



Supplementary guidance for schools to support achievement – 2020-21 update for online learning

V1 December 2020

Online live lectures	
A small icon of a laptop computer with a mouse cursor pointing at it.	<ul style="list-style-type: none">• Recording is strongly encouraged: this can benefit all students who may wish to review the session and consolidate their notes, as well as individual students who are not able to view live, for reasons related to their disability• Explain at the beginning of the session how you will manage questions – for example, through the chat function, or by digital hands raised• Questions and comments shared via the chat function should be read aloud• Increase the accessibility of your delivery by speaking:<ul style="list-style-type: none">○ at a moderate pace○ clearly○ at a reasonable volume○ facing the camera○ ensuring that there is minimal background noise.• Use captioning at all times. <u>Turn on the caption/subtitle option</u> in the programme in which it is being streamed. This will enable the student to be able to listen and also read the captioning so that they can access the full lecture content. This also enables the student to follow the lecture when the presenter switches to show a PowerPoint slide or diagram. If this is not done, then the student will only be receiving partial information and will be at a learning disadvantage.• Ensure you read out or describe any diagrams used for Visually Impaired people to understand, or provide a description or tactile diagram in advance so that they can view it beforehand.• If delivering from on campus and writing on a whiteboard, consider whether the camera can pick this up so it can be read by online viewers: check whether the size of the writing is sufficient and ensure there is minimal glare on the whiteboard which may reduce visibility.• Where feasible, carry out short Test Runs of live online delivery with a small number of students to get feedback.• Include comfort breaks in any lectures lasting more than an hour.

	<h2 style="text-align: center;">Recorded lectures</h2>
	<ul style="list-style-type: none"> • Increase the accessibility of your delivery by speaking: <ul style="list-style-type: none"> ○ at a moderate pace ○ clearly ○ at a reasonable volume ○ facing the camera ○ ensuring that there is minimal background noise. • Wear a headset to record the lecture as this will produce a clearer sound than speaking into the room, which tends to muffle the recorded sound. Doing this will enable the student to be able to listen and also read the captioning so that they have access to the full lecture content. This also enables the student to follow the lecture if the presenter is switching to show a PowerPoint slide or diagram. • The speaker should enable the caption/subtitle option in the programme they are using to record the lecture. • Make the content more accessible by checking through the captioning after you have recorded the lecture to correct any errors that the programme has processed. This can occur when a speaker goes too quickly, slurs words accidentally, has an accent, speaks at a lower volume or moves away from the microphone while recording, etc. • Ensure you read out or describe any diagrams used for Visually Impaired people to understand, or provide a description or tactile diagram in advance so that they can view it beforehand. Guidance on creating Alt text for diagrams can be found here: https://accessibility.huit.harvard.edu/describe-content-images
	<h2 style="text-align: center;">Showing videos from external sources</h2>
	<ul style="list-style-type: none"> • Plan ahead by sourcing videos that have captioning available and avoid those that don't. • When showing the video, make sure the captioning function is turned on.
	<h2 style="text-align: center;">Assessment</h2>
	<ul style="list-style-type: none"> • Short duration online assessments open for less than 24 hours should be considered a last resort. Use the Good practice guide to online assessment to help you consider alternatives.

	<h2>Student access to assistive technology</h2>
	<ul style="list-style-type: none"> Students wishing to access assistive technology packages online can be directed to our updated webpages: https://www.southampton.ac.uk/edusupport/study_support/remote-access-assistive-technology.page
	<h2>Delivering on campus and working with Learning Support Assistants</h2>
	<ul style="list-style-type: none"> Please be sympathetic and discrete when interacting with Learning Support Assistants in class – many students will not wish it to be known in the class that they need this support. Understand that when a notetaker attends when the student is absent, this will be for reasons relating to their disability, and to provide access to the material for that student.
	<h2>Resources</h2>
	<p>About how to set up captions (subtitling): https://elearn.southampton.ac.uk/accessibility/captions/</p> <p>About how to organise Blackboard: https://www.southampton.ac.uk/digital-learning/what-we-do/vle-awards.page</p> <p>About accessibility and Blackboard: https://elearn.southampton.ac.uk/blackboard/accessibilitystatement/</p> <p>About creating accessible PDFs: https://sotonac.sharepoint.com/teams/CreatingaccessiblePDFs https://sotonac.sharepoint.com/teams/CreatingaccessiblePDFs/SitePages/Create.aspx</p> <p>Common Framework for Online Education: https://sotonac.sharepoint.com/teams/chep/SitePages/common-framework.aspx</p> <p>Quick Guides from CHEP: https://sotonac.sharepoint.com/teams/chep/SitePages/Quick-guides.aspx</p> <p>Good practice Guide to Online Assessment: https://sotonac.sharepoint.com/teams/chep/SitePages/Assessment.aspx</p>

Note: the diagrams in this document are flagged as decorative and therefore do not include Alt text descriptions

Enabling Services: Individual student queries: email enable@soton.ac.uk; general queries: esadmin@soton.ac.uk