campus Learning for Students with Disabilities – Toolkits for Success

<http://www.disabilitytoolkits.ac.uk/>

Toolkits for students, academics/placement supervisors and employers/placement providers to ensure quality of access to work experience and placement opportunities for disabled students.

#### Models, Methods and Materials: Departmental Strategies for Supporting Disabled Students

<http://www.nottingham.ac.uk/pesl/resources/disability/>

The University of Nottingham's internal project which developed materials for use across the university, to help staff make the necessary adjustments in teaching, learning and support.

#### TeachInclusive

[http://web.anglia.ac.uk/inclusive\\_practice/index.html](http://web.anglia.ac.uk/inclusive_practice/index.html)

This is a resource for inclusive teaching, and one of its assets is that the website is inclusive in itself. For example, it provides information about different topics, such as assessment, materials, etc. in different formats, displaying thus the different ways in which inclusion can take place in practice.

#### Premia - making research education accessible

<http://www.premia.ac.uk/>

Awareness and development materials to make the research environment more accessible to disabled post graduate research students.

Quality Assurance Agency Approaches to Student Engagement

<http://www.qaa.ac.uk/students/studentEngagement/default.asp#top>

The QAA has defined four aims for its work on student engagement and identified its commitment to effectively engage students in the processes and management of quality assurance and enhancement

Skills for Access: Producing High Quality Interactive Tutorial Materials on Accessibility

<http://www.skillsforaccess.org.uk/>

A comprehensive resource on issues relating to multimedia, e-learning and accessibility.

Strategies for Creating Inclusive Programmes of Study (SCIPS)

<http://www.scips.worc.ac.uk/>

A web based resource that provides strategies for creating inclusive programmes of study.

Student Participation in Quality Scotland (Sparqs)

<http://www.sparqs.ac.uk/>

An organisation, funded by the Scottish Funding Council, and set up to support student engagement in quality assurance and enhancement in institutions across Scotland.

Supporting Inclusive Learning and Teaching in the Biosciences

<http://www.bioscience.heacademy.ac.uk/ftp/resources/shortguides/inclusivelandt.pdf>

With increasing student diversity it is now likely that within student groups there will be some who have a disability. The application of good practice, making curricula more accessible, benefits all students in higher education including disabled students. This guide is intended as an introduction to making aspects of your teaching more inclusive and accessible for all.

Teachability: Promoting an inclusive curriculum

<http://www.teachability.strath.ac.uk/>

A series of booklets to promote the creation of an accessible curriculum for disabled students, each on a different aspect of the curriculum.

Teaching for Inclusion: diversity in the college classroom

<http://ctl.unc.edu/tfitoc.html>

An American online publication that considers the curriculum in terms of all aspects of inclusivity.

The Higher Education Academy – Disability Equality page

<http://www.heacademy.ac.uk/ourwork/teachingandlearning/inclusion/disability>

Including projects, resources and contact database

Triple A Project: Achieving Accessible Assessment

<http://www.ntu.ac.uk/CASQ/quality/aaa/index.html>

A HEFCE funded project at Nottingham Trent University designed to make practically-based subjects more inclusive for all students, regardless of impairment.

Staff-Student Partnership for Assessment Change and Evaluation (SPACE)

<http://www.plymouth.ac.uk/pages/view.asp?page=10494>

A three-year HEFCE funded project, based at the University of Plymouth, developing and promoting alternative forms of assessment as a way of facilitating a more inclusive approach to assessment.

TIAUC: Towards inclusive assessment: unleashing creativity

<http://www.creativeassessment.org.uk/ourproject/default.asp>

This project started in October 2004 and is based in the subject areas of Hospitality, Leisure, Sports and Tourism aims to support the work of lecturers in developing more inclusive modes of assessment in order to enhance the student learning experience.

## General resources

Disability Discrimination Act 1995 Part 4 Code of Practice

<http://nationalstrategies.standards.dcsf.gov.uk/node/84546>

A revised Code of Practice concerning new duties upon providers of post-16 education and related services which came into force on 1 September 2006.

Disability Rights Commission (2007) Understanding the Disability Discrimination Act.

[www.skill.org.uk/uploads/Understanding%20the%20DDA.doc](http://www.skill.org.uk/uploads/Understanding%20the%20DDA.doc)

Guidance on implementing the disability legislation, addressing the involvement of disabled people, both students and staff, as well as methods of involvement.

Higher Education Institutions DED Overview Assessment Report

<http://www.psychology.heacademy.ac.uk/networks/sig/se.asp>

This report follows an assessment of the performance of 21 HEIs in relation to the Disability Equality Duty, conducted by the Disability Rights Commission. The report highlights effective ways that HEIs have sought to involve students and the improvements that are required.

Transition to Higher Education

<http://www.bioscience.heacademy.ac.uk/ftp/resources/shortguides/transition.pdf>

Although transition, at first glance, appears to refer to the transition of a student from a secondary or FE setting to an HE institution, in reality it is much less straightforward. Therefore providing a student with a successful transition relies on a variety of participants who collectively help a student to become familiar with, engage in and succeed within a programme of study. Issues affecting transition within the biosciences can be unique, but many are applicable to a variety of sciences and other subjects. This guide is intended to be an introduction to assisting higher education teaching and learning practitioners with transition.

## Useful web sites

### Action on Access

<http://www.actiononaccess.org/>

Action on Access is the national co-ordination team for widening participation in higher education. The team work with institutions and partnerships, providing advice, information and support to their widening participation activities, strategies and plans.

### Centre for Excellence in Teaching & Learning in Mental Health and Social Work

<http://www.mdx.ac.uk/aboutus/Schools/hssc/mh-sw/cetl/index.aspx>

A centre to support the best possible campus learning environment for studying for practice in Mental Health and Social Work.

### Equality and Human Rights

<http://www.equalityhumanrights.com/>

The Equality and Human Rights Commission champions equality and human rights for all, working to eliminate discrimination, reduce inequality, protect human rights and to build good relations, ensuring that everyone has a fair chance to participate in society.

### Equality Challenge Unit

<http://www.ecu.ac.uk/>

Equality Challenge Unit supports the higher education sector in its mission to realise the potential of all staff and students whatever their race, gender, disability, sexual orientation, religion and belief or age, to the benefit of those individuals, higher education institutions and society.

### Equality Forward Scotland

[http://www.sfc.ac.uk/access/equality\\_diversity/equality\\_diversity\\_resources.aspx](http://www.sfc.ac.uk/access/equality_diversity/equality_diversity_resources.aspx)

Equality Forward supports colleges and universities in Scotland in their work towards ensuring equality for all staff, students and prospective students.

### European Access Network

<http://www.ean-edu.org/>

The European Access Network encourages wider access to higher education for those who are currently under-represented, whether for reasons of gender, ethnic origin, nationality, age, disability, family background, vocational training, geographic location, or earlier educational disadvantage.