

Busy Lecturer's Guide to Inclusive Practice



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This guide aims to help busy lecturers, who may have a limited knowledge of impairments, to better support their learners.

GENERAL ADVICE

- Always refer to your module learning outcomes to see if suitable adjustments are needed. What exactly is the student expected to have learnt/displayed as a result of the module?
- Not all students will declare their disability so information may not be on SOLE.
- Don't be afraid to ask students for their preferred format of communication or how you can best assist them. Just be discreet.
- **One size does not fit all so please ensure you personalise your approach to each student you may come across.**
- Try to build a bond with the student.

How are student needs shared with tutors?

The Disability and Dyslexia Service (DDS) identifies the needs of disabled and dyslexic students. This is usually identified pre-entry if a student has disclosed a disability. DDS then publishes a Student Support Plan (SSP) which a student can download from their SOLE page to give to tutors. The SSP outlines the support needs of the student. The same information is also published on the SOLE class lists for tutors under the 'Entitlements' tab.

What happens if a disability is not disclosed but there are clear issues?

Be considerate; some people who have a disability have constantly had to battle for social acceptance, felt they have been overlooked and not been heard. Consider how you listen to them, and then encourage the student to contact the Disability and Dyslexia Service. This gesture alone should display your intent to the student.

How do I know what impact a disability may have on student learning?

Via SOLE 'Entitlements' tab on the Class List, click on "impairment issue" to be directed to Strategies for Creating Inclusive Programmes of Study (SCIPS) website <http://scips.worc.ac.uk>. SCIPS will detail advice on how to make reasonable adjustments to your teaching.

How do I know about alternative assessment arrangements for a student?

Go into SOLE -> Assessment and feedback hub > put course code in > look at submissions. The entitlement to an alternative assessment will be highlighted in blue with an asterisk (see example below):



Also see the University's Policy and procedures on inclusive assessment, reasonable adjustments and alternative assessment arrangements for students with impairments or disabilities (https://www2.worc.ac.uk/aqu/documents/Inclusive_assessment_and_reasonable_adjustments_policy_and_procedures.pdf).

For further information, please see the FAQs relating to Assessments and Exams <https://www2.worc.ac.uk/disabilityanddyslexia/faqs.html>.

For further advice, please see the University web page 'Staff Resources and Information' <https://www2.worc.ac.uk/disabilityanddyslexia/staff-resources-and-information.html> and the UW Inclusion Toolkit, available via <https://www2.worc.ac.uk/inclusiontoolkit/>.

NINE SCENARIOS TO ASSIST YOUR INCLUSIVE PRACTICE

The following nine scenarios are provided to give illustrations of specific situations where circumstances could disadvantage students and there is a need for action to be taken by the member of academic staff. To aid clarity, they are split into "pre", "during" and "post" sub-sections to provide advice to mitigate the various issues.

1. Your lecture is on the second floor and the lift is broken, two of your students cannot access the classroom - what could you do?

Pre module suggestions

- Check access entitlements on SOLE.
- If you are responsible for submitting timetabling templates request a ground floor teaching room.
- Check where all the lifts are in relevant building.

During session suggestions

- Check alternative access, there may be more than one lift.
- Phone for help from Timetabling, phone ext: 5344.
- If you have more than one room, swap.
- Cancel whole session for all and re-schedule/or record and post the lecture online.

Post session suggestions

- Report issue to Timetabling, Facilities and Course Leader (if necessary).
- Ensure Blackboard is populated with information within 24 hours of the lecture updating the students about the potential re-scheduling of the lecture/ notes online etc.

2. A student has disclosed to you that they have a learning disability. You are unsure how to support them. What do you do?

Pre module suggestions

- Email all students to ask if anyone has any particular learning preference and to let you know by email (or after the first session). Not all learning disabilities are 'on the system' at the start of modules so best for students to declare themselves if they feel comfortable enough to do so.

