

ROYAL GEOGRAPHICAL SOCIETY
WITH THE INSTITUTE OF BRITISH GEOGRAPHERS

Inclusive Fieldwork & Expedition Practice

A workshop exploring the inclusion of disabled people in fieldwork and expeditions



Wednesday 6th November 2002

**Expedition Advisory Centre
Royal Geographical Society (with IBG)
1 Kensington Gore, London SW7 2AR**

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The Inclusive Fieldwork & Expedition Practice project is supported by Shell Expro.

The RGS-IBG Expedition Advisory Centre is a Shell International funded project.

This one day interactive workshop brings together organisations and individuals interested in widening the opportunities for disabled students and young people in fieldwork and expeditions.

The emphasis is on action planning and how to turn the dream of full inclusion into a reality. Speakers and case studies will provide inspiration and practical support to enable you to turn theory into practice by focussing on what is core to the fieldwork or expedition, and how to develop an inclusive action plan.

It aims to complement work begun by the Higher Education Funding Council for England (HEFCE), by bringing together people with a broad scope of insights and approaches ranging from academics to fieldwork and expedition planners.

“Its not about equal opportunities or discrimination, its about optimizing the people resource, with their wide variety of attributes, concerns, values and needs.”

**Dr Karen Darke
October 2002**

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RGS-IBG Expedition Advisory Centre

The Royal Geographical Society (with The IBG) is the UK's main organisation for screening and funding small independent research expeditions. These assist in furthering geographical knowledge and the encouragement of life-long learning, leadership and team skills.

The Society's internationally acclaimed Expedition Advisory Centre provides information, training and advice to anyone planning an expedition overseas through a range of training seminars and workshops, publications and information resources. Details of these can be found on the EAC website: www.rgs.org/eac

The Expedition Advisory Centre receives core support from Shell International Limited. Shell has provided sponsorship for over a decade so that the Centre can maintain and improve its services to schools, universities and the scientific and academic communities in general, and so promote interest in, and research into, geographical and environmental concerns worldwide. Further information on the Royal Dutch/Shell Group of Companies and their oil, natural gas, chemical and renewable energy businesses, can be found on the Shell website: www.shell.com

RGS-IBG Inclusive Expeditions & Fieldwork Project

A partnership between the RGS-IBG and Shell has been set up to support and encourage Inclusive Fieldwork Practice, under the guidance of Shell secondee Dr Karen Darke. This project is being driven by legislative requirements surrounding access to education for disabled people. Details can be found at: www.rgs.org/inclusive

Dr Karen Darke - Chair

Karen is a geologist with Shell Expro., currently on a part-time secondment to the RGS-IBG. She has extensive field geology and expedition experience, in both the academic and industry environments. Her enthusiasm for this project stems from personal experience of geoscience fieldwork and expeditions both before and after injuring her spinal cord which resulted in paraplegia.

Key speakers:

Anne Simpson, University of Strathclyde is the project manager of the Scottish Higher Education Funding Council (SHEFC) Teachability Project, which is about making the higher education curriculum accessible to disabled students. Anne will be assisting with facilitation of the workshop, using the Teachability structure adapted specifically to Inclusive Fieldwork in the Geography, Geoscience and Environmental Science arena.

Dr Ed Stephens, University of St Andrews is the Head of the School of Geography and Geosciences at the University of St Andrews. The department undertook a Teachability style self-audit in order to recognise barriers to accessing the Geoscience curriculum and develop a strategy for inclusion. Ed will be talking about the experience of applying Teachability in the Geoscience discipline.

Phil Gravestock, University of Gloucestershire was involved with the development of web-based guides under the '*Learning Support for Disabled Students Undertaking Fieldwork and Related Activities*' project, funded by the Higher Education Funding Council (HEFCE) *Improving Provision for Disabled Students Funding Programme*. The project was carried out in association with the Subject Centre for Geography, Earth and Environmental Sciences. Phil will be giving an overview and sharing some of the good practice learned through this work.

A workshop exploring the inclusion of disabled people in fieldwork and expeditions

Programme

- 10:00** *Arrival & Coffee & an opportunity to arrange any needs
- 10:30** *Introduction and participants to recall example of good or bad inclusive practice – [Karen Darke](#)
- 11:00** What are we obliged to do by law? – [RADAR \(Alun Francis\)](#)
- 11:15** How do we consider access issues in an outdoor environment? [Centre for Accessible Environments \(Howard Whitehead\)](#)
- 11:30** *How can the fieldtrip or expedition be inclusive?
[Karen Darke & Anne Simpson](#)
- 12:30** Risk Assessment – understanding why you say no means you can say yes more often – [Equal Adventure Developments \(Suresh Paul\)](#)
- 12:45** *Lunch
- 1:30** *What are reasonable adjustments?
[Karen Darke & Anne Simpson](#)
- 1:45** Examples of good practice – [Karen Darke / All](#)
- 2:15** The challenges and opportunities of Inclusive Fieldwork Practice in Universities – [Phil Gravestock](#)
- 2:30** Developing an Inclusive Strategy – problem or opportunity?
[Ed Stephens](#)
- 2:45** *What are you going to do now? How?
[Karen Darke & Anne Simpson](#)
- 3:45** *Evaluation and close
- 4:00** *Coffee / Tea / Informal discussion

** Group activities*

The Typical Image

A diverse expedition or research team adds value through diversity of thought & experience to deliver creative solutions.

Fieldwork and expeditions often conjure images of strong, athletic young white men climbing mountains, scrambling over glacial moraine or wading through torrents of rushing water. In reality the diversity of people who undertake fieldwork are as varied as the research themes they are following. It is the diversity of thought and experience of the individuals that make up a research group, who add value through alternative approaches and creative solutions. Diversity should be embraced - a team comprised of varied individuals, either of race, gender, disability or just individual educational and social backgrounds, can mean the difference between a good project, or generating a fantastic project.

The typical image – strong athletic men tackling geological fieldwork



An alternative image – athletic disabled person tackling geological fieldwork



Are you having any of these reactions?

...some initial reactions to inclusion of disabled people

Safety would be compromised

IMPOSSIBLE!

More hassle than its worth?

The access is just too difficult



The Expedition Advisory Centre is a Shell International Limited funded project



...some final reactions to inclusion of disabled people

It was just lack of understanding & experience

It was fear of the unknown!

The best fieldtrip yet!

It just needed a simple adjustment of approach



The Expedition Advisory Centre is a Shell International Limited funded project



Inclusive Expeditions: a personal viewpoint

By Steve Macdonald

This is a short document on inclusive expeditions from my personal viewpoint as an explorer with a disability who organises and leads expeditions. It is not a definitive answer to what people need to be doing to ensure all expeditions are inclusive.

Background

I am an explorer who has been registered as blind since birth, having organised and lead such expeditions as a circumnavigation of mainland Britain by sea kayak, a crossing of the Australian Outback with camels and a record breaking crossing of the English Channel in a Dragon Boat, among other things. With this experience I decided to set up Ability Explorations. Ability Explorations is a national charity project that aims to give disabled people opportunities to take part in adventurous, cultural and creative expeditions in order that they may gain greater confidence, new skills, and lasting memories that may influence everyday life. AbEx is now growing at a manageable rate and has completed expeditions from weekend canoe expeditions to a climb of Mount Kenya.

Perception of Disability

As an explorer who is registered as blind I regularly come up against other people's perceptions of me as a disabled person first and an explorer second. No matter how much experience I have there is always this assumption that as an able-bodied person they have the right to take the lead. I am able to quote many incidents where this occurs. During a safety drill for the crossing of the English Channel in a Chinese Dragon Boat the captain of a the safety boat said, on seeing me climb onto his boat "I thought there where only experienced people on this safety drill, why is one of the visually impaired crew here?" apparently the fact that I had a visual impairment over shadowed the fact that I had spent the previous six months in a Sea Kayak circumnavigating Britain. Following three months training camels from scratch for our crossing of the Australian Outback Ben Sturt, my colleague, was chosen over me to help out with our trainer's commercial trip because as Rex Ellis made clear I was not as useful to him as I had a visual impairment. What I suppose hurt more than Rex Ellis' views was that Ben agreed to go rather than stand by me. Most recently during a canoe expedition on the flat sections of the river Wye I was repeatedly reminded of people's altered perceptions of me as a disabled person. Other members of the team had far less kayak and canoe experience than I yet insisted on telling me what to do when getting in and out of a canoe and what was needed while going through sections where the water was moving a little quicker.

