



University of the
West of England

Bristol Business School

A Handbook for Accessible Teaching and Learning

August 2010

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1. Introduction

This Handbook is designed for tutors to provide a source of reference for the design and provision of written materials and online resources, and for accessible teaching practice. With the support of equality legislation and financial support through Disabled Student Allowances (DSAs) increasing numbers disabled students are accessing HE. We have a legal duty to provide an accessible environment for their teaching and learning.

This resource aims to provide a benchmark for minimum standards of accessibility in a number of areas, but also directs you to local information and support as well as providing links to numerous other more in depth resources.

The key in-faculty support for staff and students is provided by the Faculty Administrative Disability Contact and the Faculty Academic Disability Contact.

This is currently:

Administrative : Daisy Till, Student Adviser . SAC x 82900

Academic: Debbie Sturge, Leader Student Support and Guidance. FC58 x 83411

2. Legal Duties

Approximately 7.5% of UWE students (over 2000 students) have a declared disability. Many more will have chosen not to declare. By far the largest group (65% of those declared) are those with specific learning disorder (SpLD) such as dyslexia

The current requirements for inclusivity in HE derive from a series of Acts starting with the Disability Discrimination Act in 1995, through the special Educational Needs and Disability Act 2002 (SENDA) and the 2005 Disability Equality Duty. More recently HEFCE produced its Policy on Disabled Students 2009 (http://www.hefce.ac.uk/pubs/hefce/2009/09_49/), and the QAA issued its own Code of Practice in 2010. <http://www.qaa.ac.uk/academicinfrastructure/codeOfPractice/section3/Section3Disabilities2010.pdf> .

The outcome of this can be summarised by stating that HE Institutions have a duty to

- **Anticipate** and plan proactively around the needs of disabled people
- Provide **reasonable adjustments** for all disabled students
- Ensure that **less favourable treatment** does not occur for disabled students
- Ensure **inclusivity** in all aspects of the student experience

This handbook helps with the practical impact of these requirements in everyday teaching and learning provision.

Notification of the adjustments required for disabled students should be received in advance of the start term to allow materials to be amended as necessary. This information should come through your Faculty Disability Contact. Module Leaders must pass this information on to their teaching team, and are responsible for ensuring the requirements are met.

3. Accessible Materials – Clear Print Guidelines

We can all do a great deal to ensure that our teaching and other printed materials are easy to read. Several organisations (including RNIB) produce guidelines to increase access for visually impaired students and others who may have difficulties in accessing print, e.g. dyslexic students. It is also worth remembering that many students now use text readers to vocalise print materials, so we also have to be aware of how we present our materials to ensure screen readers reproduce them clearly.

Where possible for sustainability (and cost) reasons, we should avoid printing large numbers of paper handouts. It is also preferable to provide electronic resources for accessibility reasons. Through Blackboard, advance provision of print materials in the form of electronic documents allows students to choose the print presentation format suitable for their own requirements – different backgrounds colours, font sizes etc. It also allows students (and their note takers) to familiarise themselves with the structure, vocabulary and content of material in advance of the class. It thereby removes much of the potential work associated with making adjustments for individual student needs under disability obligations (provided the materials are posted at least 48 hours in advance). However, it is still the module leaders obligation to provide the correct formatting for known individual

needs when issuing print handouts - this will require forward planning. The best option is to **use Blackboard effectively and only issue paper handouts very sparingly.**

Printed course readers which include, for example, journal articles, tables or complex images are often not directly transferable as electronic documents, particularly where some of the reader content has been photocopied from the original or contains handwritten excerpts (eg. where an example of a marked script is provided). In this case, you will need to plan ahead and contact the Alternative Formats Unit in the Library for assistance in converting your materials into a word or pdf file. They would normally need minimum 3 weeks notice.

The following points provided general guideline on the production of printed materials :

