| Session Title: | 4.2: Avoiding the wooden spoon: when access is considered, everyone is a winner |
|---|---|
| Speaker(s): | Nicola Terrell |
| Chair: | Vicky Bannerman |
| Reporter: | Amy Slater-McGill |

| Speaker/Institution Bio/Information: | Nicola Terrell works as the Senior Student Recruitment Officer (Regional Lead for RUK) for the University of Dundee.<br><br>Email address: nterrell001@dundee.ac.uk<br>LinkedIn: https://shorturl.at/GWxiH |
|---|---|
| Overview/Aim of session: | In this interactive Taskmaster-style session, accessibility isn't seen as just a tick box, it's the key to everyone winning.<br>This session encouraged attending delegates to review access challenges and discussions that'll help you design accessible events. Gold stars up for grabs, and no one's getting the wooden spoon! |
| Workshop Content | • Opening discussions on defining access, inclusion and creating a universal design for equitable access<br>• Provided examples of equitable access for different requirements and how to accommodate these in different locations/spaces<br>• Lead table-based Taskmaster-style interactive activities (within intentionally vague instructions) to highlight some of the barriers and challenges that can arise with limited/poor communication and restrictive physical environments |
| Case Studies/Examples: | • Nic discussed examples of 15 former taskmaster contestants who have championed accessibility.<br>= The Taskmaster production team are reportedly very accommodating to all contestants and do not draw light to individuals' equitable participation<br>= When barriers to participation have arisen, the team and contestants find ways to communicate and resolve issues, to enable equitable access<br><br>• Questions for practitioners to consider when organising and delivering accessible events? |

| | |
|---|---|
| | = Time/location(s) of the event?<br>= How will attendees access the event?<br>= Have I proactively sought accessibility requirements in the event registration form/pre-event communications?<br>= How will I highlight and accommodate for accessible considerations in advance of the event?<br>= How will I uphold accessibility during the event?<br>= What evaluation/post-event feedback measures will I put in place to know if these accessibility measures have been effective? |
| **Scenarios/Roundtable discussions:** | • <u>What do we mean by 'access'?</u><br>= 'Access' refers to removing barriers, which works alongside inclusion (creating and continually maintaining systems of equity, value and respect)<br><br>• <u>Who might have access requirements?</u><br>= Anyone! All people may experience one or more barriers/challenges to access. This also applies to different spaces, including physical/in-person and virtual/online<br><br>• <u>How do we take a 'universal design' approach to student recruitment?</u><br>= A universal design is a system that can be used and employed by all without significant need to amend. Accessible options in day to day life include drop-down curbsides, closed captions automatically included on videos.<br>= Student recruitment specific examples may include quiet rooms, additional breaks in-between sessions, intentionally creating space for event attendees to process programmes and activities |
| **Questions and Answers:** | |
| **Summary and key takeaways:** | • All people can experience accessibility issues, challenges and barriers<br>• Small amendments and accommodations can be made with proactive planning, equitable consideration and sharing ideas with fellow practitioners |