At the other extreme from those who attempt to exclude people with disabilities from expeditions altogether, are those who seem to perceive us, not as team

members in our own right, but as a kind of additional challenge or burden to them as an explorer. I was personally recently involved with an individual who was attempting to get to the South Pole. It was not long into our collaboration before I realised that my role in the expedition was firstly as a way of attracting a higher level of sponsorship, and secondly as a way for this individual to somehow increase his own status, as the man who first “took” a blind person to the South Pole.

I could give many more examples but I think the point is made. Although I am experienced in Expedition organising and leading I continually need to fight to be treated as an equal. If you take anything away from reading this document it should be that you need to treat a person with a disability as an equal, not preferentially allowing someone to get away with not doing something they are perfectly capable of but as an individual with skills that may be extremely beneficial to include in your team.

Examples of Inclusive Expeditions that do work

On a recent expedition to Kenya where a mixed team of visually impaired and fully sighted people climbed Mt. Kenya there were a number of measures taken to ensure that everyone took an equal part. Firstly everyone was treated as an equal member of the team. This may seem like stating the obvious but if a situation becomes serious, often the able-bodied members of the team huddle together to discuss the various courses of action and then present these to the disabled participants as a “fait accompli”. Secondly it was ensured that as well as having enough sighted guides for those that needed them everyone was asked to bring walking poles. These were for stability but were particularly useful for those with a visual impairment in replacing the white cane. A number of the visually impaired participants using two poles for stability and probing walked a great deal of the climb unassisted.

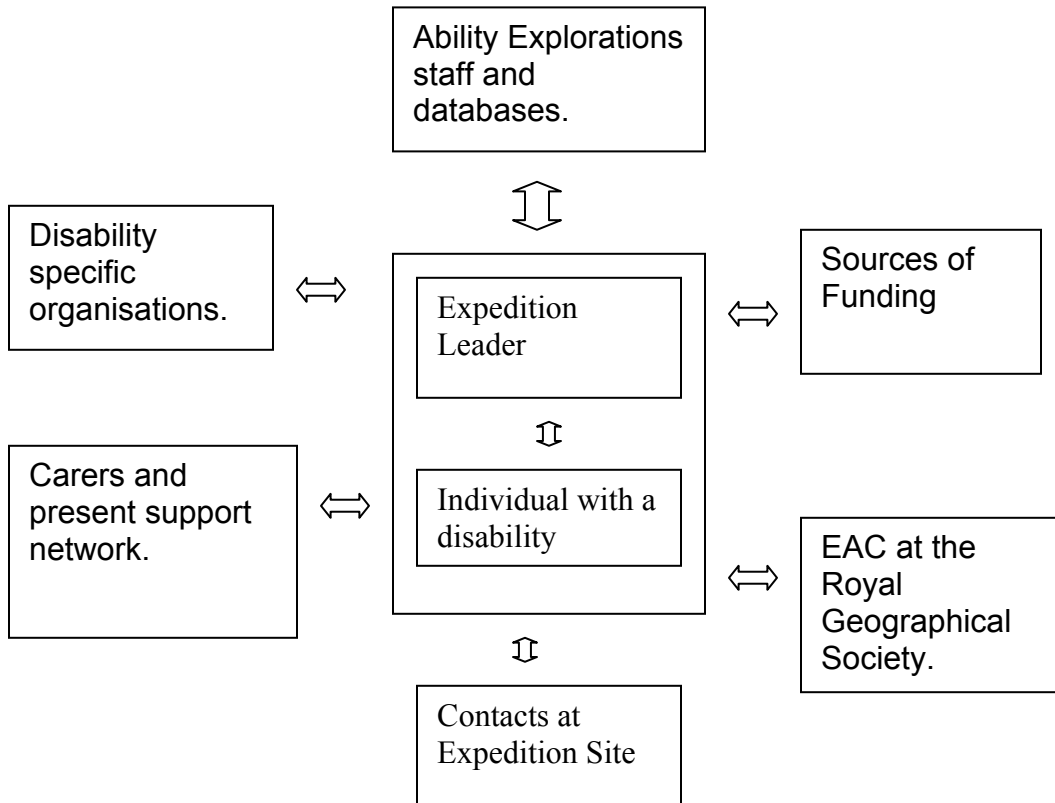
AbEx is planning an expedition to Peru for May next year. Several members of the team have physical disabilities and so would have problems with the terrain. After some research we have identified a horse trekking company that has agreed to work with our team to enable everyone to get to the Inca trail. Due to the present laws associated with the later section of the Inca Trail we will not be taking horses all of the way to Machu Picchu, but we will be reaching Machu Picchu by truck. Two things should be noted here: firstly, we have found an alternative form of transport to get to an expedition site; secondly, we have been flexible concerning the second half of the Inca Trail. If we were attempting to prove a point and complete the whole Inca trail with this particular team then we would be looking for a few extra volunteers to assist with the second half of the trail.

People with learning difficulties are often neglected when it comes to inclusive expeditions. Although this group has no physical barrier to trekking, canoeing, etc there is a lack of understanding of their capabilities and therefore trepidation

on the side of the organisers. Again I will not generalise across a disability group and restate the point that all people need to be treated as individuals. A person with a learning disability will have special needs specific to them and it is up to the expedition organiser and leader to be patient. If the individual requires carer support then this should be done in conjunction with the individual and their key worker in a sensitive manner. During a recent expedition with a group of people with learning disabilities we needed to set up a number of additional procedures in order that every member of the expedition was safe. Firstly we needed to

Ability Explorations - Inclusion Model

It should be noted that this model is a working model that Ability Explorations use and modify where necessary following each expedition.



increase the able-bodied support to disabled team member ratio. Due to certain special needs involving personal care we ensured that an able-bodied member of the team slept within the same room as the individuals that required the extra support. While camping at night a decision was made to have a watch system in case certain individuals became confused while returning to their tents from a lavatory visit and fell in the river. This may sound very daunting but if as with any expedition an appropriate risk assessment is completed and acted upon, there is no need to be worried.

What should expedition organisers do to ensure that a disabled member of the team is included?

The answer to this question obviously depends to an extent on the nature of a person's disability but also on each individual's level of experience, capabilities, and character. But the generic answer is to treat the individual as an individual, no more or less important than other team members and remember that the expert on an individual's disability is always the person who has that disability. That is not to say that there is no need for outside assistance but at all stages of the organisation and execution of an expedition the individual with the disability needs to be leading the process of inclusion. I have constructed a rough model that we at Ability Explorations use when approaching each new expedition in relation to a member of the team who has a disability.

Sometimes the central box in this model is the individual with the disability and the expedition leader is placed in the box named Ability Explorations' staff. But if an individual is coming to the expedition arena for the first time and especially if the Expedition Leader has not had a disabled team member before then both the individual and the Expedition Leader should face the barriers together.

As you can see from the model there are potentially a great many sources of assistance when organising inclusive expeditions.

A few words about equipment

As a registered blind person with some useful sight I require minimum support. When I lead an expedition I take an audible GPS system, enlarged maps of the area, walking poles for walking across rough ground and a fully sighted assistant to point out things that I may not see.

For other disabilities there are other items of equipment such as the Aquabac developed by the Design for Living Centre at Brunel University, off-road wheelchairs and powered vehicles produced by Cyclone etc. But there are also some low level bits of equipment that organisations are using every day that work just as well as some of the more expensive bits of equipment. These solutions are constructed on a one to one basis were an individual goes to an organisation with a specific need and the organisation either through past experience or through asking other providers work out the best solution for that individual. It is worth asking your disabled team member whether they know of any items of

equipment themselves and whether they wish to contact organisations such as the Calvert Trust, The Keppleway project, or Ability Explorations. There is also a great deal of experience in specific disability organisations such as BBS (British Blind Sport) that would be able to either provide answers to questions of how a blind person may take part in specific sporting activities or at least pass you on to organisations that may know. A good starting point for sporting activities is Disability Sport England based in London, the Paralympic Association or the EAC.

Conclusion

This has been a brief insight into inclusive expeditions from a personal viewpoint, and has concentrated on the practicalities of expeditions and not on the fieldwork elements. For fieldwork there are many other organisations that will be able to help, many of these here today. When looking at blindness in particular there are the research units in Birmingham University, the University of Hertford, national charities such as the RNIB, Action for Blind People; and for what is happening at the sharp end of education one needs to consult colleges such as the RNIB New College in Worcester, Queen Alexandra College in Birmingham among others. Remember everyone is an individual, the person with the disability is so often the expert on their own needs, and if you have the courage to ask questions the process of inclusion will be so much easier.

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Developing an Inclusive Strategy

Do you want your organisations activities or opportunities to be inclusive but aren't sure how to go about it?

Whether your reasons are driven by a natural desire to be inclusive, or by legislation, being inclusive is a key to general good practice.

ACTIVITY

Examine your reaction to the notion of developing an inclusive approach and strategy.

What are the 'real' problems? Is it lack of resources, knowledge, information or time? Is it a problem or attitude that you have? Or something else? Can you do anything to change these problems?

Consider what is core to your course, expedition or activity.

Considering what is core helps you better define what the course, expedition or activity is really aiming to achieve. This is basic good practice, regardless of the inclusive angle, helping to develop an accurate picture for planning around, and for developing publicity materials.

In addition, being clear about the core purpose:-

- Helps identify the range of possible activities or methods, and identify more 'inclusive' ways.
- Gives a basis for considering possible / impossible 'reasonable adjustments'.
- Helps sort out appropriate / inappropriate rejections of disabled applicants on the grounds of disability and whether they are justifiable / unjustifiable.
- Provides a starting point for dialogue between disabled applicants and staff / organisers.
- Helps to prioritise 'anticipatory' reasonable adjustments.
- Helps your organisation remain clear and objective.

Why is "what is core?" important?

(1) Identify a field-course, expedition or activity that you are currently involved with delivering or developing. What is the AIM? What MUST participants be able to do in order to join? Note this individually, then explain in groups, discuss and note disagreements.

(2) Of the things that you regard ESSENTIAL that participants should be able to do, would any be problematic for any of the students in the case studies presented to you?

(3) In groups, select 3 or 4 such activities. Are there any possible, cost aside, reasonable adjustments that would enable the students to carry out these activities?

(4) What are the implications of your response, given the new duties of the Disability Discrimination Act?

(5) Participants may become impaired (or temporarily disabled) during a field-course, expedition or activity. Or you may discover a hidden disability that was previously not disclosed. Can you come up with a list of 'reasonable adjustments' which might help the following participants:

- A participant who badly sprains an ankle in the 2nd week of a 6 week expedition.
- A participant who develops severe depression during a 3 month expedition.
- A participant who realises colour blindness during an independent map-reading exercise.

Could any of these adjustments be 'anticipatory' i.e. in place routinely?

Your audit

Consider what are YOUR issues. Consider carrying out a self-audit. This should include:-

- Have a coordinator but keep everyone involved and informed
- Ask participants for their views
- Set dates and timescales for changes / strategy to be in place
- Decide what are your issues, and what are your organisation's.
- Keep the issues on the agenda.

During the audit, consider methods of communication, assistive technology that could be used, agreement about standards, physical access, the nature and level of staffing or support, and staff and/or participant development. Consider all aspects of the course.

Anticipating Reasonable Adjustments

'How can you possibly make reasonable adjustments before you know the disabled individuals who need them?'

10 ways to anticipate!

The DDA presents a challenge as it requires that anticipatory 'reasonable adjustments' are in place to make sure that disabled people are not placed at substantial disadvantage in relation to non-disabled peers. It is core to the Act that such adjustments should not simply be reactive to known, current disabled participants, but that they should anticipate the needs of disabled people who have not yet even thought about applying for a place. The point of real insight here is that reactive, *ad hoc* solutions are often, if not usually, too late to be effective. Further, reactive solutions are more labour intensive.

Consider a fairly typical expedition with a large youth opportunity organization where there may be 80 participants, as many as 10 of whom may have disclosed a disability or impairment at application. Is it really feasible that an expedition leader could learn about the needs of all 10 individuals (amongst all the other responsibilities of leading the expedition) to make a meaningful response in terms of expedition delivery? A more productive approach is surely that of anticipating the generality of participant needs by making sure that routine practice is as ready as possible for a diverse population, including disabled individuals.

So what are some of the ways in which the needs of disabled participants could be sensibly anticipated?

1. Promotional materials.

What you tell potential participants / students in promotional material could demonstrate your thoughtfulness about ways in which delivery and provision can take account of the needs of disabled people.

E.g.

- Flexibility in event / course structure or assessment strategies.
- 'Staff will be designated by each organisation, department or course (as appropriate) with whom every student with a disability may discuss the expedition or course content in advance, and the learning activities entailed, to ensure that

their learning support and other needs are identified and made known to relevant staff.' (Policy for Promoting Opportunities for Staff and Students with Disabilities, Strathclyde University, 1995) Make sure that people know who this person is for your organisation.

- An expression of what is core to the expedition or course that does not present any *unnecessary* barriers.

All such promotional materials should be in a range of accessible formats (see useful links for info on accessible information / formats) in accessible places, and should take note of the need to ensure that web presentations of course information are on accessible web-sites.

It may be useful to establish an organizational (or departmental) policy about provisions that will be made for disabled participants by all members of staff, and publicising this.

For example, a department might collectively take the view that all lecturers will permit taping of lectures, as a straightforward reasonable adjustment for students unable to take notes. If such a policy statement was advertised to **all** students, then there is no longer a need for individual students to seek permission from many different lecturers, and this is helpful to students who do not wish to disclose that they have difficulty in taking notes.

The general point here is that it is helpful for disabled individuals to know in advance what provisions will be made, and which ones might have to be negotiated. It should perhaps be noted that the need for individuals to request or negotiate reasonable adjustments repeatedly could amount to 'substantial disadvantage' under the Disability Discrimination Act, Part IV.

2. Staff development.

Routine provision of staff development in disability issues can ensure that staff are well informed of the learning needs of disabled individuals in time for that knowledge to be meaningful.

For example, certain classroom practices help deaf students to participate effectively. If teaching staff are aware of these practices, then they will be better placed to respond quickly and effectively to the needs of deaf students. They will also be able to consider whether the practices could be incorporated as standard teaching practices. If disabled students know that what they need is provided as a matter of routine, then there may be no need to disclose their need.

It is important to make sure that relevant staff development is made available to part-time staff as well as full time staff.

3. Accessible materials

It can be difficult to respond quickly to requests for course materials in alternative formats, and yet it is clear that disabled individuals will be placed at substantial disadvantage if the event or course is delivered to them through materials that, for them, are not accessible. In general, digital materials are most easily converted into a range of accessible formats, such as Braille or audio. Web-based material, such as OHPs, which supports orally delivered material is most usefully made available prior to oral delivery, so that deaf participants, for example, can lip-read more effectively (with the knowledge of new terminology, and subject matter), and students who would struggle to listen, read overheads and take notes simultaneously, are not required to perform this feat.

Where videos are used, subtitling or transcripts may be essential for some students, and audio descriptions of key visual information may be essential for others. Subtitled videos are also likely to be helpful to students for whom English is a second language. But the provision of subtitled videos is not likely to be possible at very short notice. This suggests that arranging for the subtitling of videos standardly used, would be a sensible anticipatory measure.

A multi-sensory approach to Q&A sessions should be used i.e. discussion as well as use of flip-charts.

4. Information.

It is important to bear in mind that some participants or students are likely to have difficulty in accessing some media for the distribution of information, such as noticeboards. The media chosen for distributing information should make sure that all individuals will be able to access it. E-mail might be an appropriate alternative to noticeboards for many.

5. Receiving feedback.

It is likely that there will be general things that aid or inhibit the participation of current disabled participants or students. By making sure that current practices and provisions are responsive to current disabled individuals, the needs of future participants / students can

be anticipated. It is therefore helpful to be informed about how well / badly the needs of this year's disabled participants / students are being met, by creating safe opportunities for receiving student feedback. It is important to remember that not all are able to provide feedback in hard copy, and that for some, questionnaires on the web or via e mail are more appropriate.

