

Resources

Accessible handouts

- Prepare handouts using Verdana in at least 11pt
- Printing on cream or off-white coloured paper can help many dyslexic students
- PowerPoint slides as handouts with four sides per page should be printed landscape to enlarge the slide
- Make handouts available on NILE in advance of lectures

Alternative formats

- Save lecture material electronically so it can be enlarged at request or transcribed to tape or Braille
- Contact the Access Ability team for advice on transcription agencies for visually impaired students
- Put handouts, OHTs and notes on NILE so students can print out in their favoured size and colour of paper

Web pages

- Avoid 'flashy' graphics
- Have good colour contrast of text over background
- Avoid text over background images
- Have alternative text for images
- If there is a large amount of written material, add a link to a word document, or .rtf file so the student can print them in their own preferred format

Further information

For useful online resources visit:

Skill

National bureau for students with disabilities
Website www.skill.org.uk

Disabilities Academic Resource Tool

Loughborough University
Website <http://dart.lboro.ac.uk/>

Equality Challenge Unit

Website www.ecu.ac.uk

The University of Northampton

Equality and Diversity Unit
Website www.northampton.ac.uk/equality

Student Services
Website www.northampton.ac.uk/stu

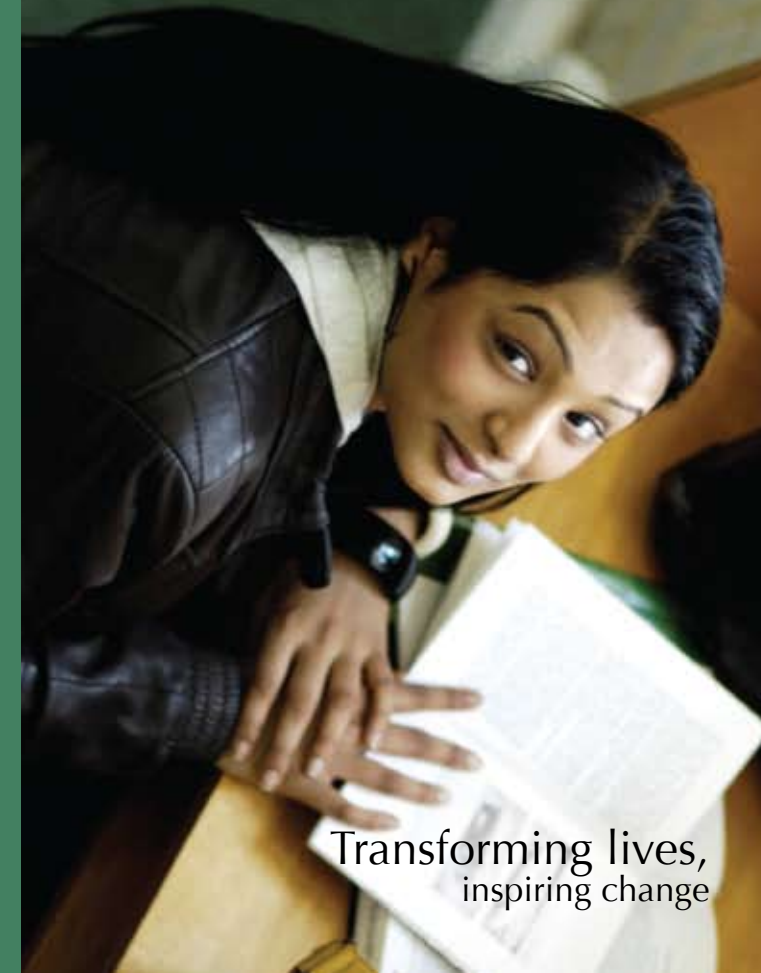
Office of Learning and Teaching
Website www.northampton.ac.uk/learningteaching

Access Ability
Website www.northampton.ac.uk/access-ability

These guidelines are based on the work of The University of Northampton's Learning and Teaching Methodologies Working Group and a presentation by Mick Healey from the University of Gloucestershire.

Designing modules for accessibility

Guidelines for staff to help all students make the most of their course



Transforming lives,
inspiring change

Disclosure

- At the beginning of the module invite students to approach you in confidence to discuss their particular learning support needs and put a similar invitation in the module handout
- Encourage students to disclose any disability which may impede their progress on the course and arrange for appropriate adjustments
- A revised guidance and procedures leaflet for staff and students about disability disclosure and confidentiality is available from the Student Services web pages and from the Student Centre

Evaluation

Forms used at the completion of modules should include questions relating to students' ease of accessing course information and facilities.



Presentation

- Varying your visual formats, for example flow charts, graphs and illustrations, will help students who do not manipulate text well
- Face the class when speaking
- Repeat discussion questions and responses
- Give both written and oral instructions
- Put key phrases on OHTs or whiteboard
- Give students a list of new terms and abbreviations
- Provide copies of diagrams
- If lecturing in a darkened space have important information on handouts
- With OHTs and slides:
 - avoid blocks of upper case letters
 - use bold to highlight rather than underlining or italic
 - use bullets or numbers rather than continuous prose
- In tutorials and seminars:
 - sit in a circle to assist lip readers
 - introduce a mechanism of gesturing to make it easier for lip readers to follow discussion
 - ensure only one person speaks at a time
- Give these guidelines to students who are presenting seminars

Audio

- Some students may wish to audio-record lectures to enable better access to learning
- Always use the microphones for Induction Loops in lecture theatres when these are available – currently Maidwell and Grendon IT receptions
- Students have individual requirements, for example a student who is hard of hearing may want others in their lecture or seminar group to know so the student can sit in a position to always see the speaker; another may not want others to know but may require support, such as reserving the chair in front of them

Assessment

- Vary assessment methods within a student's module options, for example exams or course work
- Students with specific needs often display skills in lateral thinking and visual-spatial analysis so prefer to work creatively; while others rely on routine and a more prescriptive approach
- The format of assessment could be a barrier to achieving learning outcomes so explore alternative methods, for example students with an inability to talk to large groups could present on video rather than 'live'