- Font size : Most sighted people can read size 12 (this size) quite easily , but some may prefer larger print. Students with visual impairment may require materials in larger fonts. Enlarging by photocopying is rarely satisfactory as it can lead to a grainy typeface that is very difficult to read. You would normally need to type out the material to produce an electronic copy and provide a laser printed version if handing out in hard copy.
- CAPITALS are very difficult to read in any volume and should be avoided where possible. Emphasis is best indicated by **bold**
- Plain typefaces are generally easier to read than 'serif' typefaces. Common choices are Arial and Comic sans. Other suggestions include Verdana, Helvetica, Tahoma and Trebuchet. *Script fonts are best avoided.* Times New Roman is also problematic for many dyslexic readers.
- The contrast between the background and the type is very important. Avoid light type weights, especially if you have to use small print sizes. **Simply making text bold can improve legibility.** Use dark ink on light paper. Black on pale yellow is particularly good for people who are troubled by glare. Avoid use dark ink on dark paper, or light ink on light paper. If you are using reversed type, for example white type, choose a background colour that is dark enough to give strong contrast. (Cream or pale yellow on deep blue is recommended for PowerPoint presentations.) If you are catering for individual preferences, then you will find that some dyslexic people prefer more muted background colours: pale blue paper, for example. Always ask as there is tremendous variation in individual preferences.

Don't do this!

This is OK

Don't do this!

This is OK

This is ideal for many Visually Impaired readers

- When you have a great many hard copy documents to give out, colour coding sections will help some learners, but not all. Always use pale backgrounds and always have clear headings on the documents – some of your readers may be colour-blind or visually impaired so colour coding will not help them.
- Avoid printing over pictures or graphic backgrounds as this is very difficult to read, and do not put text 'around' an embedded image as this distorts lines and makes it difficult for screen readers and dyslexic students to follow.
- Avoid vertical text, and if using columns, make sure they are clearly spaced or place a line between them. Fully justifying text can cause uneven spacing which is also more difficult to read for many students, left justification is normally preferable. Spacing between paragraphs can help break up the text and make it less tiring on the eye.
- For emphasis, bold is better than underlining, which distorts the shape of the words and makes them harder to read.
- In Powerpoint:
 - for ease of reading use a minimum font size 26.
 - Avoid plain black on white, try to introduce a pastel background or use the contrasts recommended above. Remember pale colours project even paler. Also, fancy backgrounds e.g. lines, swirls and pictures, can be distracting or distorting for some visual impairments.
 - Keep points short, recommended no more than 7 words per line and two lines per point. Powerpoint is not good for reproducing large chunks of narrative.
 - Use clear headings and end all bullet points with a full stop. This helps screen readers identify the end of the bullet more clearly.
 - Slides should normally be made available to students at least 48hrs in advance so they can be customised if required.

- In Blackboard:
 - Keep your page as uncluttered as possible.
 - Delete unused buttons – a blind student would not be able to tell whether the button was empty or screen reader not recognising the content, and other users find empty buttons simply frustrating.
 - Use a clear block colour with high contrast on buttons, avoid marbled or patterned backgrounds.
 - Where possible, set documents to open in another window – this helps with screen readers.

There is specific guidance for BBS Blackboard Management in Appendix 1.

4. Accessible Teaching and Assessment

(with acknowledgement to the resources provided by the Teachability website at <http://www.teachability.strath.ac.uk/>)

4.1 Lectures

Planning

Ensure necessary materials are available at least 48hrs in advance where possible. If advance publication is not possible, individual consideration may need to be given, for example audio file or CDs or print handouts. You may wish to record the lecture as it is given.

Recording lectures allows all students to review content and can be very useful for clarification and revision for the majority of students. This can be done via the podium facility in a main lecture theatre in liaison with the LARTU, or by using Helius Presenter (previously known as PointeCast) – see: <http://www.uwe.ac.uk/elearning/tools/pointecast/index.shtml>

Make sure powerpoint slides meet the minimum format guidance re fonts and colours as described above. It is beneficial to ensure that your introductory slide clearly outlines the structure of the lecture.

Consider the physical space in the light of any known disabilities amongst your student group. Where known, any physical constraints on rooming should have been notified to CETTS by the Faculty Academic Disability Contact and incorporated into the timetable in advance, but if access issues arise they need to be fed back to one of the Faculty Disability Contacts immediately.

If using video clips or images, make sure they are appropriately annotated. Video clips may require subtitling for those with hearing impairments or further audio description for those with visual impairment where the soundtrack does not adequately describe the action. This requires forward planning and may need the assistance of the Alternative Formats Unit in the Library. If using images, ensure the image is titled and briefly described.

Delivery

Many students, including disabled and international students, use handheld recording devices. There is rarely any reason to discourage this, but you may wish to pre-empt any issues by publishing an 'acceptable use' policy in your course handbook – see Appendix 2.

Things that are helpful to disabled and other students include:

- Remain fairly central when speaking – striding around impedes lip readers and those with hearing impairments.
- When writing on the board, also speak/describe what is being written and verbally spell out key words (jargon or specialist terms).
- Repeat questions from the audience.
- Use microphones, particularly in large theatres, and remember to turn on the hearing loop if one is available.
- Ensure your face is well lit and not silhouetted against a bright background.