6. Equipment.

If you are renewing or purchasing equipment, the needs of diverse users can be taken into account. For example, an adjustable height workstation would ensure access for any future individual who uses a wheelchair. There are organizations (see useful links) or departments within institution's where a Disability Technology Adviser is likely to be able to advise on the purchase of computing and other equipment that envisages use by future disabled students.

7. Think / plan ahead.

It is important to think ahead to all learning contexts, relevant to all event or course requirements.

While you may not be able to anticipate the detail of things with which a future disabled individual might have difficulty, you can have an anticipatory procedure for ensuring timely consideration of how needs will be identified and met. The key is to allow ample time to ensure that the detail can be considered, and technological and other solutions found.

Current and past placements, field trips and overseas study provide opportunities for you to build up a picture of what is available/could be available for future disabled students. Also use the resources from the RGS on www.rgs.org/inclusive.

Routine ways of monitoring progress in all learning settings may need to be adapted to ensure that any difficulties experienced by disabled individuals are addressed quickly and effectively. Clear lines of communication need to be established, and the disabled person needs to be consulted about what it is that should be communicated, and to whom.

8. Communication systems.

Some things can be provided for disabled individuals 'routinely'. For example, a department might consider it appropriate to put all lecture material on a departmental web-site. But some disabled students might require more individual adaptations. Ensure that you discuss on a 1:1 basis with a disabled individual what their needs are.

It is important that where a disabled person's needs extend beyond your routine provision, requirements are relayed to the appropriate staff in time for the necessary provision to be made. You can therefore anticipate the periodic need to make adaptations for individual students by making sure that their communication systems are capable of conveying the relevant information in a timely way, and in a way which maintains students' expressed desire for confidentiality.

9. Liaison with other departments and organisations.

Academic departments are, clearly, not responsible for all provisions made for 'their' students. Some anticipatory reasonable adjustments, such as the provision of core texts in alternative formats, especially digital format, might need to be negotiated with library staff. Where external departments, such as the Careers Service, work with students, it would be helpful to have in place procedures for the permitted communication of students' needs to those departments. Departments might wish to seek formal agreement from students about what it is permissible to communicate to others about their disability or about their needs, since the Act gives institutions the duty to comply with students' requests for confidentiality.

If you do not have this level of support within your organization, use the list of useful resources or contact similar organizations to see how you can support each other and share ideas or resources.

10. Very broadly...

As ways of delivering expeditions or courses continue to develop, it is important to think about what it is that you expect participants to be able to do in order to benefit from what you are doing with them, and to consider the question: 'And what if (for whatever reason)

they can't do that?' If you have ensured that, as far as possible, you have been anticipatory and considered various approaches and/or alternatives, then the future requirements of many disabled participants will be met.

And finally...

You may want to think about anticipating the likelihood that you will **not** be able to anticipate all reasonable adjustments! One way of doing this is to think about ways of conveying to applicants a welcoming climate in which they are able to disclose their needs. A second way is to ensure that you encourage disclosure at key points in the academic year:

- On application to an expedition / course or for a change to another.
- When starting a new section, module, elective or unit.
- When registering for an examination or assessment.
- On registering for a field trip, expedition, placement or study abroad.
- At a first meeting with a fieldtrip / expedition leader.

It will be important to make sure that staff who receive information at any of these stages are well informed about the importance of disclosure. This underlines the importance of staff development, and its role in Disability Discrimination Act. The draft Code of Practice which accompanies the Act says,

“ 2.11 - However, in legal proceedings against a responsible body based on the actions of an employee, it is a defence that the responsible body took ‘such steps as were reasonably practicable’ to prevent such actions. [s 58(5)] Training for staff on how to work with disabled people is likely to be central to such a defence. It is not a defence for the responsible body simply to show that the action took place without its knowledge or approval.”

See the useful resources appendix for links to information on the Disability Discrimination Act, Teachability, and other useful organizations.

Adventure and Opportunity for Everyone

Suresh Paul

Definitions – Expeditions

- Package adventure Holiday

Journeys with a purpose

- Self-planned adventurous aim
- Self Originated scientific aim

Key principles

Consider your Approach

- Preparation
- People centred approach
- Look at the real issues and not at the image

Rationale

- Safety is an easy get out
- The need is to take reasonable steps
- What can be harmed in field work
 - People – consider hidden or unspoken needs, provide time for personal consultation and preparation
 - Equipment – consider additional equipment such as mobility aids, fill crutches with foam if you are on a river trip!
 - The project or the institution -
 - Data

Access and Risk

- When expectations and desires outweigh experience, understanding and resources then it can be possible to overlook a hazard.

Approaches to Risk

- 5 Steps to Risk Assessment
- Qualification
- Competency

Risk Assessment 5 Steps

- Look for the hazards
- Decide who might be harmed and how

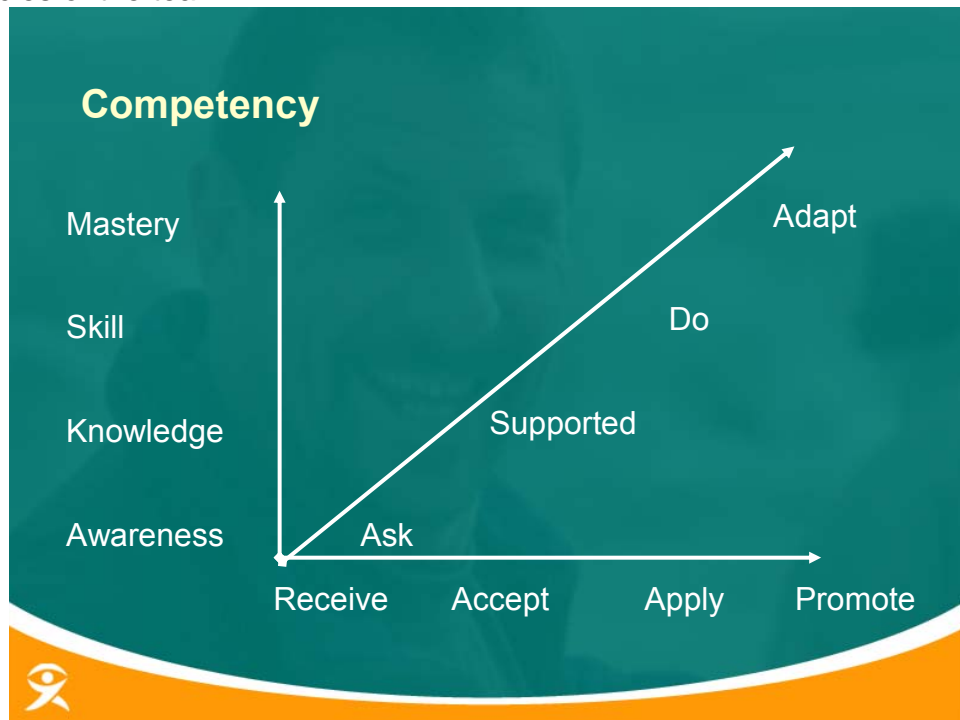
- Evaluate the risks and decide whether the existing precautions are adequate or whether more should be done
- Record your findings
- Review your assessment and revise it if necessary
- Together
- In a collaborative manner
- In a format which is accessible to all
- Ensure that as the team's understanding of the challenges increases you are able to review your understanding

Qualifications

- Licence to kill
- Need to understand the standards
- True assessment of social competency
- Do they represent fit for purpose
- Don't always illustrate the subtleties required
- Can separate the team from the leaders

What competencies do you and your team need to develop

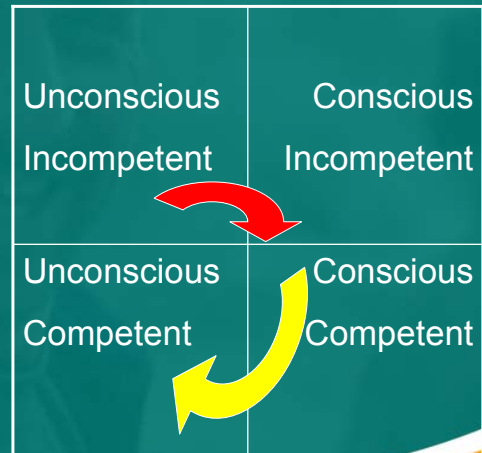
- Technical
- Disability
- Social
- Competencies of the team
-



