Avoiding the wooden spoon

Please sit in tables of seven.

Think of an animal. Make a note of this and keep it to yourself.

Nik Terrell

What do we mean by 'access?

Where or when should we consider access in student recruitment?

Who might have access requirements?

How do we take a 'universal design' approach to student recruitment?

What do we mean by 'access'?

- What time is the event?
- Where will the event be held (online or in person)?
- How will attendees access the event?
- Have I sought accessibility requirements in registration form?
- How will I highlight accessible considerations in advance of the event?
- How will I uphold accessibility during the event?
- How will I know if this has been effective?

15 Taskmaster contstants championing accessibility

Roisin Conaty

Jonnie Peacock

Lenny Rush

Martin Lewis

Katherine Ryan

Alex Brooker

Richard Osman

Lee Mack

Romesh Ranganathan

Fern Brady

Paul Sinha

Katie Wix

Rosie Jones

Chris McCausland

Victoria Corrine Mitchell

They don't always get it right

They don't always get it right

"Put on a pair of food-handling gloves, eat a whole banana, correctly put on a tie and clap as many times as possible. All tasks must be completed in 100 seconds. Most claps wins."

They don't always get it right

"Put on a pair of food-handling gloves, eat a whole banana correctly, put on a tie and clap as many times as possible. All tasks must be completed in 100 seconds. Most claps wins."

Choose your Taskmaster

- Make the Taskmaster say your words by answering a question.

- Each team member will ask one question at a time and each question must be made up of exactly six words.

- Also…each team member must take it in turns to say two words to contribute to each question.

- The team that makes the Taskmaster say the most of their words in 100 seconds win.

Choose your Taskmaster

- **Team A**
- Objective: Grab the marshmallow with your tongs.
- When the Taskmaster says 'play' you have 10 seconds to grab the marshmallow.
- Once your tongs are over the table you must attempt to grab the marshmallow.
- **Team B**
- Objective: Bat away the marshmallow.
- When the Taskmaster says 'play' you have 10 seconds to bat away the marshmallow.
- Your hand must not be over the table until the other player's tongs are over the table.

After each player has taken a turn for both teams, swap objectives.

Choose your Taskmaster

- Make the scales read 780.2g.
- The scales must read 780.2g for at least 5 seconds.
- After you have achieved this, make the scales read 173.5g.
- The scales must read 173.5g for at least 5 seconds.
- After you have achieved this, make the scales read 330.1g.
- The scales must read 330.1g for at least 5 seconds.
- Team B goes first, then Team A. Fastest team wins.

Choose your Taskmaster

- Each team member must <u>walk</u> around the perimeter of the room.
- The last team member must throw the ball in the box, with their back against the wall. This is the only team member who can touch the ball with their hands.
- The team must complete this in exactly 100 seconds.
- Team A goes first then Team B. <u>Team A cannot watch Team B. Most accurate team wins.</u>

Choose your Taskmaster

- Draw the animal named on your card.
- Each artist may draw three straight lines on their turn.
- That artists teammates may have one guess after these three lines.
- If the guess is incorrect, the other team's artists can draw their straight lines.
- <u>You may not speak or communicate with your teammates in any way.</u>
- Each team member gets two points for each team victory.

The Taskmaster's duties

- Moderating the challenge, ensuring fair play.
- Keeping track of time
- Awarding points - bonus points can be awarded at your discretion

Were the tasks accessible?

"Accessibility is about designing systems and environments to remove barriers, ensuring all people can physically and digitally access resources and participate. In essence, access is about removing obstacles."

Leaderboard

What do we mean by 'access'?

Where or when should we consider access in student recruitment?

Who might have access requirements?

How do we take a 'universal design' approach to student recruitment?

What will we consider going forward?

How will we achieve this?

- Staff training and awareness
- Collaboration across institution
- Make a feature of this in project plans
- Work with individuals with access requirements
- Seek feedback following events/activities
- GOAL-ing – Going Out And Listening (University of Salford)