

Appendix A - Inclusive approaches and anticipatory reasonable adjustments

This appendix provides examples of inclusive approaches which are currently being used within the University. It also provides details of anticipatory adjustments which will be implemented as required. Additional individual reasonable adjustments not listed below may also be required and will be agreed on a case by case basis through D&I and the academic department.

1. Inclusive Approaches

The University encourages the use of appropriate inclusive approaches in teaching, learning and assessment. Inclusive approaches consider the needs of disabled students as part of the wider student body. Inclusive approaches which meet the needs of disabled students are also likely to meet the needs of other student groups e.g. the recording of lectures would also support international students.

1.1 Teaching and Learning – Online and In-class Sessions

- Where reasonably possible, all written teaching materials available at least 2 days prior to the lecture. For accessibility purposes, Virtual Learning Environments (e.g. Moodle, AULA etc) should be utilised for this wherever possible. If the above is not possible, an alternative format should be provided (e.g. lecture notes/plans, PowerPoints, handouts and OHP's).
- Teaching resources be made available on Virtual Learning Environments (e.g. Moodle, AULA etc) and provided in an accessible format to support the use of assistive technology.
- Teaching staff to face class when speaking to support those who lip read.
- Provision of verbal descriptions of information displayed on whiteboards/OHP.
- Organise your Webcam to ensure the light is illuminating your face to allow lip-reading, if appropriate.
- Save the chat pane so that the presenter can answer any questions after the session and to allow them to be distributed.
- Switch off video for participants from the start.

- Request participants turn off their audio at the start to reduce background noise. Participants can turn this back on if opportunity for questions/contributions arises.
- Advise people to keep to either the chat pane or Q&A - not both.
- Where possible, the presenter or an assistant will read out any questions added to the chat pane so students do not have to keep constantly changing feed on their screen.
- Presenters and all users wear a headset with a microphone, if available.
- An accessible version of the slides should be available in advance for everyone, but this is especially important for people who have to decide whether to listen to the presenter or the screen reader.
- Ideally, institutions should be using one platform so that delegates do not need to learn multiple ways to navigate the different systems.
- If for any reason the session has not been recorded, it would be good practice to send out the list of questions from the chat pane and the answers after the session.

1.2 Learning and Information Services (LIS)

- Provision of an individual induction to Library Services. The student will be advised to make themselves known to the Student Support Librarian who will be able to facilitate this.
- Opportunity to arrange individual research sessions, including using Portal and accessing University of Chester electronic resources.
- Assistance with using the Library Catalogue.

1.3 Campus accessibility

- The completion of an annual audit of all University buildings, providing up to date accessibility information about the campus.
- The provision of evacuation chairs throughout the campus.
- Accessible maps for each campus to be readily available to all students.

2. Anticipatory Adjustments

Anticipatory adjustments are provisions identified and available to reduce the impact of barriers commonly experienced by disabled students. The below sets out the anticipatory adjustments the University provides as a standard, noting that this is not an exhaustive list.

2.1 Teaching and Learning

- Disabled students are permitted to record lectures in line with University guidelines.
- Provision of any printed materials when not available on Portal.
- Student to have access to a note-taker/ study assistant/ interpreter(s) within lectures and seminars.
- Prioritised reading list indicating key texts.
- Provision of one-to-one explanations when possible in practical settings.
- Opportunity to leave the session at times due to disability reasons. The student may wish to sit near to the door to assist with minimising any disruption or focus on them.
- As this student is Deaf/Hearing Impaired, teaching staff may need to use a microphone and/or loop system. LIS can be contacted regarding Microphone/loops for lecture theatres and rooms that have loops.
- Student may miss occasional lectures due to hospital appointments and has been advised to inform tutors in advance.
- The presenter should read out what is being shown on the screen. This may be content on the slide that they are talking about or equations on a virtual whiteboard.
- At the request of Disability & Inclusion team, provision of access to online platforms for any Non-medical helper support workers, e.g. note takers, interpreters etc.
- Describe the key content of all slides.
- Individual risk assessments will be undertaken if required for laboratory work to identify any additional support which the student requires. Any additional support measures will be communicated to relevant laboratory staff.

