# **Guidance on providing teaching session resources in advance**

Students should be given access to appropriate learning resources and materials prior to a teaching session. The rationale for this at Manchester Met is detailed below.

This is one of several **core expectations** of the **Inclusive Curriculum** to ensure that all students with or without a disclosed disability are able to access the curriculum.

Students with orange PLPs and blue PLPs (with non-standard reasonable adjustments) will have additional recommendations, relating to teaching, assessment and accessibility.

**Rationale and examples**

* To allow for preparation of subject content prior to taught classes, in order for the student to contextualise and absorb information and take notes more easily.
* To enable students to review subject content to enhance access to taught classes.
* To enable students to annotate handouts to supplement note taking.
* To help the student engage with the lecture because this can reduce the need for reading and listening simultaneously which puts a demand on working memory*.*
* To enable manipulation of materials into a format appropriate for disabled students to access, for example large format or the use of a screen reader etc. Please be aware that screen readers do not pick up blanked out words or sentences.
* To enable students with a visual impairment to view slides on their laptop in a lecture as they may have difficulty viewing the projection on screen.
* To provide hearing impaired students with some context to support lip-reading, as unknown words are very difficult to lip-read.
* To allow non-medical helper provider/support worker and the student to discuss planning and organisation.

**Your role as the educator:**

* Provide accessible learning materials in editable electronic format, 48 hours in advance of session. It does not include access to lecturer’s personal notes or resources.
* Provide .ppt or .word files rather than PDFs, as screen readers may find PDFs inaccessible.
* If staff are given less than 48 hours’ notice that they are delivering the session, it is important to notify the disabled students why this has not been possible and provide them with copies of learning materials used in an accessible format in the session.

Learning Materials in this context includes:

* copies of PowerPoint presentations (or word versions of the text or content to be covered by a presentation).
* an outline of the key areas that will be covered in the session
* key terminology to be covered in the session
* handouts that will be used in the session

**Before teaching - Making your learning materials as accessible as possible.**

1. Consider following the British Dyslexia Association’s guide for creating learning resources which are accessible and inclusive to a neurodiverse cohort: <https://www.bdadyslexia.org.uk/advice/educators/teaching-for-neurodiversity/creating-dyslexia-friendly-resources>
2. Microsoft Office products, such as Powerpoint and Word, have built-in accessibility checkers, which can help you to proactively make your resources more inclusive. You can find tips on how to use this tool here: <https://support.microsoft.com/en-us/office/improve-accessibility-with-the-accessibility-checker-a16f6de0-2f39-4a2b-8bd8-5ad801426c7f>
3. If you wish to provide presentations in advance that include blanks or gaps for students to complete in the teaching session, you should write the word *blank* in the gap so that a student using screen reading software can identify this.

**After teaching – sharing session resources**

* Presentation slides with additional information added during the session could be posted on the university’s internal systems or uploaded via lecture capture.