## Organising field work and practical activities

<table>
<thead>
<tr>
<th>What?</th>
<th>How?</th>
<th>Why?</th>
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| Establish support requirements | Check Student Support Document and information on Unit-e.  
Give students an opportunity to let you know of specific requirements. | May require particular facilities (e.g. fridge to store insulin etc.), and/or extra space for support worker or note-taker. |
| Give briefing in a situation where note-taking is easy | Ensure venue has tables and chairs.  
If possible, use timetabled session to ensure all students are briefed. | To allow for difficulties in writing and hearing and for note-takers to capture necessary information. |
| Provide information and associated documents well in advance, using photos and videos. | Put all salient information on Moodle.  
Provide complex diagrams, new terminology, and schedules well in advance.  
Illustrate activities students will be involved in, e.g. videos of past field work activities, example work produced by peers in previous years, photos of settings, etc. | To ensure students know what they will be doing during the fieldtrip.  
To allow time for familiarisation with new terminology, new equipment, and new places.  
Learners have time to assimilate information, plan accordingly, and come forward with any issues they may have. |
| Consider what adaptive or alternative technology could be used | Check what equipment is available from the learning technologists, for example talking thermometers.  
Determine whether learning outcomes can be achieved using technology enhanced learning, e.g. virtual laboratories / field trips / locations.  
Consider using same or different technologies for students to practise and to prepare. | To enable learners with visual or other learning difficulties to participate.  
To provide alternative experiences should students not be able to (fully) participate.  
To prepare students for field work. |
| Consider use of additional, more accessible, locations | Identify some possibilities to use if there are specific needs within any cohort. | Fieldwork locations may have been chosen before the need for inclusivity was fully recognised. |
I've found staff are great when organising field trips that I am attending ... They keep me in the loop, and treat me like a fellow member of staff when I am away with them. They're also discrete about my presence and my role when I am there ... prior to going out on the field the staff would lead the briefing sessions inside one of the function rooms before heading out. This meant I was able to take the notes at a table neatly, and pass them straight onto my student before he left - so he was able to read them on the journey to the field. At the briefing he was able to lip-read more easily and have more of an idea about what the plan was. The alternative would have been either me scribbling notes whilst standing up on the field, and writing them up neatly afterwards to give them to the student in the evening (ie far too late for the student to have them). OR to somehow manage to take notes and pass them to the student there and then on the field (my writing may not have been as legible!!) - and if it had been raining this would have been a nightmare!

I was on a field trip and he [the lecturer] said on the first day - it was a six day field trip and on the first day he said: "On Friday we're going to give you all day to go and survey this area and you'll each get a section of it and then in the afternoon we'll all give a presentation". Now on Monday morning that sent my student into a complete and utter spiralling panic.

Further information:
https://www.plymouth.ac.uk/your-university/teaching-and-learning/inclusivity
https://www.plymouth.ac.uk/student-life/services/learning-gateway/disability-and-dyslexia/field-trips
Healey M et al. 2001, Issues in providing learning support for disabled students undertaking fieldwork and related activities, Hefce/University of Gloucestershire. Accessible from:
http://www2.glos.ac.uk/gdn/disabil/