

# **Teachability**

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# Teachability

- Rationale, aims and objectives
- Progress
- Future challenges

## Teachability - Rationale, aims and objectives.

- To provide resources – information, questions, challenges – for academic staff to use to evaluate curriculum design and delivery from the angle of accessibility to disabled students
- To develop awareness of barriers to disabled students' successful completion of courses of study in higher education

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## Teachability - Rationale, aims and objectives.

- Teachability and the DDA Part IV
- An accessible curriculum is one in which reasonable adjustments have been anticipated as far as possible.

## Teachability – **Potential** barriers:

- Exams which privilege aspects of attainment such as speed, recall or dexterity
- Rigid attendance requirements
- Lectures unsupported by web or other materials
- Videos without subtitles or transcripts
- Placements only full time

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## Teachability

- Limits of accessibility – or scope for adjustments? – a question for academic staff
- Consequences? –
  - for course descriptions
  - for student admissions

## Progress?

- Legislation has increased likelihood that adjustments will be made, especially to assessments, and staff less likely to refuse a requested adjustment outright
- BUT still reactive and ad hoc rather than anticipatory

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## Teachability – progress?

- Many academic departments have sent representatives to Teachability workshops
- Many academic departments have carried out reviews of accessibility of curricula
- Some institutions expect all academic departments to review and report on curriculum accessibility
- Many academic staff have read the Teachability materials

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## Teachability – progress?

BUT, the task is enormous:

- Perception of disability as students' 'problem'
- Entrenched ideas about who with what impairments can do what courses
- Sheer number of staff in number of roles

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## Future challenges -

- Achieving consistency of thoughtfully accessible curricula
- Achieving acceptance of responsibility for disabled students by all staff
- Management responsiveness to identified problems
- Promotion of models of accessible practice
- Checks and safeguards to ensure that accessibility is understood and valued