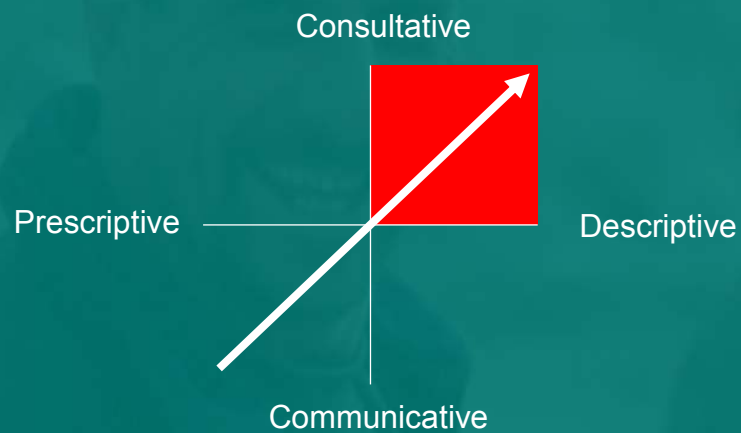
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-

Acknowledgement of risk

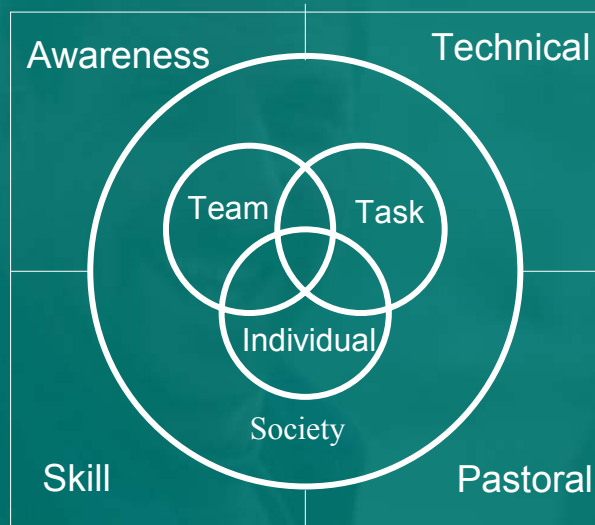
- Develop:
 - Confidence
 - Shared understanding of the project



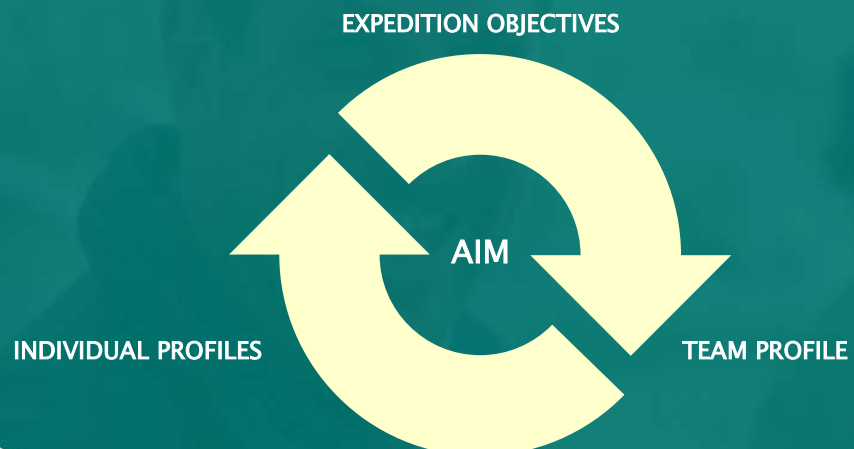
Discussing the Requirements



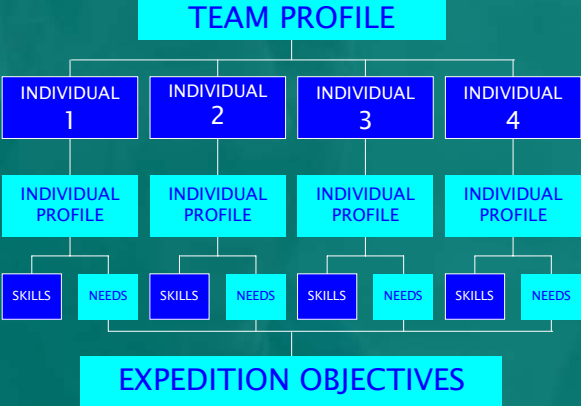
Expeditions and Society



The Expedition Planning Cycle



Team Profile to Expedition Objectives



Work Leisure and Personal Care



Continual Evaluation

- Moving and handling
- Informed Consent
- Skin care
- Additional environmental factors
- Daily routine

Conclusion

- Developing a collaborative understanding of the issues means it is easier to say no and can help you say yes more often.
- The need is to concentrate on quality rather than the end result.

A Solution

- Define the what is important
- Generate team understanding
- Confirm expectations
- Understand your equipment
- Place team at the centre of the planning process.
- Allow time for the unexpected
- Drive Safely
- CONSULT -ADAPT and OVERCOME

**‘Most children have accidents because they are children,
it is just part of growing up.’**

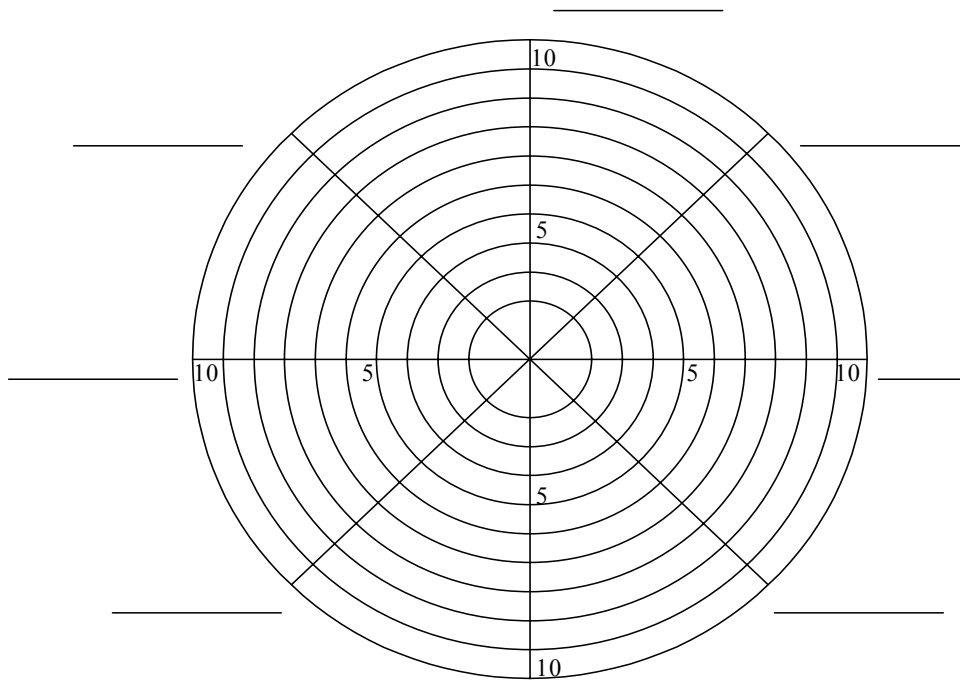
Carol Sheriff

Child Accident Prevention Trust

Action Planning

What do you do? :

What is core? :



P	X/ 10	Access Element

P = Priority



Instructions

- Define what is core to your activity
- Prioritise it
- Look for associations
- Arrange the key elements around the pie in a way which helps you demonstrate the relationships between each element.
- Score you or your organizations current success on each element
- Place a dot on each vertices of the pie
- Join them up
- Colour in



APPENDICES

An Overview of Disability Related Legislation

The Background

The British Government is committed to developing comprehensive and enforceable civil rights for disabled people, and in 2000, established, in response to the results of a Ministerial Task Force report, a Disability Rights Commission. The DRC website www.drc.org.uk has up-to-date information on the details of legislation, and all aspects of the Disability Discrimination Act (DDA). The following summary highlights the implications of this act for providers of education.

The DDA introduces new laws aimed at ending the discrimination that many disabled people face. It affects virtually everyone who provides goods, facilities and services to the general public.