- Email format using a yellow background? (On some computers the function is: page layout > page colour > select. The font should contrast with the background. Blue font tends to complement the yellow background.) Check PowerPoint slide colour to enhance readability (some prefer black/white, others may prefer yellow), <http://scips.worc.ac.uk>.
- Blackboard Ally is an excellent, easy to use accessibility tool that is embedded automatically in your Blackboard pages. Ally is there to help with inclusive practice and it is strongly recommended that these functions are utilised when planning lectures. Ally will allow students to access your lecture slides, notes, readings in their preferred accessible format; you may wish to showcase this with them.
- Keep slides in bullet form. Highlight key words. Include footnotes if desired.
- Offer 1:1 tutorial to provide context of module, record the session if required.
- Ask if specialist equipment has been delivered/ requested (if needed). If not refer to Disability and Dyslexia Service.

Pre lecture suggestions

- Make available any PowerPoint slides **at least 24 hours in advance**. Inform the student whether they should download the presentation or you will bring a hard copy. If you forget to email in advance take hard copies. Use yellow paper (if preferable to the student).
- Handouts – bite-sized information, key words highlighted or underlined.

During lecture suggestions

- It is fine to discreetly ask the student directly about the effectiveness of your efforts (1:1 or by email). Ask if the information sent to them is suitable and then address if it isn't (within reason).
- Agree with all students present whether the session may be recorded - for personal use only.

Post lecture suggestions

- Refer to Student Services for study skills literature, web information via firstpoint. The Disability and Dyslexia Service have bookable appointments from 10 am - 4 pm to support students. It also offers 30 min telephone discussions with students, all bookable via firstpoint (<https://www.worcester.ac.uk/life/help-and-support/services-for-students/firstpoint.aspx>).



Considerations

- Narrated presentations can be recorded and uploaded to Panopto through Blackboard. It is advisable to use this approach rather than uploading a recorded presentation directly to Blackboard as it saves on course storage space and allows students to stream the presentation directly (as opposed to downloading a narrated PowerPoint presentation). See <https://support.panopto.com/s/article/basic-recording-1>.
- The additional benefit of using this approach to record your presentation is that Panopto will automatically add captions to your video. These can be reviewed and edited once the video has been processed. See section 3 <https://support.panopto.com/s/article/ASR-Generated-Captions>.
- Ensure that all documentation uploaded into Blackboard or sent directly to students has been accessibility checked. All the latest versions Office 365 applications (ie Word, Powerpoint) come with an accessibility checker. See IT Support pages for further information: <https://www2.worc.ac.uk/it/accessibility-tools.html>.
- In addition, there is now an add-on to Blackboard, Blackboard Ally, which will also perform an accessibility check on your content uploaded to Blackboard <https://ltsu.uk/support/Blackboard/Manual/ally.html>.
- Avoid sending PDFs as these can be inaccessible for visually impaired students relying on screen software. Word documents are more accessible. However, here is a quick guide outlining how to make PDFs more accessible if needed: <http://www.adobe.com/content/dam/Adobe/en/accessibility/pdfs/accessing-pdf-sr.pdf>.

Want some more advice?

1. Dyslexia Awareness

Duration: 3.05: <https://www.youtube.com/watch?v=RW5AUBzUup4>

2. Microsoft Educator offer a free, engaging and interactive course for staff to be more inclusive in their practice, particularly for dyslexic students.

To the Microsoft Educator Center: <https://education.microsoft.com/en-us>

To the Dyslexia Awareness course (part 1) 60mins: <https://education.microsoft.com/en-us/course/30a7b5e8/0>

Some useful (and cool) accessible learning tools that can be helpful for all students (but have been designed for students with a learning or other disability)

Currently UW has various assistive technology packages available through the network (for all students) or via DDS loans (for DDS registered students). These options are updated regularly.

Dragon Naturally Speaking demo (version 13)

These may be funded by DSA. Students will have to practise using it. 5 user licences are available at the University of Worcester for students and are approved for use in exams. Duration of clip: 5.42: <https://www.youtube.com/watch?v=jBcLqrASP8>

ClareRead is a text to speech package which some students are provided through DSA similar to Texthelp below: <https://www.clarosoftware.com/portfolio/clareread/>

JAWS is a powerful screen reader for visually impaired people.

