**Standard disability recommendations: mapping for hybrid learning**

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| **Descriptor** | **Notes** | **Suggested adjustment for hybrid learning** |
| Alternative format | Student may require materials in alternative formats in order to access these through assistive software. This might include electronic documents, converting PDFs to Word, or converting to Braille or audio. The Transcription Service may undertake this work and may contact Schools directly to arrange this. | Ensure electronic documents are accessible. Use the Accessibility Checker function in MS Office. Further information and instructions are available at <https://digitalpractice.leeds.ac.uk/accessibility-inclusivity/> |
| Additional guidance | Student may require additional clarification or guidance to check their understanding e.g. of topics covered in teaching activities, course requirements or assignment briefs. Teaching staff may need to clarify course content and explain concepts on a one-to-one basis with the student, as they may require further clarification or an alternative explanation e.g. due to concentration or processing difficulties related to their condition. Staff may need to check essay plans, or give further explanation of what is required for a given coursework assignment, if requested, as the student may not fully understand assignment briefs e.g. due to underlying assumptions, unfamiliar academic conventions, multiple clause questions. | Ensure that you are available to students who may need to seek clarification or guidance and be clear with students the best method for doing this (e.g. email, Teams message/call, in person). |
| Advance notice of changes | Student will need advance notice of changes to teaching delivery (e.g. timetabling changes such as venue or time of session) or changes to personnel. | Use standard methods of communication and give at least 48 hours’ notice where possible. Pay additional attention to changes to delivery method, e.g. online vs in person as disabled students may need to make additional plans for access and support depending on the method of delivery. |
| Avoid unexpected questioning | Academic staff may need to avoid ‘on the spot’ questions due to differences in information processing, or due to heightened anxiety – please discuss this with the student. Student should not be under pressure to contribute to teaching sessions when experiencing heightened anxiety. | When undertaking online teaching sessions consider allowing students to use the Raise Hand feature, or the Chat feature, to give answers rather than asking them to speak directly using video or audio. Contributing online brings with it different anxieties and stressors. |
| Student uses assistive tech | Student uses assistive technology or software to access their studies. This may include devices such as a digital voice recorder or pen reader, or specialist software such as a screen reader, voice dictation software, magnification software, note-taking software or literacy software. Student is likely to require electronic documentation in order to use software effectively. Student should have permission to use their assistive technology in teaching sessions and to check compatibility. | Some assistive technology and/or software is not compatible with all online platforms, systems or delivery methods. Pay particular attention to compatibility with screen readers and voice dictation software. See <https://digitalpractice.leeds.ac.uk/accessibility-inclusivity/> for further information.  Remember to turn on Captions in Teams and to record sessions where possible. |
| Captioning required | Student will require captioning of any online teaching, for teaching which is recorded and for any videos used in in-person teaching. This may include auto-captioning, or human captioning, and the School should agree this with the student in advance. | Remember to activate caption features where available. See <https://digitalpractice.leeds.ac.uk/accessibility-inclusivity/providing-captions-for-online-learning/> for further information. |
| Cystic Fibrosis | Student has cystic fibrosis and must avoid other people who also have cystic fibrosis in order to minimise risk of cross-infection. Please refer to the Cystic Fibrosis Protocol. | N/A |
| Check contextual information | Additional important information about this student is available and should be read by staff teaching or supporting them. This information may be held on the student’s Support Summary Sheet. Discuss with the School Disability Contact or with Disability Services. | N/A |
| Care Plan in place | Student has a Care or Action Plan in place giving instructions in the event of a medical emergency, such as an epileptic seizure or an episode of diabetic hypoglycaemia. | N/A |
| Directed reading lists | Student requires reading lists which are clearly formatted to indicate Essential, Recommended and Background Reading resources. | Ensure reading lists are provided in accessible electronic format. |
| Attendance flexibility | Student will require consideration of flexibility around attendance requirements where attendance is affected as a direct result of the student’s disability. The School should discuss with the student issues relating to attendance, particularly around core competence standards and processes the student must follow. | Consider how attendance is measured for online learning to ensure this does not disadvantage disabled students. |
| Fieldwork adjustments | Student may require adjustments to fieldwork, and this should be taken into consideration with sufficient notice to discuss appropriate adjustments with the student and Disability Services. | N/A |
| Submission flexibility | Student requires adjustments to the timing and/or the submission of coursework. This may include requiring extensions to assignment deadlines or using a different method to submit completed work. The School must consider flexibility around assessment deadlines and submission methods, which may include reviewing the student’s assessment schedule each semester, and they should inform the student of the ways in which the School will implement this adjustment. Unless advised otherwise by the School, the student must follow existing university processes for requesting extensions to coursework (e.g. the online extension request form) and they may use the Support Summary Sheet as evidence for this request. The School should discuss and agree any adjustments to submission methods with the student. | Ensure that methods of applying for flexibility around submission are clear and accessible (e.g. the new online extension request form). |
| Group work adjustments | Student may require adjustments to group work, and this should be taken into consideration with sufficient advance notice to discuss appropriate adjustments with the student and Disability Services, where required. Adjustments may include: agreed ground rules and expectations; assigning group members and roles where necessary; monitoring progress more closely to intervene when required. | Group work in an online setting presents different challenges to in-person group work. Communication via an additional medium can be more difficult and may need to be managed. Ensure there are clear expectations around the tasks set, the roles of individuals and appropriate methods of communication. |