Definition of Disability

The Act defines 'disability', and identifies who is protected under the Act. The definition is broad: 'a physical or mental impairment which has a substantial and long-term adverse effect on a person's ability to carry out day-to-day activities'. This includes people with physical disabilities, sight and hearing impairments, learning disabilities and mental disabilities.

Summary of DDA in Education

The Government passed a Special Educational Needs and Disability Rights in Education Act (SENDA) in May 2001 applicable to all Further and Higher Educational Institutions in England, Scotland and Wales. It states that an educational institution must take **reasonable*** steps to not disadvantage disabled people at the admissions stage to the institution, and that disabled students not be disadvantaged with regards to the student services provided.

The provisions of the Act are being phased in as follows:

- Since 1 September 2002 it has been unlawful to discriminate against disabled students by treating them less favourably than others. Responsible bodies are required to provide certain types of reasonable adjustments to

provision where disabled students might otherwise be substantially disadvantaged.

- From 1 September 2003 responsible bodies are required to make adjustments that involve the provision of auxiliary aids and services.
- From 1 September 2005 responsible bodies are required to make adjustments to physical features** of premises where these put disabled students at a substantial disadvantage.

Summary of DDA for Service Providers

An expedition organisation or field centre is a service provider. Any service providers also have a commitment under legislation.

The duties on service providers are being introduced in three stages:

- Since 2 December 1996 it has been unlawful for service providers to treat disabled people less favorably for a reason related to their disability;
- Since 1 October 1999 service providers have had to make “reasonable adjustments” * for disabled people, such as providing extra help or making changes to the way they provide their services; and
- From 1 October 2004 service providers may have to make other “reasonable adjustments” * in relation to the physical features of their premises to overcome physical barriers to access.

***Reasonable** - The legal implications of what exactly can be termed as reasonable are yet to be explored. Certainly departments and institutions must be anticipatory with regards to adjustments.

****Physical adjustments** are not expected to be immediate, but anticipatory, and planned for in any buildings refurbishment or construction.

For Further Information

For a good **overview** of the legislation, see www.chelt.ac.uk/el/philg/gdn/disabil/overview/ch7_2.htm and for a description and examples of how this affects the participation of disabled students in field study courses, see www.chelt.ac.uk/el/philg/gdn/disabil/overview/ch7_3.htm

For **full detail** of the legislation see the Disability Rights Commission website, <http://www.drc-gb.org/drc/InformationAndLegislation/Page331a.asp>

List all journeys during the trip complete with times, meeting points, and contact numbers

Use footnotes to add further details on addresses

Include a location map for outcrops, stops, and meeting points

Emergency Contacts and Procedures

General Emergency Number (UK):	999
General Emergency Number (Destination):	???
Local Hospital Name/Number:	???
Aberdeen Operations Control Centre (AOCC), emergency coordinator:	01224-884445

Communications Procedures in Case of Emergency

- If immediate medical or other assistance is necessary on location, phone local emergency number.
- After emergencies have been dealt with, contact AOCC emergency coordinator.
Details to be given:
 - Place and time of reported incident
 - Number and names of victims
 - Description of what has happened and measures taken (if possible take photos)
 - How/at which telephone number you can be reached
 - Specify whether (and how) to inform relatives

Guidelines for Communication with Third Parties

All contacts with third parties (except local authorities) through the AOCC emergency coordinator. Only where this is not possible the field trip leader may make a statement to third parties in consultation with Public Affairs. Statements must be limited to factual information. The following **MUST NOT BE PASSED ON**:

- Names of casualties
- Indication of the cause of the incident
- Estimates of damage and appointing blame

Details requested by the authorities must be supplied and either given or confirmed in writing. Keep to the known facts only, and do not speculate as to cause, results, or faults.

Incident Investigation

- Each incident, whether or not resulting in an actual injury, must be investigated. If the nature of the incident is significant the AOCC emergency coordinator must be contacted.
- Start the investigation at once.
- If required, stop the ongoing activity to prevent recurrence
- The level of the investigation depends on the realistic potential severity. This will be advised by the emergency coordinator.
- Act according to “Procedure for the investigation and reporting of incidents”, (3138-001)
- Use the incident reporting form given in the incident procedure mentioned above.
- Evaluate the potential risk of the incident using the Risk Assessment Matrix given in the incident procedure.

Report to Management

- Follow the guidelines of the incident procedure mentioned above.
- The field trip leader should draft a detailed report as soon as possible.
- The report must contain at least:
 - Causes/circumstances of incident
 - Potential risk rating
 - Number of casualties, names and place of injury
 - Addresses where injured/casualties are located
 - Extent of material damage
 - Measures taken, a) in assistance, b) to limit further damage
 - Contacts with authorities and any other third party (include copies of details given).

Logistics

NOTES: The purpose of this section is two-fold:

To allow the participant to judge whether this trip is suitable for him/her regarding the physical challenge and to allow him/her to judge on any special equipment to be brought along.

Accommodation & Meals

NOTES: include here a short description of accommodation standards, more detailed if field camps are to be used. Provide information on fire extinguishers and escape routes (if known). Mention any restrictions to dietary requirements. Mention payment provisions and local supply situation (are there any shops where you can buy sun cream?). If required, specify cash and credit cards to be taken along.

Climate/Environment

NOTES: Brief description of special challenges in the outcrop area bearing in mind the climate at the time of the trip. For coastal outcrops include a tide table. Mention clothing and protective equipment (insects? sunburns?), provide sufficient information to allow the participant to assess whether the trip is suitable for his/her physical condition.

Transport

NOTES: Include information for drivers. Mention license and insurance requirements. If participants are expected to drive, include a statement on driver's responsibility:

alcohol policy

checking of tires/breaks/safety equipment

international driver license?

Traffic regulations identical to UK?

For longer journeys by car include statements about breaks & maximum driving hours.

Medical Insurance & Treatment

NOTES: specify here which additional insurances are required and how these should be arranged. Include a short description of the medical support in the area. Specify here medical conditions that have to be excluded from the trip. If non-Shell personnel are coming to the trip, provide information on Shell's liability.

Field Work

NOTES: Describe here any requirement/restriction to hammering, any special challenge due to separation of the group (are participants performing their studies in smaller groups?), any contact with industrial/quarrying activity, any s[peetc.

Risk Assessment

NOTES: Use the generic risk assessment in the guidelines for trip leaders to compile the specific risk register for your trip. Note that the risk register in the guidelines is not sufficient for international trips into different climate areas.

Safety Briefing and Guidelines

NOTES: Mention the date/time of the safety briefing held prior to the trip and any further briefings to be done during the journey. List the documents that you are intending to take along/hand out to participants.

Inclusive Fieldwork and Expedition Practice Workshop 37

THREAT	CAUSE	CONSEQUENCE	PROBABILITY	EFFECT	RISK	CONTROL MEASURES	ACTION	RESIDUAL RISK
WALKS								
Exposure to adverse weather conditions	1) unsuitable clothing 2) changing weather 3) time overruns	1) cold 2) hypothermia 3) Lightning burns 4) storm- and wave related injuries	M L L	L H H	M M M	Wear suitable clothing. Familiarise with locality and plan the duration of the walk according to weather conditions. Carry suitable communication device to alert local authorities of the emergency. Avoid single trees or free plains during lightning. Avoid walking under trees during storms. Do not access coastal outcrops during storms.	Whole Party & leader	L
Slipping	1) uneven surfaces 2) slippery surfaces 3) slopes 4) poor visibility	1) cuts & bruises 2) twisted ankle 3) broken bones 4) Fatalities	H M M L	L M M H	M M M M	Wear suitable footwear. Familiarise with locality before the walk. Avoid walks in twilight or fog. Avoid walking on unstable slopes or on steep slopes with slippery surface. Avoid walks on cliff tops. Take due regard of weather conditions in planning your route. Avoid walking in tidal area of shingle beaches.	Whole Party	L
Rock falls	1) Walking under cliff faces 2) Walking above each other on slopes	1) cuts & bruises 2) broken bones 3) Fatalities	H M L	L M H	M M M	Avoid cliff faces as much as possible, hard hat is mandatory if you walk underneath a cliff. On slopes, walk in line and do not attempt to take over each other.	Whole Party	L
Hang slides	1) weather conditions 2) walking on unstable slopes	1) cuts & bruises 2) broken bones 3) permanent disability 5) fatalities	M M L L	L M H H	M M M M	Avoid steep bolder fields. Adjust your route according to weather conditions. Keep safe distance when walking across slopes.	Whole Party	L
Isolation by rising water	1) walking on beaches that are submerged during high tide	5) colds & blisters 6) escape through dangerous terrain 7) drowning	H M L	L H H	M H M	Study tide tables and local conditions before the walk. Stick to timetable. Assign lookout to keep an eye on tide.	Party leader	L
Traffic	1) Crossing roads or railways 2) Walking along roads or railways	3) Road accidents 4) Railway accidents	H M	H H	H H	Special attention required when crossing traffic with groups. Never cross roads or railway lines in bends, never walk on railway lines. On roads always walk against the traffic. Light coloured and reflective clothing necessary for walks in twilight, in addition torch and warning lights required for night walks.	Party leader Whole party	L