Duration of clip: 5.44: <https://www.youtube.com/watch?v=pQO4S1t2uiA>

Supernova is a screen reader and magnifier software: <https://yourdolphin.com/supernova-magnifier-screen-reader> (available at The Hive). Using accessibility function on own screen, font size can be increased. Supernova screen reader/magnifier can also be used by visually impaired people to access Blackboard.

Texthelp Read&Write 11 Gold - Text to Speech webinar (version 11): <https://www.texthelp.com/en-gb/products/read-and-write-family>. On all networked computers including Pearson (except at The Hive). Text to speech software can read aloud text from the screen. It can particularly help with proofreading work. Duration of clip: 7:40: <https://youtu.be/hPcATViVzKA>
Duration of clip: 45.08: <https://www.youtube.com/watch?v=1cCwM2dDKU>

Inspiration - Mind mapping software helps order ideas into an essay structure. Duration of clip: 9:49: <https://youtu.be/qdrO2wHGo84>

Mindmap tutorial. Help orders ideas into essay structure. iMindmap (version 8). Duration of clip: 7:19 <https://www.youtube.com/watch?v=MzO0fz1Oqdc>

Livescribe smartpens (so cool!!!) Record and write lectures. Duration of clip: 2:10: <https://www.youtube.com/watch?v=K7zj0F7-tAU>

Sonocent Audio Notetaker - this can be useful for students in combining lecture notes with recordings and their own notes. This is available for staff to use and upload lectures onto and share with students. Students have access to the software on campus.

Print braille copies would need professionally producing by a specialist organisation e.g. RNIB (<https://www.rnib.org.uk/rnib-business/transcription-services>) or a quick less sophisticated fix is through SensusAccess.

SensusAccess – an automated online resource to convert a variety of document formats to accessible formats (mp3, braille, Word). UW has a license for all staff and students to self access <https://library.worc.ac.uk/services/alternative-formats>. There is a demonstration video also <https://www.youtube.com/watch?v=xVgOtWV6L8>. It usually takes 5 to 30 minutes to return your converted document. It is not a very sophisticated conversion and may need a little more basic editing to make it presentable and usable for a visually impaired person i.e. removing unnecessary cluttering text.

iView is an assistive software training portal available to all UW students. It includes demonstration videos and how to use guides. This is only available on the UW student IT image due to technical limitations imposed by the supplier. <https://www2.worc.ac.uk/disabilityanddyslexia/assistive-technology.html>

Apps

DDS issue a document to students giving information on free assistive technology Apps and websites https://www2.worc.ac.uk/disabilityanddyslexia/documents/Free_help_for_students-Accessibility_checked.docx.

Captura Talk (iOS/Android)

Duration of clip: 3.12: https://www.youtube.com/watch?v=tXmvG_5UQsw

Voice Dream Reader (iOS) Reads texts, such as PDFs.

Duration of clip: 5.11: <https://www.youtube.com/watch?v=L6bhx-51I2c>

ABBYY TextGrabber + Translator

Scan and translate in real time.

Duration of clip: 0.45 <https://www.youtube.com/watch?v=jXoDmLh2r5A>

myHomework Student Planner (iOS/Android/Windows/Mac/Chromebook)

Duration of clip: 7.09: <https://www.youtube.com/watch?v=g-da4d-0Jgo>

Additional link: <https://myhomeworkapp.com/>



3. A student in a wheelchair has to do a scientific test that requires the use of their legs/ or measure agility; what could you do to make the seminar purposeful?

Ask yourself, is the module fit for purpose for a student in a wheelchair? Is the student aware that they may have to participate? If the student is aware the correct modified/specialist equipment should have been purchased prior to the module. If that is not the case and equipment has yet to be purchased, the member of staff should consider suitable modifications of activities to match the learning outcomes. If the staff member and student discuss these issues and are unable to resolve, a discussion about a change of module would be advised. Disability and Dyslexia Service can assist with this.

