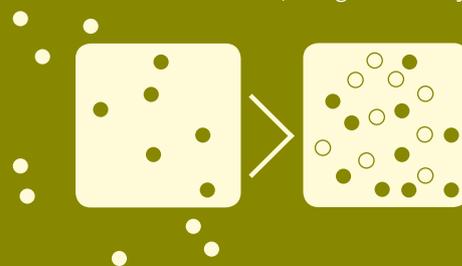


## Fieldtrips



## WHAT?

## HOW?

## WHY?

## 1. Fieldtrips – design and planning

Be clear about learning outcomes

Think carefully about how the learning outcomes are being met by the field work and what aspects of field work could be changed without impacting on the learning outcomes. Are there any learning outcomes that could only be met by experiencing field work?

Consideration of learning outcomes informs the field work experience and any alterations/modifications that need to be made to it to accommodate disabled students. Learning outcomes affect the assessment of the field work including alternative experiences/assessment.<sup>1</sup>

Disseminate information

Ensure pre-trip briefings and handouts are [accessible to all](#), and build in flexibility for individual or small group meetings with students who have additional requirements on a field trip.

Providing clear and detailed information on what will happen on field work is vital. For any student, but particularly for disabled students, it is important to feel in control of their situation when away from familiar environments and support mechanisms.<sup>2</sup>

Think about food

Ensure that catering facilities can accommodate any special dietary requirements.

This may be a source of anxiety for some students with allergies and intolerances and it is best to reduce any requirement for students to bring their own food if catering facilities are provided for the majority of the group. Students may also have religious reasons for abstaining from certain sorts of food or for requiring food preparation to be carried out in a particular way.

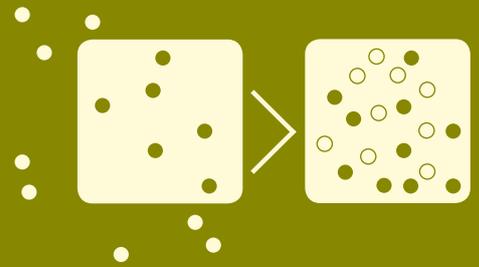
Check representation of the field work in literature

Be aware of how the field work is portrayed in photographs and descriptions in prospectuses.

Portrayals of field work in prospectuses and promotional material can overly focus on the male, white and heroic aspects.<sup>3</sup> This may lead to some students feeling that they will not fit in within this discipline.

The complete set of **Being Inclusive In...** guides is available at <http://www.sdduonline.leeds.ac.uk/inclusiveteaching>

# Fieldtrips



## WHAT?

Consider accommodation arrangements

## HOW?

Ideally all students are in the same accommodation; however, given the constraints on the destination of field work, sometimes it is more appropriate to have separate accommodation available nearby to meet the needs of all students, such as quiet single rooms for some students and prayer/ religious observance spaces.

## WHY?

Some students need quiet environments for example, those with anxiety, autism spectrum conditions or medical conditions (eg epilepsy) which mean they require a full night's sleep to manage their conditions.

Try to ensure the accommodation is accessible at all times during the trip.

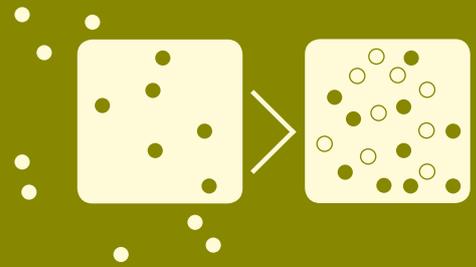
This may be necessary if a student needs to remain behind for a day or return early from the field.

Choose accommodation where there are quiet rooms and places to socialise.

This encourages students who don't want to be in loud environments in the evenings to socialise and not just sit in their rooms.

The complete set of **Being Inclusive In...** guides is available at <http://www.sdduonline.leeds.ac.uk/inclusiveteaching>

# Fieldtrips



## WHAT?

## HOW?

## WHY?

Consider issues of inclusivity specific to the locality and activities to be undertaken

Be aware of religious/cultural sensibilities in localities visited.

For example, many Muslim students will not enter a place where alcohol is served. This is also a reason to discourage pubs and bars being the default places for socialising on the field trip.

Build in flexibility for students to work in pairs if the work will involve talking to or interviewing people.

This is potentially challenging for students on the autism spectrum and mental-health conditions, but working in groups or pairs could help to overcome this.