2.2 Assessments

Please note; core competencies/ professional standards will need to be considered when looking at suitable reasonable adjustments for assessments.

- Feedback on drafts of assignments or outlines in accordance with academic departmental policy. Where departments do not usually provide feedback on drafts of assignments, tutors should provide feedback on a plan if requested to do so by the student. This should indicate if the student has understood the question and appears to be addressing it appropriately. Feedback may be written or verbal, which can be recorded by the student.
- Student is eligible for Standard Assessment Feedback (SAF). The student should copy and paste the information below into the title page of their assignment:
 - *In accordance with my Inclusion Plan, I am eligible to receive Standard Assessment Feedback (SAF). Please click here for the SAF policy on how to provide feedback to me (Handbook F - Appendix 3B).*
- Presentations as a form of assessment should be discussed between the student and their academic department well in advance of assessment deadlines. Core competencies of the specific assessment will need to be considered when looking at suitable reasonable adjustments.
- Student will require reasonable adjustments when delivering presentations. It is expected that students will have access to appropriate support to develop independent strategies and skills to progress within this area during their studies. Adjustments should therefore be reduced over time as students develop these skills and strategies, and are able to deliver presentations more independently. (i.e. deliver to staff only → deliver to small group → deliver to whole group).
- Requirements for additional time for repetition of learning/ instructions being broken down and simplified to aid understanding for technical modules should be discussed between the student and their academic department well in advance of assessment deadlines.
- Requirements for additional time for verbal performances should be discussed with academic staff.
- Requirements for additional time for repetition of learning for technical modules should be discussed between the student and their academic department well in advance of assessment deadlines.

- Requirements for practical support due to physical disability should be discussed between the student and academic staff.
- Oral assessment where appropriate.
- Assessment by oral presentation may require the services of a signer/interpreter.
- Oral examination recorded onto tape or video as appropriate.
- D&I are able to provide copies of medical evidence/ reports we hold on record that may be suitable for consideration for an extension or deferral request.
- Where appropriate, D&I may be able to provide proof of a delay in support outside of the student's control, which has impacted on their ability to complete work.

2.3 Examinations

- For notification of examination arrangements please communicate by email due to visually-impaired student not being able to access printed material.
- Additional time for written examinations. This may be 25%, 50% or 100% dependent on the student's needs. If the examination is going to exceed 4 hours in length due to additional time or rest breaks, then the expectation is that alternative assessments should be reviewed with the student.
- 25% extra time for timed oral or verbal assessments, inclusive of in-class tests.
- Requirements for practical support during assessments due to physical disability should be discussed between the student and academic staff.
- Requirements for additional time to complete performances of technical modules as a form of assessment should be discussed between the student and their academic department well in advance of assessment deadlines.
- Question paper to be printed on cream paper, along with any recommended font size
- Rest breaks for up to 10 minutes per hour.
- Use of an amanuensis/scribe (will require a separate room).
- Use of a reader (will require a separate room).
- Separate room with an invigilator due to disability related reasons.
- Shared spacious room with up to a maximum of 12 students who will have similar examination arrangements. For in-class examinations, the academic department should discuss whether this adjustment would be required with the student.
- Use of a word processor (Spellchecker may be enabled, network cabled will be disabled).

- One exam per day unless Registry confirm this cannot be accommodated. D&I will review alternatives if this is the case.
- Student able to take food and drinks into the examination.
- Invigilator to face student when speaking and provide clear instructions to aid lip reading.
- Provision of papers in large print e.g. Arial N18 or greater.
- All written examination papers transcribed into Braille and the provision of a Braille computer with Braille keypad.
- Written examination papers produced via a recording and the provision of a Braille typewriter.