Pre module suggestions

- Warn the student that there may be some issues/ delay with certain equipment.
- Student given the option to change module.
- Submit a bid via your School's budgeting structure to acquire relevant equipment.
- Staff will provide relevant and purposeful activities that still match the learning outcomes.
- Has the student been made aware that they may not be able to participate in all the activities?
- Identify which tests are appropriate for all students.
- If the student has a support worker with them direct all questions to the student NOT the support worker.

Post session suggestions

- Facilitate opportunity for review/discussion with student.
- Meeting with Student Services, Disability and Dyslexia Service.

Want some more advice?

Wheelchair Etiquette clip

Duration: 16.26: <https://www.youtube.com/watch?v=me7zg4P1Spk>

4. A student who has a hearing impairment (HI) is doing group work outside, everyone speaks at once and it is clear the student is losing interest; what could you do?

Pre module suggestions

- Meet with student to assess needs. May not wish to disclose to group.
- If approved by student raise hearing impairment awareness within group about basic communication i.e. face person to enable lip reading, avoid standing in front of the sun, do not shout, one person speaks at a time, wind direction affects hearing aids.
- If the student has a support worker with them direct all questions to the student NOT the support worker. This is the same if the student has an interpreter, always look at the student when talking and receiving information from them.
- Ensure videos include subtitles or have a transcript. Videos saved to You Tube will attach subtitles. PowerPoint can also have subtitles attached (see scenario 2, 'Considerations').

During session suggestions

- Manage your learning environment by reinforcing hearing impairment awareness.
- Possible swap of facilities if needed or can move away from area.
- Lecturer limits explanations.
- Lecturer stops and makes eye contact with HI student when they have finished giving instructions, then indicates to the student that questions may come from the audience and points to where the flow of questions come from.
- Discreet check with student.
- Introduce 'talking stick' if people continue to speak over each other. A 'talking stick' is any item that can be held by the person who is talking (a pen for instance), the 'stick' is then passed to the next person who wishes to speak. This visual stick allows HI students to follow the conversation more easily.
- Suggest a 'buddy' to work with and help translate information/social cues (if necessary).

Post session suggestions

- Facilitate opportunity for review/discussion with student.
- Attend D/deaf awareness course.

- [Big 'D' – denotes people who identify as being Deaf, are aware of Deaf culture and embedded in the Deaf community. Little 'd' – that deafness is often acquired and are on the periphery of Deaf culture and community but have deaf awareness.]

Want some more advice?

Basic Deaf Awareness

Duration: 1.07: <https://www.youtube.com/watch?v=xT3e0HySKY>

Website on communication tips

<https://rnid.org.uk/coronavirus-response/how-to-communicate-with-deaf-people-hearing-loss/>

5. A visually impaired (VI) student requires access to Blackboard but does not know what to do. They come to you for help; what could you do?

One could argue that this could be a Blackboard/firstpoint/IT/Disability and Dyslexia Service issue. Blackboard has a built in function called Blackboard Ally; if the member of staff has paid attention to the accessibility level of their lectures/work placed online, the student should be able to access this in their preferred format. Always mention if you have attached a document on your email. This could assist the student as they will be able to access more information quicker. You could ask if you need to enlarge your font size pre-sending messages and the colour of the background. The Blackboard mobile app may be more accessible for them. Tell them to always go through Google Chrome or Mozilla.

General pre module suggestions beyond Blackboard issue for VI students

- Discreetly check which format suits the student (font size, PowerPoint background).
- Word is compatible with JAWS®. Tell the student to go through Google Chrome. Also see Sonocent mentioned above.
- Consider using more podcasts rather than videos.
- Suggest to the student that they must practise with the technology as it takes a lot of repetition to master.
- Not all students with a VI will prefer the same package. Most should come to university with an idea of which package they prefer.

During session suggestions

- Recording sessions will support typed notes.
- Discreetly ask the student if they are satisfied with how you are communicating information to them.
- Ask how long it takes the student to get through work i.e. reading. This will give you an indication of the added time they have to allow/contend with.

Post session suggestions

- Voice over slides if applicable.

