

# HOW ACCESSIBLE IS YOUR TEACHING?

The following checklist provides guidance to programme teams about a minimum standard that the University would consider for making programmes and teaching more accessible and inclusive.

It also provides an opportunity for identifying barriers and biases in programme material/activities. Additionally, it aligns with the Strategy for Learning Principle of inclusive, accessible learning and supports the University's compliance with the Equality Act (EQA) 2010.

GCU is committed to the development of learning opportunities which are inclusive by design and which do not discriminate against disabled learners. Many of the approaches that will benefit students with disabilities will be helpful to all students and should be adopted within an inclusive teaching framework.

This is intended as a quick look check list but for more detailed inclusive practice guides relating to making teaching material accessible and specific disabilities please go to Staff Materials section of the [GCU Disability Team webpage](#)

## TEACHING PREPARATION

- Familiarise yourself with students' Recommended Adjustment Pages
- Make available to all students through GCU Learn copies of lecture outlines, handouts or presentations in an accessible format at least 24 hours in advance but where possible earlier than 24 hours
- Provide reading lists to the library at least 4 weeks prior to the start of teaching
- Identify key / priority texts in published reading lists
- Familiarise yourself with how to facilitate group work effectively

## TEACHING ENVIRONMENT

- Make the learning space a welcoming one, and offer students the opportunity to discuss with you in person any specific support needs
- Be clear as to how you can be contacted via email, telephone or in person through office drop in hours
- Where available always use a microphone
- Always permit students to audio record lectures, tutorials and supervision sessions for their own personal learning and in compliance with [GCU guidance](#)
- Try to remain facing students at all times throughout the class
- If a student has an assistant always talk directly to the student
- If a question or opinion is contributed from others in the room, repeat or paraphrase it back to the class before answering

## MODULE HANDBOOK

- Make the Programme and Module handbooks available in electronic format that is accessible to users of [assistive technology](#)
- include clear descriptions of assessment criteria
- Include an assessment titles and schedule
- Include descriptions of methods of teaching delivery e.g lectures, student presentations

## ASSESSMENT

- Assessment titles and dates are communicated in writing to all students at the start of the trimester
- Consider if all variations on assessment e.g. in class tests, on-line assessments, group projects, peer assessment, are accessible and how any reasonable adjustments will be applied
- When managing assessed group work provide clear guidelines on group work good practice and clear understanding as to how the group will be assessed
- Signpost students to learning support services at regular intervals throughout the semester, encourage students to engage as early as possible with these services
- Where possible liaise with colleagues to ensure assessment deadlines are staggered
- Familiarise yourself with departmental policy on deadline extensions and the university [Mitigating Circumstance policy](#) and the appropriate circumstances' in which to apply these

## PLACEMENTS

- Familiarise yourself with the [Placement Planning Process](#)
- Familiarise yourself with student RAP's that recommend the 'Placement Planning Process' is followed
- In the module handbook clearly outline expected learning outcomes and how the placement will be assessed

## ACCESSIBLE DOCUMENT DESIGN

- Check the accessibility of your document using MS Word's built-in checker
- Always provide Word versions of PDF documents
- Set font size at a minimum of 12
- Choose a clear font colour
- Consider using a non-white background
- When using images ensure they are high quality
- Provide meaningful descriptions of images
- Ensure images have alt tags
- For more detailed instructions visit the [GCU Disability Team webpage](#)

## ACCESSIBLE POWER POINT DESIGN

- Check the accessibility of your document using MS PowerPoint's built-in checker
- When saving a presentation to GCU Learn save it as .ppt file
- Set font size at a minimum of 26
- Choose a clear font colour
- Consider using a non-white background
- When using images ensure they are high quality
- Use bullet points to keep text to a minimum and assist with the navigation for screen reading software
- Use in built slide templates to give clear structure to the slides
- When using video ensure it has on screen captions and transcription of the audio
- If narrating a PowerPoint ensure that it is captioned
- For more detailed instructions visit the [GCU Disability Team webpage](#)

## ACCESSIBLE MULTIMEDIA DESIGN

- Ensure all video has on screen caption and a transcription of the audio
- Make multimedia resources available online or to borrow
- Make disability team aware of any core teaching resources that do not have subtitles / transcriptions
- For more detailed instructions visit the [GCU Disability Team webpage](#)

## ANY QUESTIONS?

- Contact your Academic Disability Co-ordinator (ADC) or the Disability Team
- Your ADC is: