

Title: **The linchpin: the key role of the staff and educational developer in embedding inclusion in HE**

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Abstract:

Session Learning Outcomes

By the end of this session, delegates will be able to:

- Use an online self-evaluation tool to determine their institution's accessibility performance.
- Identify key collaborative roles in embedding accessibility and inclusion across the institution.
- Understand the rationale for staff and educational developers possessing a moderate degree of technological capability.
- Take away several easy starting points for implementing technological upskilling and/or stakeholder collaboration.

Session Outline

The key issue to be addressed is the role of staff and educational developers as a linchpin in the move towards a culture of accessibility in education institutions. Delegates will be invited to undertake a self-evaluation exercise in a few key areas as a taster for undertaking a deeper analysis of their own and their institution's practice. Consideration of the role of 6 key institutional stakeholders will be made, and the vital position of the staff and educational developer in facilitating collaboration and driving progress will be highlighted. The need for staff and educational developers to understand principles of accessibility and inclusion, and to do so to have a moderate level of technological awareness, will be exposed. Mechanisms for acquiring the necessary skills and technological understanding will be highlighted along with 'top tips' for beginning the stakeholder collaboration process.

Session Activities and Approximate Timings

A brief introduction of the "one-to-many" variety will lead into a group activity using new-fangled "Post-It note" technology to benchmark current practice in key areas of practice. Results will be discussed using the "Oral to Aural" method, and further discussion will take in the importance of collaboration between inclusivity stakeholders. Appropriate starting points for technological skill acquisition will be identified and 'top tips' presented for getting started. Approximately 45 minutes after starting delegates will leave the room in search of caffeine, and several days later will revisit the session, reflect on its content, and enact what they have learned.