2.4 Take Home Examinations

2.4.1 Examination Papers

Examination papers should be as accessible as possible when being produced for students. This can be done by using basic features such as using an appropriate font, font size, use of headings etc. The University's Assistive Technologist can support academic staff on creating accessible content – ['assistive-technologies@chester.ac.uk'](mailto:assistive-technologies@chester.ac.uk).

In addition, a hearing impaired/deaf student may have a modified exam paper which would need to be considered for the take home exam.

2.4.2 Additional Time/Rest Breaks

Any examination which takes place over 24-48 hours, must allow for students who have been recommended extra-time and/or rest breaks to be able to access this within the time period, without causing them to be disadvantaged. If for any reason the student will be required to complete more than 4 hours of work within a 24 hour period, or 8 hours within a 48 hour period, then we will need to review whether an alternative assessment needs to be explored based on our current guidelines.

Students may require further support with familiarisation of their software, with them completing an online assessment in a shorter time period, rather than for example, completing an essay over a few weeks.

2.4.3 Equipment and Assistive Software

Students may have been provided with a range of Specialist Equipment, Ergonomic Equipment and Assistive Software as part of their University support package through Disabled Students' Allowance (**DSA**). All of these provisions will be able to be used to best support them in completing their take home examinations.

2.4.4 Visual Impairments

Students with visual impairments should arrange to meet up with their academic department to discuss any difficulties with accessibility in regard to take home examinations. If anything is raised as a concern, a Disability Support Officer will be able to review further.

2.4.5 Non-medical Helper Examination Support

Students who would have ordinarily received Non-medical helper support during exam hall examinations will not have access to this support for these types of examinations unless there are no equitable alternatives available due to the student's disability.

This is due to students being able to complete their examinations over a 24-48 hour period, with access to appropriate equipment and assistive software to meet their needs, which is a more inclusive approach. We have also provided additional best practice guidelines below to best support in the completion of examination(s).

2.4.6 Scribe Support

- Students should have access to a computer in which any difficulties relating to writing legibility or difficulties writing for long periods of time should be addressed.
- If students have a physical impairment which impacts their ability to use a standard mouse and keyboard, then they should have access to an ergonomic mouse/keyboard to support them in completing the take home examinations. These would ordinarily be recommended via DSA.
- Students should have access to a computer in which spelling, and punctuation can be readily reviewed through Microsoft Word. If they have assistive software such as TextHelp Read&Write Gold or ClaroRead, these will provide additional support in these areas.

- Some students may have been provided with Dragon Naturally Speaking through DSA. This is a speech to text software that supports them in writing their assignments. If students are in receipt of this software, this can also be used to support them in completing their take home examinations.

2.4.7 Prompter Support

- Students should ensure that any distractions are removed from your environment, e.g. ticking clocks, background noise from televisions, mobile phone calls/notification volume set to mute.
- Students should set alarms on their phone to ensure they are spending the appropriate amount of time on questions where there are multiple sections to complete.
- Students should ensure that they will not be distracted by family or friends when they are completing their work. We advise informing them in advance of the examination date, and if possible, place themselves in a separate room.

2.4.8 Reader Support

- Departments can provide audio recordings of any questions and information within the examination paper if required, if the student would ordinarily have had access to a Reader. Students should discuss this arrangement directly with their academic department.
- Students who are recommended a Reader within examinations, will likely also have access to screen reading software as part of their support package to aid in the completion of coursework assessments. It is expected that students will use this software to support them in completing these take home examinations.

Please note: If any disabled student is not eligible/ in receipt of Disabled Students' Allowance and requires ergonomic equipment and/ or assistive software for the purpose of take home examinations, then they should contact D&I to ensure a full review their support needs.

2.5 VIVA

D&I would look to recommended specific adjustments prior to a VIVA panel within the student's Inclusion Plan well in advance of the assessment. Please note, the recommendations below are not final or absolute.