Consideration

- For ease for the student, please consider providing a Word document instead (or pre-convert it for them).
- Blind students may not be able to access PowerPoints at all, so please check with the student.

VI presentations/assessments

- Please be aware that if a presentation is being used for an assessment the student with a VI may find it difficult to build a PowerPoint slide format as it is not very user friendly for VI use. Also, the student may be unable to read from the screen/their notes. Therefore, it becomes a presentation that they have to learn by rote. Please bear this in mind if the presentation is heavy on literature content.

Want some more advice?

What to do if you meet someone who is blind?

Duration: 6.43: <https://www.youtube.com/watch?v=XFbWLOK9Wxo>

6. A student with low mobility requires rest often but you have to teach a practical lecture/ seminar. What could you do to make it more purposeful for the student?

Some students may expect you, rather than them, to suggest alternatives in specific situations. Make sure the student is happy to discuss these issues with you first.

Pre module suggestions

- Discuss activities on a week-by-week basis with student.
- Book chair/s (if needed).
- Consider separate, purposeful activities that relate to the learning outcomes.

During the session suggestions

- Agree a signal for rest (if needed).
- Lecturer manages time of activity, such as 8mins on/8mins off, for discussion.
- Alternate role for the student that relates specifically to the practice.
- Consider stretching the student intellectually so they stay motivated.

Post session suggestions

- Discreet discussion with the student.

7. A student who has small stature cannot access the resources you have created for a group work activity as the resources are at 'average height'; what could you do?

Pre module suggestions

- Check you have considered any specialist equipment that may be needed/helpful. Additional footstools and cushions may help for lecture seating.
- Check to see if the classroom has adjustable desks.
- Ask the student whether they require any personal adaptations.

During the session suggestions

- Use walls, post-it notes/blu tac (or similar) to aid access to information which can be placed at a lower level.
- Use of floor (if appropriate).

Post session suggestions

- Speak with the student.
- Reflect and adapt.

Want some more advice?

Dwarfism Awareness

Duration: 7.49 <https://www.youtube.com/watch?v=CJ1bjwCuJH4>

8. Work Based Placement for a student who has a disability

The University Policy on the Management of Placement and Work-Based Learning (section 10) specifically refers to student entitlements and University responsibilities with respect to students with disabilities or additional needs, and the need for risk assessment. It is good practice for Placement Approval Forms to include a section where such matters can be noted.

Students with additional needs – equity of access

Students with additional needs have a general entitlement to the provision of educational opportunities in a manner that meets their individual requirements, including placements. The University and the placement provider both have responsibilities and some overlapping duties to students with disabilities on placement regardless of whether the placement is arranged by the University or by the student. The legal responsibility to ensure students are not disadvantaged in finding a placement, or whilst on a placement, lies with the University. However, responsibility to make reasonable adjustments for students with disabilities on placements resides with the placement providers. The University is able to offer advice and support for students with a disability through firstpoint.

If the student needs adjustments to be made, then the module leader will first speak to the student and then the placement provider to discuss arrangements for appropriate support. The module leader may seek specialist advice and support within the University. For further guidance, please see the University guidance for staff in managing work placements for students with disabilities, [Accessible high quality placements and work based learning for all students](#), and the Inclusion Toolkit section [A1.5: Design Inclusively - Being inclusive in placements](#).

Pre module suggestions

- View UW guidance on inclusive placements – see the formal University documents relating to Placement and Work-based learning <https://www2.worc.ac.uk/aqu/649.html>.
- Assess with the School/course WBL co-ordinator any costs needed for reasonable adjustments to ensure the placement is accessible for the student.

- Placement provider needs to be 'sounded out' for disability awareness.
- Discuss options with the student.

Pre placement suggestions

- Talk with the student.
- Allow an orientation visit for student and placement provider.
- Support from Disability and Dyslexia Service may be available if you contact them.
- Transport – have early discussion with provider.
- Placement approval process (support/assessment of value/risk) needs to be considered.
- Emergency contact procedure shared between those involved.

During placement suggestions

- Early discussion with student/provider.
- Initially more support during placement.
- Review emergency contact procedure shared between those involved.

