

What barriers might Faculty/teaching staff identify if asked to include learners with disabilities in their classrooms?

Lack of knowledge about the impairment and its impact on student study patterns

Lack of knowledge of technical support available

Lack of previous experience of working with such learners

Lack of time to undertake any additional work

Lack of training

Lack of resources

Other (higher?) priorities

Inflexibility of course structure and prescribed activities

Implications for routine methods of learning and teaching

Assessment requirements

Maintaining standards

Impact on other learners

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Health and safety considerations

Role conflict in relation to requirements of professional bodies

Potential for future employability

NOTE

One approach which could be useful would be to distinguish between barriers intrinsic to the subject which make it impossible for learners with some impairments to participate, barriers which result from a chosen approach to course delivery and barriers which arise inadvertently.

In considering the three in the order in which they are presented, it might be possible to identify a shift from the relatively inflexible to the potentially flexible.