Inclusive Fieldwork and Expedition Practice Workshop 38

THREAT	CAUSE	CONSEQUENCE	PROBABILITY	EFFECT	RISK	CONTROL MEASURES	ACTION	RESIDUAL RISK
OUTCROPS								
Falling Rocks	1) working at cliff faces 2) climbing in cliff faces	1) cuts & bruises 2) broken bones 3) permanent disability 4) fatalities	M M L L	L M H H	M M M M	Hard hat is mandatory. Minimise the time you stand at a cliff face. Explain the geology from a safe distance. Don't attempt to climb in the cliff, use a binocular if you want to see details higher up. Look underneath the cliff for fresh fallen rocks and don't approach the cliff at all if it appears unstable or after significant weather changes (most instabilities occur during drying out or wetting of the rocks and during melting of snow/ice).	Party leader Whole party	L
Flying splinters	1) Hammering on rocks	2) Eye and skin injuries 3) Hand injuries	H H	M M	H H	Hammering on rocks is not permitted on this trip.	Whole party	L
Land slides	1) weather conditions 2) working on slopes	1) cuts & bruises 2) broken bones 3) permanent disability 4) fatalities	M M L L	L M H H	M M M M	Avoid steep bolder fields. Keep safe distance on slopes. Avoid working uphill of the group.	Whole party	L
Dispersion of group	Individuals isolating themselves from the group	<i>Exposure to unknown conditions</i>	L	M	M	Stay within sight of the group at all times. Assign one person to check regularly for completeness of the group. Gather group before you are approaching an hazardous area and make them aware of the danger. Never walk or stand alone out of sight of the group.	Party leader Whole party	L
Caves	unsuitable light unstable roof uneven floor	cuts & bruises broken bones fatalities	H M L	L M H	M M H	DO NOT ENTER unguarded caves.	Whole party	L
Abandoned quarries	unstable slopes cavities machinery	cuts & bruises broken bones permanent disabilities fatalities	H H L L	L M H H	M H M M	do not enter without permission of the owner and appropriate briefing about the condition. Wear hard hat at all time. Watch out for half-filled holes and for abandoned machinery. Follow rules for unstable slopes above.	Party leader Whole party	L
Adverse weather	storms & storm waves	drowning	L	H	M	Modify route and abandon trip if necessary	Party leader	L
North Atlantic Ocean	Incident during Boat Trip	Drowning	L	H	M	Listen to skippers instructions, be aware of emergency procedures on the boat, confirm the boat is licensed for the job of a pleasure craft and has the required safety features.	Party Leader	L
North Atlantic Ocean	Rough Seas	Sea sickness	M	L	M	Sea Sickness Tablets are available on request. If problem persists we will turn back to port.	ALL	L

Useful Resources

Disability Linked Educational Resources

Geography Discipline Network

The most comprehensive work to date on the provision of learning support for disabled students in fieldwork, is that by the Geography Discipline Network. The project was funded by the Higher Education Funding Council (HEFCE) as part of one of their disability focused special initiatives to encourage higher education institutes to make better provision for students with disabilities.

The project, 'Issues in Providing Learning Support for Disabled Students Undertaking Fieldwork and Related Activities' www.chelt.ac.uk/el/philg/gdn/disabil/ provides a overview guide as an introduction to another five guides, each of which examines specific issues in providing learning support for disabled students undertaking fieldwork. These specific areas are mobility, visual, hearing, mental health and hidden disabilities.

The emphasis of this study is on identifying the barriers that disabled students face to participating fully in fieldwork and the ways in which institutions, departments and tutors taking field classes can help to reduce or overcome them. There are sections on creating an inclusive fieldwork curriculum and the role of the Disabled Students' Advisors.

PLANET

Planet is the bi-annual publication of the LTSN Subject Centre for Geography, Earth and Environmental Sciences. They published a special edition in April 2003 on Special Educational Needs and Disabilities – learning and teaching guidance for Geography, Earth and Environmental Sciences. <http://www.gees.ac.uk/planet/#PSE3>

Teachability (Scotland)

The Teachability project has been developed with SHEFCE funding by the Special Needs unit at the University of Strathclyde. The project provides both written and practical (workshop) resources, and works with departments, primarily in Scottish Universities, to create accessible curricula.

St Andrews Uni School of Geography & Geosciences carried out a Teachability Project, assessing the Geoscience curriculum, which has a strong fieldwork emphasis, and its accessibility to disabled students. This is a source of examples of good practice (see appendices). Contact Teachability at <http://www.teachability.strath.ac.uk/>

<http://www.ispn.gcal.ac.uk/teachability/index.html>

Strathclyde University Special Needs Website (valuable links)

<http://www.strath.ac.uk/Departments/specneeds/specneeds.htm>

Anticipating Reasonable Adjustments

www.strath.ac.uk/Departments/specneeds/quiz/anticipatoryDuties.htm

Quiz on the Disability Discrimination Act (Strathclyde Uni)

<http://cvu.strath.ac.uk/cqi-bin/open-ae/display/tests/abrittain/DDAquiz>

Geographical Association www.geography.org.uk/resource/ppapers/inclusion/resource.html
Resources and links regarding inclusion in geographical education.

Field Studies Council www.field-studies-council.org

An educational charity to promote a better understanding of the environment, working through a network of residential and day Centres and offering services including courses overseas, training and publications.

SKILL <http://www.skill-info.org.uk>

National Bureau for Students With Disabilities. Skill promotes opportunities for young people and adults with any kind of disability in post-16 education, training and employment across the UK.

National Curriculum www.nc.uk.net/inclusion.html

The National Curriculum statement on inclusion and the provision of effective learning opportunities for all pupils.

Qualifications and Curriculum Authority (QCA) www.qca.org.uk/ca/inclusion/

Materials on providing effective learning opportunities for all pupils.

Inclusion www.inclusion.ngfl.gov.uk

A free catalogue of resources for teaching professionals, learners, parents and carers and links to other resources on inclusive learning.

Centre for Studies on Inclusive Education (CSIE) www.inclusion.uwe.ac.uk

CSIE is an independent organisation working towards the inclusion of all pupils with disabilities or learning difficulties in ordinary schools and the gradual closure of special schools. It provides information and advice about inclusive education and related issues.

SWAP <http://www.swap.ac.uk/Widen/DisabilityIT.asp>

SWAPItsn is the subject centre for Social Policy and Social Work - one of 24 discipline-based centres, which form the UK-wide [Learning and Teaching Support Network](#) (LTSN) with the main aim of promoting high quality learning, teaching and assessment in our subject areas.

TechDis www.techdis.ac.uk

TechDis in conjunction with ALT (the Association for Learning Technology) have produced a book entitled "Access All Areas: disability, technology and learning". It is aimed at all staff in Further and Higher Education and contains advice and case studies relating to many aspects of the learning process in relation to disabled people and students with learning difficulties. The book is available as a freely downloadable pdf from the following link:

<http://www.techdis.ac.uk/accessallareas/AAA.pdf>

TechDis also provide a range of other services including disability awareness workshops for higher education.