Post Placement suggestions

- Review with the student and placement provider.



9. A student arrives for a Personal Academic Tutor (PAT) meeting. They start to disclose issues of a sensitive nature. What do you do?

During the meeting suggestions

- Establish the fact that although you are not able to provide counselling or mental health advice, you can listen to the student and then look at their options.
- It is important to listen and to convey to the student the importance of what's been said; 'that sounds like a lot to deal with' etc.
- Be really clear about your competencies and what you are able to help with e.g. plans to support learning help with academic side.
- Be aware not to 'promise' confidentiality.
- Confidentiality is important but risks to life or safety issues need to be referred onwards.
- Decide whether you need to ask another member of staff to sit in [e.g. in cases where you are a lone member of staff with a distressed student of the opposite gender].
- Ask the student if it is acceptable to enter something onto Student Notes, to protect the student and to show that the issues are being acknowledged. Student Services published (October 2016) a document for all staff on 'Helping students to access the right support at the right time'.
- Negotiate with the student the phrasing you enter onto Student Notes, so that it meets their needs but also enables you to flag an issue [which you may need to disguise in your chosen phrasing and may not always mean that you click Yes to 'sensitive']. If the student agrees, upload the notes.
- There is an open access triage known as STAR (Support Advise and Refer). These are booked through firstpoint and are available between 9-4.30 weekdays. Self-referral forms are no longer being used as staff are assessing the need of the students immediately.
- Staff can email CMH@worc.ac.uk to speak to one of the team if they need advice about supporting a student. Staff can also book via firstpoint to have a STAR appointment to go through queries about student issues or support. The website is always being updated. Students can find information on the firstpoint website.

Post Meeting suggestions

Decide whether you need to notify anyone else, e.g. Course Leader, Counselling and Mental Health Team. If the disclosure involves risk to safety of the student, or any safeguarding issue, inform your manager.

- Look after yourself, debrief with a colleague, go for a coffee.
- Email the student to arrange a follow-up PAT meeting [unless you have already arranged this during the meeting].

Potential follow up suggestions

- This will depend on your course of action above.
- Do not expect the Counselling and Mental Health Team to update you on 'progress', unless the student has given them written consent. The counselling team are bound by a duty of confidentiality and are not permitted to discuss students with you without their consent.
- Confirm whether student has taken steps to address the issue, or whether your continued involvement is required.
- Check Student Notes to see if notes are being recorded by other members of staff, reflecting an emerging pattern.



USEFUL RESOURCES

firstpoint: Home page: <https://www2.worc.ac.uk/firstpoint/>

Appointments: <https://www2.worc.ac.uk/counselling/appointments.html>

email firstpoint@worc.ac.uk; Phone ext: 2551

Opening hours: 9.00am - 4.00pm Monday to Friday.

Security are available 24/7 and have mental health first aid training.

The Calm Zone is a website aimed at advising and helping men manage their feelings (in order to avoid self-harmful behaviour). <https://www.thecalmzone.net/>

The Wellbeing Hub is a non-clinical service that provides information and signposting for people aged 16+, who are experiencing low mood, anxiety or stress and feel that they would benefit from support from local community providers. <http://worcestershire.wellbeinghub.org.uk/>

U can cope!: how to cope when life is difficult. The weblinks below provide information that staff may find helpful when advising students.

<https://www.4mentalhealth.com/>

<https://www.4mentalhealth.com/ucancope>

Student Minds, student mental health charity, has lots of information on approaches to supporting students. <https://www.studentminds.org.uk>

Further support for academics

The Disability and Dyslexia Service <https://www2.worc.ac.uk/disabilityanddyslexia/>

It offers:

- Supporting disabled students with general enquiries
- Implementing special arrangements for lectures, exams, field trips
- Note takers, academic support tutors
- Help applying for Disabled Students Allowance
- Limited loans of equipment
- Confidential advice and support for students and staff
- Training and awareness raising workshops
- Assistive technology
- Also, funding, information for external organisations, staff resources and information, SCIPS, campus access guide, FAQs and concerns and complaints.