2.5.1 *Autism Spectrum Condition*

- The student should have the opportunity to complete a practice Viva in which they can determine the types of adjustments that may be required, or to help them understand the process involved and any expectations.
- The Viva panel should be clear and concise when asking questions, removing any potential for ambiguity. Consideration should be had in looking to break the question down if required, to ensure the student has understood exactly what is being asked.
- Opportunity for the student to take short pauses or rest breaks if required, to allow them to compose themselves and address the question accurately.
- The opportunity for the student to familiarise themselves with the Viva environment prior to the assessment taking place. This could include being shown the specific location and layout of the room, which would reduce anxiety or uncertainty around a new environment.
- The Viva panel should look to slowly introduce the student into their Viva, by spending 5-10 minutes to set the scene and expectations. This will ensure that the student is not overwhelmed by the occasion.

2.5.2 *Visual Impairment*

- The student should have the opportunity to complete a practice Viva in which they can determine the types of adjustments that may be required due to their visual impairment.
- The student may require the use of a computer for the purpose of enlarging text with assistive software, or larger prints of their thesis in a font and text size of their choice.
- Visual cues should not be used to indicate actions within the assessment, for example if sufficient information has been provided and it is time to move on to the next topic.

- Student should be given the opportunity to familiarise themselves with the environment beforehand. This could be due to positioning themselves due to lighting and to process the layout of the room.
- They may have an assistance dog in which accommodations may be required, such as water and adequate space to lie down.
- Student should be provided with the location and room number of the viva well in advance of the assessment date. This will give them ample time to plan their journey.

2.5.3 Hearing Impairment

- The student should have the opportunity to complete a practice Viva in which they can determine the types of adjustments that may be required due to their hearing impairment. This could be to determine whether the room has a sufficient loop system or whether transmitter/receiver devices would be required as examples.
- If the student communicates in sign language, then they will require use of a qualified BSL (British Sign Language) interpreter. If the viva assessment is expected to take longer than 20 minutes, then two BSLs will be required for the assessment to ensure accuracy of interpretation is maintained. Each interpreter will need to know the subject terminology, therefore the examiners may have to explain the meaning of their words during the viva.
- The Viva panel should be facing the student when talking to them, to ensure the student can use any lip reading strategies they may have. The lighting may also require specific positioning to support this.
- The Viva panel should be clear and concise when asking questions, removing any potential for ambiguity. Subsidiary questions should be considered as a prompt, to ensure the student has understood exactly what is being asked.
- The student may have difficulties processing verbal information within a timed environment. If for whatever reason the viva is timed, then the student could be awarded with 25% additional time. This would need to be reviewed in advance by a Disability Support Officer.

2.5.4. Mental Health Difficulties

- The student should have the opportunity to complete a practice Viva in which their strategies / techniques for managing the materials can be monitored and reviewed. It will also reduce any anxiety around the process involved.
- Opportunity for the student to take short pauses or rest breaks if required, to allow them to compose themselves and address the question accurately.
- Student should be given the opportunity to familiarise themselves with the environment beforehand. This could remove any additional concerns they may be having to allow them to focus on the viva itself.
- The Viva panel should look to slowly introduce the student into their Viva, by spending 5-10 minutes to set the scene and expectations. This will ensure that the student is not overwhelmed by the occasion.

2.5.5. Specific Learning Difference (SpLD)

- The student could have the opportunity to complete and practice a mock viva in which their strategies / techniques for managing the materials are monitored and reviewed.
- The Viva panel should be clear and concise when asking questions, removing any potential for ambiguity. Subsidiary questions should be considered as a prompt, to ensure the student has understood exactly what is being asked.
- In preparation of their assessment, the student should have access to a Specialist One to One Study Skills tutor or similar to work on strategies / techniques to locate passages and relate them to themes. D&I can advise further in this area.
- The student may have difficulties processing verbal information within a timed environment. If for whatever reason the viva is timed, then the student could be awarded with 25% additional time. This would need to be reviewed in advance by a Disability Support Officer.
- The student may be given the opportunity to review written questions a few hours prior to the viva under examination conditions to help them prepare their answers.

2.5.6 Mobility Difficulties

- Student should be provided with the location and room number of the viva well in advance of the assessment date. This will give them ample time to plan their journey.