Centre for Accessible Environments www.cae.org.uk

An information provider – not a campaigning group for collaborative dialogue between providers and users on how the built environment can best be made or modified to achieve inclusion by design. They offer an architectural advisory service.

www.cae.org.uk/sheets/sheet_index.html

Links to information on grants, building design (ramps, steps and stairs) and general interest.

www.cae.org.uk/education/studying_places.html

Studying places : towards inclusive school environments – an article examining the implications of government initiatives to promote inclusive education practices on the design, management and use of school buildings.

www.cae.org.uk/education/helpful_organisations.html

Website linking to all the major UK disability organisations

Royal Geographical Society (with IBG) Expedition Advisory Centre

Regarding the inclusion of people with disabilities into expedition environments, the Royal Geographical Society – Institute of British Geographers have a chapter in their *Expedition Handbook* describing the practical, logistical and conversational considerations that need to be made in order to achieve successful inclusion. See www.rgs.org/inclusive

National Sporting Bodies

National Sports Bodies are required to develop opportunities for disabled people within each sport discipline. Where an organisation or specific expedition is looking at ways to include disabled people in an expedition, the National Body for the sport being considered, such as navigation skills, sailing, canoeing, climbing or scuba-diving will be a valuable place to gather helpful information.

The Mountain Traveller's Handbook (Paul Deegan, *British Mountaineering Council* 2002) www.mountaintravellershandbook.com has a very short section on disabled adventurers describing integration of disabled people with expeditions.

"There is no reason why, with the appropriate level of training and preparation, the disabled mountaineer or trekker should not play an equal part in the planning, execution and post-trip phases of almost any project and fulfil a valuable role in the team. The different perspective that each individual brings to the project is likely to enhance the experience of everyone on the trip or expedition".

The *British Orienteering Federation* (BOF) have developed Trail-O (Trail-orienteeing) in order to enable people who are not able to run through the forest, to participate in developing their navigational skills. Events and competition are available, and they are a source of information for the inclusion of people with impairments in map-reading and navigation. Contact BOF at <http://www.cix.co.uk/~bof/trailo.html> or see www.trailo.org

Similarly, the *British Canoe Union*, in their 3rd edition of the Canoe and Kayak Handbook (2002) ISBN 0-9531956-5-1 have a chapter on Inclusive Canoeing and Kayaking. It is a short but comprehensive description of disability models, terminology, disability groupings and barriers to participation, with architectural, access, planning, organising, HSE, medical, rescue and equipment design considerations. Water is a perfect medium for inclusion in the expedition environment, and this is a valuable source of information for any individual or expedition organisation, either as stand-alone information or for planning an inclusive expedition where canoeing is, or could be on the agenda. Contact the BCU via <http://www.bcu.org.uk/>

Sailability is a non-profit organisation dedicated to increasing sailing opportunities for everyone, regardless of age or disability <http://www.sailability.org>

Equipment

REMAP is a voluntary body of engineers across the UK who offer their time and skills to develop specific pieces of equipment to assist disabled people to carry out certain activities. The phone number for the charity is [0845 1300456](tel:08451300456)

Adventure Designs at Brunel University Design for Life Centre develop equipment for disabled people to participate in a range of outdoor and sporting activities. 01784 431341
<http://www.brunel.ac.uk/research/dfi/dfiad.htm>

Ability Net www.abilitynet.co.uk

A charity to bring the benefits of computer technology to adults and children with disabilities.

Assistive www.assistive.co.uk

Assistive particularly specialize in electronic technologies for sensory and motor disabilities and provide products for learning disabilities and communication.

Government Disability Legislation

Disability : Government Website www.disability.gov.uk

A government site to help disabled people find out about their rights, and to learn more about the legislation that exists to help establish fully comprehensive and enforceable civil rights for disabled people in the UK

Disability Net www.disabilitynet.co.uk

A comprehensive site of information, products and services for disabled people.

Disability Rights Commission www.drc.org.uk

An independent body set up by the Government to help secure civil rights for disabled people. Information and advice to disabled people and employers about their rights and duties under the DDA.

Legislation

The British Government is committed to developing comprehensive and enforceable civil rights for disabled people, and moved, with the results of a Ministerial Task Force report, to establish a Disability Rights Commission (opened in 2000). The DRC website has up-to-date information on the details of legislation, and all aspects of the Disability Discrimination Act.

www.drc.org.uk/drc/InformationAndLegislation/Page311.asp

Umbrella Disability Organisations

Royal Association for Disability and Rehabilitation www.radar.org.uk

A national organisation run by and working for disabled people, promoting good practice and legislation that enables independent living.

Royal National Institute for the Blind www.rnib.org.uk

Practical support and advice to anyone with a sight problem.

Scope www.scope.org.uk

A disability organisation in England and Wales whose focus is people with cerebral palsy.

Spinal Injuries Association www.spinal.co.uk

The national organisation of spinal cord injured people, representing all their interests regardless of how the impairment occurred, whether or not partial or full paralysis.

National Association for the Deaf www.nad.org

Information and resources for people with hearing difficulties.

Leonard Cheshire www.leonard-cheshire.org

Charity provider of services for disabled people in the UK. Provides skills training, rehabilitation and help on independent living.

Understanding Dyslexia website www.shefc.ac.uk/content/library/dyslexia.html

Disability Awareness Training

Equal Adventure Developments suresh@equaladventuredevelopments.co.uk

Offers disability awareness training, access audits and a range of services to assist with the development of accessible facilities and opportunities in outdoor activities and expeditions., 07989 573784.

Are there any developments which you would like to bring to our attention, which may help us develop more inclusive opportunities in this area? We would like to be kept informed.

Contact

Karen Darke, Karen.Darke@expro.shell.co.uk

OR

**RGS-IBG Expedition Advisory Centre
eac@rgs.org**

**DELEGATES ATTENDING
INCLUSIVE FIELDWORK and EXPEDITIONS WORKSHOP**

Name	Organisation
Philippa Bainbridge	Duke of Edinburgh Award
Professor Barabara Humberstone	Buckinghamshire Chilterns University College
Denise Bedford	Duke of Edinburgh Award
Lisa Boore	Buckinghamshire Chilterns University College
Leann Cavanagh	Buckinghamshire Chilterns University College
Hazel Clark	Liverpool Jon Moors University
Mr Gary Dovey	Oakuale School
Mr Mike Dolton	Royal Holloway
Chris Dungate	Buckinghamshire Chilterns University College
Ms Sue Emmerson	Duke of Edinburgh's Award
Dr Lucy Foley	University of Aberdeen
Mr Alastair Graham	Westminster House Youth Club
Michael Krom	Leeds University
Dr Stella Lowder	University of Glasgow
Rob Lucas	Field Studies Council
Dr Fiona McCormack	Buckinghamshire Chilterns University College
Henry Oddy	Buckinghamshire Chilterns University College
Nick Price	Churchtown
Daniel Rollings	Buckinghamshire Chilterns University College
Barbara Stewart	Duke of Edinburgh Award, Hants County Youth Service
Dr Gill Thompson	University of Bradford
Geraldine Toman	Learning Support Services, Queen Mary College
Claire Townend	Duke of Edinburgh Award
Stephen Tilling	Field Studies Council
Dr. Colin Trier	University of Plymouth
Caroline Walsh	AMCA International
Samantha Way	Buckinghamshire Chilterns University College
Dr. Colin Whiteman	University of Brighton
Dr Janet Wright	Staffordshire University
Lisa Wright	Buckinghamshire Chilterns University College

INCLUSIVE EXPEDITION & FIELDWORK PRACTICE
Royal Geographical Society, Nov 6th 2002

Feedback & Evaluation

My needs in attending the course were:-

Overall value of the course

Please rate each item where 1. is excellent to 4. is poor

		1.	2.	3.	4.
1.	I was able to share / learn about best practice	()	()	()	()
2.	I have sufficient information about legislation	()	()	()	()
3.	Presentations were of high quality with good visual aids and resource material	()	()	()	()
4.	The atmosphere was conducive to learning	()	()	()	()
5.	Activities had practical relevance	()	()	()	()
6.	The most useful parts of the course were				

7.	The least useful parts of the course were				

8.	I have a clear understanding of how my organization could be more inclusive	1. ()	2. ()	3. ()	4. ()
9.	I feel equipped to develop an inclusive strategy	()	()	()	()
10.	My action plan as a result of attending the workshop:-				

Please complete and return to Karen Darke,
 c/o RGS-IBG Expedition Advisory Centre, 1 Kensington Gore, London SW7 2AR