| List of Key Contacts required | Student would benefit from a list of Key Contacts within the School in order to identify which staff members to approach about particular issues or concerns. | N/A |
| Lab/practical adjustments | Student may require adjustments to laboratory-based or practical work, and this should be taken into consideration with sufficient advance notice to discuss appropriate adjustments with the student and Disability Services, where required. | N/A |
| Access to Lecture Capture | Using Lecture Capture resources is likely to be a major strategy for this student in managing their studies. Where this is not used, the School must identify a suitable alternative (see the [AVR Policy](https://www.leeds.ac.uk/secretariat/documents/avr_guidance.pdf) for further information). Where sessions are audio recorded, it is helpful to repeat student questions for the microphone, and to give spoken cues as to which slide or visual aid is under discussion. | N/A |
| Permission to leave/rejoin | The student should be allowed to leave and rejoin classes without attention being drawn to them. | This should also be available in online teaching sessions, perhaps by allowing students to mute and/or turn off their camera, or to leave the session temporarily. |
| Lecture materials in advance | Student will require teaching materials to be made available via the VLE at least 24 hours in advance. Students accessing support from the Transcription Service may need access to materials at least 7 days in advance. | N/A |
| Student lipreads | The student uses lipreading for communication. Follow [best practice guidance](https://equality.leeds.ac.uk/support-and-resources/disability-2/deaf-awareness/support-for-deaf-and-hard-of-hearing-students/), including: ensure you face the student and speak clearly but with normal rhythm and intonation. Do not cover your face or mouth (e.g. with your hand). Ensure your face is well lit. Discuss lipreading requirements with the student and be particularly sensitive to the issue of face coverings and the impact this has on communication. | Lipreading can work well in an online setting as it is often possible to see the speaker’s lips more clearly, and to combine this with captioning or transcripts. Note that speakers must have their camera switched on and they should continue to follow the best practice guidance to ensure their mouths are unobscured.  Non-speakers must mute their mics to reduce interference from background noise. |
| Marking consideration | Student should not be marked down for errors in spelling, grammar and punctuation where these are not central to the assessment. Instead, focus marking on how well the student has communicated their understanding of the subject. Refer to the [Inclusive Coursework Marking Policy](http://ses.leeds.ac.uk/info/22168/student_support-related_policies/1106/inclusive_coursework_marking). | N/A |
| Permission to move/stretch | Student may need to move around or stretch during teaching sessions. | Remember that students may still need to do this in an online setting and so may disappear from view or move around on camera. Students may turn off their cameras if this is distracting. |
| May have Specialist Mentor | The student may be working with a Specialist Mentor who will support the student during their studies. Mentors may need access to the VLE and they may need to communicate directly with the School. Access to Mentoring is subject to funding application and approval. Please ask the student to confirm if they are accessing this support. | Mentors continue to support students remotely and in-person. |
| Oral presentation adjustments | Student may be at a disadvantage when presenting in front of a large group. Please discuss with the student possible adjustments, for example: presenting to a smaller group, or to familiar people, or on a one to one basis. If this is not suitable, alternative assessment methods could be considered. | Remember that presenting via video is different to presenting in person and may bring with it different challenges or stressors. Check students are happy to present online. Consider whether cameras need to be on or whether audio-only is an option. Give instructions around asking questions of the speaker (e.g. Raise Hand, Chat). Remember that some students may not be able to view Raise Hand or Chat and may need prompting. |
| Placement adjustments | Student may require adjustments to placements, and this should be taken into consideration with sufficient advance notice to discuss appropriate adjustments with the student and Disability Services, where required. | N/A |
| Permission to Record | All students registered with Disability Services are given permission to record taught sessions, subject to the student’s agreement to the [University policy](https://www.leeds.ac.uk/secretariat/documents/avr_guidance.pdf). Lecture Capture remains the preferred option for the majority of students. Some students may need to use both Lecture Capture and personal recordings. **Please be sensitive to the fact that making personal recordings may draw unwanted attention to a student’s disability.** | Permission to record covers online teaching sessions in the same way as in-person sessions. Ensure that you are making recordings available whenever possible. |
| Support Worker may be present | Student may be working with a Support Worker, such as a Note-taker, Personal Assistant, or British Sign Language Interpreter who may be present in teaching sessions. | This support continues in online teaching. Support Workers may need direct access to online teaching sessions. |
| May have Study Skills Tutor | The student may be working with a1-1 Specialist Study Skills Support Tutorwho will support the student during their studies. Access to this support is subject to funding application and approval. Please ask the student to confirm if they are accessing this support. | Tutors continue to support students remotely and in person. |
| Timetabling/access adjustment | The student may have access requirements which need to be considered when timetabling activities, or when moving activities. Please speak with your School timetabling staff for further information. | Remember that access requirements cover online settings as well as physical teaching spaces. Ensure students have enough time to switch between delivery modes. |
| Written instructions | Student will require key instructions to be given in written format as well as verbally. This can be done via email. | Online delivery typically involves more communication with students via text. Ensure your communications are concise, clear and direct. Try to use only one method of communication. |