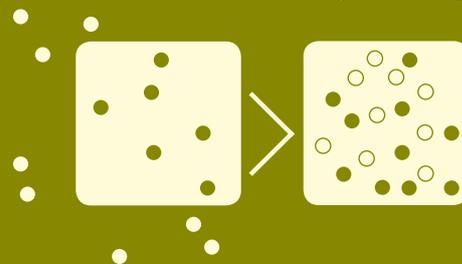
Inform students of any potential allergens eg. pollen, in the environment so they can take appropriate medication.

This will help students with medical conditions prepare in advance and limits the chance of this adversely affecting them on the field trip.

The complete set of **Being Inclusive In...** guides is available at <http://www.sdduonline.leeds.ac.uk/inclusiveteaching>

*Being inclusive in...*

# Fieldtrips



## WHAT?

## HOW?

## WHY?

### 2. Teaching in the field

Think about how the location might impact on teaching methods

Try to choose a quiet location for delivering teaching. If this is not possible, hold the introduction and debrief in quieter locations.

This will impact students with both hearing difficulties and conditions such as dyslexia which make note-taking difficult and time consuming.

Supplement verbal information with written information to limit the amount of note-taking that is required from verbal instructions.

Listening and note-taking simultaneously are particularly difficult for some students.

Allow flexibility for students to move between localities before starting teaching.

This particularly impacts students with limited mobility who may arrive later than everyone else.

Check whether equipment might pose any barriers for certain students

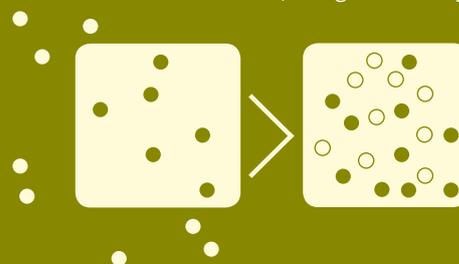
Consider whether there may be any safety issues around clothing students need or are required to wear for health or religious reasons and whether this will limit their participation in the activity.

In these cases you can discuss this with students ahead of the trip and work out the best solution. This will avoid embarrassment and disappointment on the trip and will help the student to understand the rationale behind any restrictions implied.

The complete set of **Being Inclusive In...** guides is available at <http://www.sdduonline.leeds.ac.uk/inclusiveteaching>

Being inclusive in...

## Fieldtrips



### WHAT?

Think about how time keeping might impact on certain groups

### HOW?

Wherever possible, have clearly defined rest breaks, meal times and finish times, and let students know when these are.

Consider how much time will be spent in the field each day and whether it is possible to have flexible working hours. Could students have control over the hours they work?

### WHY?

This enables those who need to control their diets, energy levels and/or have control over their environment to take the necessary action.

Field work is tiring – for a disabled student, even more so. The point of field work is to learn from a unique environment and experience, but if students are too tired to learn there is no point in being there.

## ACKNOWLEDGEMENTS

With thanks to Priska Scheonborn and Wendy Miller of Plymouth University for allowing us to use and adapt their series of guides: <https://www.plymouth.ac.uk/your-university/teaching-and-learning/inclusivity>  
This document ©2016, University of Leeds. This work is made available for reuse under the terms of the Creative Commons Attribution-NonCommercial ShareAlike Licence 4.0.

## REFERENCES

- 1 Healey, M., Jenkins, A., Leach, J. and Roberts, C. 2001. *Issues providing learning support for disabled students undertaking fieldwork and related activities*. Cheltenham and Gloucester College of Higher Education, Geography Discipline Network (GDN). [Online]. [Accessed 30 November 2016]. Available from: <http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.114.7120&rep=rep1&type=pdf>
- 2 Hall, T. and Healey, M. 2004. Geography Discipline Network. *The experience of learning at University by disabled students in Geography, Earth and Environmental Sciences and related disciplines*. Cheltenham and Gloucester College of Higher Education, Geography Discipline Network (GDN). [Online]. [Accessed 30 November 2016]. Available from: [http://www.academia.edu/3420461/Listening\\_to\\_students\\_the\\_experiences\\_of\\_disabled\\_students\\_of\\_learning\\_at\\_University](http://www.academia.edu/3420461/Listening_to_students_the_experiences_of_disabled_students_of_learning_at_University)
- 3 Hall, T., Healey, M. and Harrison, M. 2004. Fieldwork and disabled students: discourses of exclusion and inclusion. *Journal of Geography in Higher Education*, 28(2), pp.255-280.

The complete set of **Being Inclusive In...** guides is available at <http://www.sdduonline.leeds.ac.uk/inclusiveteaching>