

Accessible Small Group Work : What you need to know  
and what you need to do

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## **Slide 2**

### Small Group Teaching

- Why?
- What are the benefits?

### **Slide 3**

Small group teaching and disabled students  
What are the issues?

Avoidance of 'substantial disadvantage'  
means ensuring that disabled students  
have equal access to the benefits

Potential barriers to such access need to  
be anticipated

## **Slide 4**

Small group teaching and disabled students  
What are the potential barriers and  
are there solutions?

- To attendance
- To materials
- To participation

## **Slide 5**

Small group teaching and disabled students  
Solutions?

- Matters of policy
- Matters of procedures
- Matters of practice

## **Slide 6**

Small group teaching and disabled students

Residual issues?

- Disclosure and confidentiality
- Teaching practice and staff training
- And....?

## **Slide 7**

Small group assignments or assessments

Why? 'Just' a method? Or integral to student learning? Integral to the course?

Benefits?

Potential Barriers?

## **Slide 8**

Small group assignments or assessments and disabled students

Evaluating solutions:

Effective?

Fair?

Were academic standards maintained?

Implications of NO solutions – for course descriptions, for student admissions?

## **Slide 9**

Small groups – DDA Part IV

All forms of teaching, including the range of small group activities, are regarded as 'services' in the provision of which less favourable treatment should be avoided, and reasonable adjustments made.

## **Slide 10**

Small groups – DDA Part IV

Responsibility for avoiding less favourable treatment and making adjustments?

- Teaching provided by employees of the institution = responsibility (principally) of the institution;
- Teaching provided by employees of external organisations = responsibility of the HEI AND of the providing organisation.

## **Slide 11**

Small groups – DDA Part II

And there are new(ish) responsibilities under DDA  
Part II

- If working in groups forms part of a placement, the placement provider has responsibility (DDA Part II) to make adjustments as if for an employee
- If a group activity is towards achievement of a competence standard set by a professional body, that body may have responsibility (DDA Part II)

## **Slide 12**

Small groups – DDA Part IV

How does the Act envisage fulfilment of these responsibilities?

- By those involved in the design and delivery of all forms of teaching, including working in small groups, taking positive steps to make teaching accessible to disabled students.

## **Slide 13**

Small groups – DDA Part IV

Positive steps – making reasonable adjustments

- The duty to make reasonable adjustments is an anticipatory duty owed to disabled people and students at large, and is not simply a duty to known individuals
- The goal is the avoidance of substantial disadvantage

## **Slide 14**

Small groups – DDA Part IV

Devising reasonable adjustments is expected to take account of

- academic and other prescribed standards
- cost and practicality
- interests of other students
- health and safety requirements

## **Slide 15**

Small groups – DDA Part IV

### **Disclosure and confidentiality**

4.20 If a disabled person has told someone within the institution or service about his or her disability, then the responsible body may not be able to claim that it did not know.

Reconciling this with students' rights to request confidentiality can be tricky! Help at

<http://www.sdt.ac.uk/resources.asp>

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