- A review of whether the room should be on a ground floor should be undertaken, due to accessibility and health and safety in regards to a potential evacuation.
- Student should be provided with appropriate seating arrangements. Alternatives could include an office chair or similar, cushions or heat pads as examples.

2.6 Work Placements

The student will require the following support in order to participate fully in work placements:

- Provision of written instructions about placement requirements by Work Based Learning
- Consultation between the academic department and the student about the disclosure of any condition, disability or impairment that may have an impact in a placement environment in any way, to the placement provider to help ensure the safe implementation of any agreed and appropriate reasonable adjustments
- Student to arrange a meeting with the Work-Based Learning department as soon as possible. Work Based Learning will assist you in determining reasonable adjustments in preparation for placement.

2.7 Professional Placements

The student will require the following support in order to participate fully in professional placements:

- Provision of written instructions about placement requirements by the academic department
- Consultation between the academic department and the student about the disclosure of any condition, disability or impairment that may have an impact in a placement environment in any way, to the placement provider to help ensure the safe implementation of any agreed and appropriate reasonable adjustments
- Complete the Reasonable Adjustment for Placement Plan (RAPP) form with academic department. Once completed, both the department and student will need to ensure that relevant colleagues in placement have access to the RAPP.

2.8 General

- Disabled students will be provided with access to a storage facility e.g. locker if required.
- Appropriate ergonomic equipment will be provided by the academic department on the recommendation of D&I, e.g. adjustable desk, lab stool etc.

2.9 Fieldtrips

- The academic department should liaise with the student to discuss any foreseeable difficulties for any field trips. Any disability related needs in this area should be raised with D&I, who can advise on reasonable adjustments.
- The academic department will need to provide D&I with a minimum of 6 weeks' notice to ensure there is enough time to put any reasonable adjustments in place. Ideally, field trips involving disabled students should be flagged at the start of the academic year.
- The student should be provided with written instructions about field trip requirements by the academic department, as well as information regarding the types of reasonable adjustments being provided.

2.10 Library

- Provision of books and resources in alternative formats. Students are required to contact accessiblebooks@chester.ac.uk with their reading list.
- Provision to use the online Book Fetch facility.
- Opportunity to arrange one to one sessions on the assistive technology that is available throughout the University, by contacting the LIS Officer for Assistive Technologies on assistive-technologies@chester.ac.uk.

2.11 Accommodation

- Students' requests for particular accommodation, which meets their disability related needs, are prioritised.
- Students' requests for University accommodation to be available beyond year one due to a disability related reason are prioritised.
- Students who require a carer will be provided with a carer's room at no additional cost. Wherever possible, carers will be located in a room adjoining that of the disabled student.
- Students who need to store medication in a fridge can request an individual fridge for this purpose.

- Deaf students who are unable to hear a fire alarm will be provided with a vibrating pillow and flashing light alarm.
- D&I can support and advise with health and safety requirements for living independently, e.g. students with diabetes or epilepsy, requesting students link in with their specialists in advance of attending University.

2.12 Parking

- Students who meet the blue badge criteria are able to park within the disabled spaces on University campus.
- Students who have not applied for a blue badge can be supported whilst an application is ongoing.
- Students who are living on University campus can have access to their car within the premises as long as they meet blue badge criteria.
- Students who live within the 10 mile return journey threshold can apply to park on campus if their disability has an impact on their ability to use public transport or travel by other means. D&I will review these requests on a case by case basis.

2.13 Personal Emergency Evacuation Plans (PEEP)

- D&I will liaise with Timetabling and as far as possible, take into account the requirements of individual disabled students to enable them to access classes safely and independently.
- A Personal Evacuation and Egress Plan (PEEP) will be developed and implemented in line with the University's Policy and Code of Practice for Means of Escape for Disabled People if a student requires assistance in exiting a building.
- The academic department will deliver a familiarisation session(s) to ensure both staff and students are aware of requirements in the event of an emergency evacuation, and to confirm that that PEEP document enables a safe evacuation.