Blackboard Ally


Ally is a useful tool that has two main functions.

1) The Ally tool scans the documents uploaded by staff in their Blackboard course pages. It indicates how 'accessible friendly' the document is. If the dial is red = not accessible and needs attention, amber (as shown) = some improvements can be made, green = accessible.

Click the dial and Ally will take you through each section,

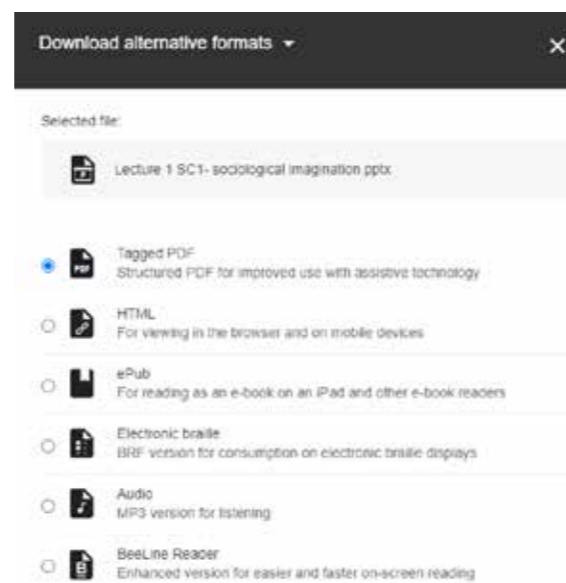


highlighting issues and providing solutions.

2) The second tool benefits students; if you direct students to click on  button



It brings up several options the student can access formats in;



These can be very helpful and beneficial to all students.


Strategies for Creating Inclusive Programmes of Study (SCIPS) - <https://scips.worc.ac.uk/>

SCIPS identifies potential challenges that students with particular needs may experience in achieving and/or demonstrating key skills and attributes as defined within Subject Benchmark Statements. SCIPS offers strategies and adjustments to practice that academic staff might consider in helping address these challenges.

Microsoft Educator Centre - <https://education.microsoft.com/en-us>

Numerous free courses and pathways that allow staff to self learn accessibility tools to enhance the student experience, suggested:

- Assistive technologies (1 hour) <https://education.microsoft.com/en-us/course/b6950dc7/overview>
- Introduction into inclusive digital literacy (1 hour) <https://education.microsoft.com/en-us/course/353af171/overview>
- Accessibility tools – Meeting the needs of diverse learners (1 hour) <https://education.microsoft.com/en-us/course/a41ac17d/overview>
- The Inclusive Educator (1 hour) <https://education.microsoft.com/en-us/course/2f8c8cbe/overview>
- Empower every student with an inclusive classroom (1 hour) <https://education.microsoft.com/en-us/course/452b3909/overview>

Immersive reader is an excellent free tool that is available on desktops; click View and click on  Immersive Reader you will be offered a menu that assists with a read aloud function (that also has foreign language), text preferences (increase spacing, font size and style, background colour, syllables indicator including nouns, verbs, adjectives and adverbs, line focus (one, three or five depth), picture dictionary and translation. A MUST USE tool for all students.

Inclusion Toolkit - <https://www2.worc.ac.uk/inclusiontoolkit/>

The Inclusion Toolkit has been designed as a set of resources to support embedding inclusion across all aspects of learning and teaching at the University of Worcester (addressing all the protected characteristics as outlined in the Equality Act). It is intended to provide guidance and supporting information for staff. It has been broken down into four sections to assist with the planning of courses and modules:

- A1 – Design and plan learning activities and programmes of study;
- A2 – Teach and support learning;
- A3 – Assess and give feedback to learners;
- A4 – Develop effective learning environments.

By adopting an inclusive approach to all aspects of the student experience at the University, we aim to inspire all our students to work hard and achieve their full potential.

Also see the Accessible Content Toolkit: <https://rte.worcester.wp.worc.ac.uk/wp-content/uploads/2020/11/Accessible-Content-Toolkit.docx>.

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