LEEDS BECKETT UNIVERSITY
STUDENT SERVICES

Online teaching delivery and assessment
Things to consider in respect of students with Reasonable / Exam Adjustment Plans

General principles to make sure that online content is accessible include:

- Can information be accessed in a range of ways? I.e. Looking at it, listening to it or doing something with the information (visual, auditory, kinaesthetic); for example, can you change the font, colour, copy and paste, etc.
- Is the content structured in a logical, predictable way?
- Can content be accessed on a range of devices and does it work with assistive technology?
    - Be mindful that some students use magnification/screen reader/software/audio description/captioning/transcription to access documents

General Considerations

Where can students go for technical advice? For example, what do they do if the internet connection fails mid-way through an assessment or their hardware/software is incompatible?

What technology are students using? For example, is someone relying on a mobile telephone? If so, does it have the same functionality?

Captioning

Panopto:

https://leedsbeckettreplay.cloud.panopto.eu/Panopto/Pages/Viewer.aspx?id=31bf76ef-0516-412f-ad79-aaf500fbd9e7

Panopto captioning FAQs:

https://www.panopto.com/blog/frequently-asked-questions-faqs-about-video-captioning-answered/#1

Microsoft Office captioning:

https://support.office.com/en-us/article/present-with-real-time-automatic-captions-or-subtitles-in-powerpoint-68d20e49-aec3-456a-939d-34a79e8ddd5f?wt.mc_id=ppt_home

Online teaching and content delivery

Examples of adjustments	Who might benefit
Inclusion of links to study skills resources, e.g. glossaries, spell checkers, highlighters, Microsoft 365 accessibility functions	All students

Organisation - when and how session is delivered should be consistent, otherwise students may become disorganised and not able to manage their time effectively	All students
Consistent formatting and use of headings, etc. including Hyperlinks, use of fonts and colours, with good contrast.	All students This is particularly important for students who use on screen readers
Fonts choice can aid readability - Sans serif fonts should be used, minimum 12 point Line spacing should be a minimum of 1.5 lines Text should be justified left or right	Blind/visually impaired and Spld/dyslexia
Slides should not be over-dense with text and the use of colour to break up black and white will ensure that words are not missed out when being read and processed	All students; Spld/Dyslexia
Live captioning	Deaf/hard of hearing students; automatic captions available through YouTube should not be relied on
Videos that allow stopping and restarting	All students, including those with slow processing speed, ability to sustain concentration, fatigue
BSL interpreter on screen	Deaf/hard of hearing students
Downloading of videos embedded in recorded lecture as separate files	All students, it allows for an easy review of video content
Transcription of audio-visual material as a separate text file	All students, students can check spelling, acronyms, new terms and difficult phrases
Materials provided in a version suitable for screen readers	Blind/visually impaired
Detailed description of assessment tasks should be provided	All students, students with anxiety, Spld students, autistic students
Alt Tags for images – these are descriptions of images	This is particularly important for students who use on screen readers
Audio description of images	Students who are blind/visually impaired

Reasonable Adjustments for online assessment

Can extra time can be added to an online Time Constrained assessment or built in inclusively for all students to the overall duration of the assessment?	Any student who requires extra time, e.g. anxiety, fluctuating medical and mental health conditions, Spld/Dyslexia

If there is a lot of text, is there an audio version available	Students who require a reader
Can online tests be altered, e.g. font, colour, etc.	
Does the assessment work with a screen reader or voice recognition software?	
Timed tasks that can be stopped and restarted	All students, including, slow processing speed, ability to sustain concentration, fatigue
Will audio submissions be accepted?	Students who require a scribe
If it is not possible for a student to access the online version of an assessment, is there a paper version available and how would they access it?	Students who rely on assistive technology
Can an assessment be paused or rewound if a student is unable to complete it?	Students with fluctuating conditions

A useful guideline for determining whether the online content is accessible to all students is Web Content Accessibility Guidelines (WCAG); https://www.w3.org/WAI/standards-guidelines/wcag/

References:

https://www.ecu.ac.uk/wp-content/uploads/external/managing-reasonable-adjustments-in-higher-education.pdf

http://oro.open.ac.uk/44281/3/Meeting%20the%20needs%20of%20disabled%20students%20in%20on-line%20distance%20education%20%28Final-English%29.pdf

https://intranetsp.bournemouth.ac.uk/pandptest/online-course-delivery-guidelines-on-reasonable-adjustments.pdf

https://core.ac.uk/download/pdf/148696409.pdf

https://www.leedsbeckett.ac.uk/staffsite/services/centre-for-learning-and-teaching/

Disability Advice

26 March 2020

disabilityadvice@leedsbeckett.ac.uk

https://www.leedsbeckett.ac.uk/staffsite/services/student-services/supporting-our-students/disability-advice/