It would be good practice in all cases to

- Provide an outline of the lecture.
- Pause frequently to allow for clarification of key points.
- Allow short breaks for questions and reflection.
- Provide a final summary of key points.

4.2 Workshops and Tutorials

Materials

A basic point is that if students are expected to prepare for tutorials, the materials must be accessible. Thus the basic tenets already set out about the presentation and timely availability of materials clearly apply. However, there may be cases where the capacity to access the preparation may be compromised even where the presentation of materials meets all the accessibility criteria, and this usually arises in relation to volume.

Some students may need adjustments to the volume of materials by provision of annotated or prioritised reading lists, or reduced / plain English questions to direct their reading. This may apply for example in relation to students with fatigue syndromes or visual impairment. A good starting point is therefore to consider what is essential and what is additional in preparing workshop activities, and to be prepared to provide guidance on directed reading to students with particular requirements.

Working practices

Tutors need to ensure that disabled students are able to contribute as fully to workshop activities as non disabled students. This can be challenging and requires the tutor to specifically consider their own classroom expectations and how they might be met. Presentations, group work and discussions may all present challenges for particular disabilities and may require sensitive handling to ensure the disabled student feels included rather than exceptional. For example:

- a hearing impaired student may be excluded from a multi-person discussion because they can't distinguish meaning when people are talking over each other. Where a student has a speech impairment or uses a signer, it may require people to give more time between points to allow meaning to be conveyed. The use of a 'talking stick' where only the person holding the stick is allowed to talk, can be a simple and very effective means of creating inclusion and encourage much more structured and better debate.
- The environment may feel uncomfortable for a blind student who does not know who else in the room or how many people are contributing to the discussion. Calling a register or normalising a process of introductions at the start of a class can solve this.
- Room layout can be important – mobility and sight impairment will benefit from the same room layout and the provision of appropriate space at every class. It may be necessary to feed issues back to the Faculty Disability Contact if accessibility is an issue e.g. the doors are too narrow, the desks too low or the class too congested or poorly arranged for wheelchair access.
- Some disabilities may require adjustments to be agreed in advance, e.g. providing a pre-prepared speech to be read by another student rather than presenting, or prior circulation of a discussion paper rather than introducing a debate. Some students with very unclear speech may require a 'translator' to assist or make written notes which the tutor or another student could read out.
- Recording discussions on flip charts is useful as a record where note takers are not being used.
- Disclosure is an issue that needs to be sensitively handled. The student may not wish their disability to be openly known, and the tutor would need to respect this and discuss with the

student how the objectives of the class can be met with the minimum disclosure.

- Where a major disability is apparent which will impact on the class dynamic, it may be advisable to set clear ground rules about mutual respect and inclusion strategies. The Faculty Academic Disability Contact would normally be able to provide advice and guidance in this area.

4.3 Group work

Group work may require proactive intervention from the tutor. It is advisable to discuss the format of the activity with the disabled student to identify any inclusion issues they may wish to address. Group work may be very advantageous as the student may be able to focus on key strengths within the team rather than having to perform all tasks equally comfortably.

Tutors should set clear parameters for good group work in advance for all students, to ensure that all students get equal opportunity. Where there may be additional considerations such as the use of sign language interpreters, the student may prefer the tutor to mediate with the other members of the group – prior discussion of these issues is essential. It may be addressed as an issue of general participation – all students need to be given the full opportunity to contribute in the most inclusive way. As with all aspects, anticipation and preparation are key to inclusive practice.

Group work participation would normally have been addressed in the Disability Service on pre-entry assessment where there are complex disabilities, and guidance provided as to appropriate adjustments. Group activity may not be appropriate in the light of some disabilities and alternative strategies may have to be used in both learning and assessment.

4.4 Assessment

The requirements of the DDA indicate that we should be anticipatory in our course design and this includes in the assessment requirements we set. We should therefore be 'accessible by design' so that we only have to make adjustments in exceptional individual cases. Therefore, when deciding on assessment strategies, we should consider :

- Is the assessment format chosen essential to the course objectives and learning outcomes?
- How else might the learning objectives be met without compromising academic standards and professional body requirements?
- Do the chosen assessment methods allow disabled students equal opportunity to achieve the highest performance levels ?

If a disability can justifiably exclude a student from a course of study this must be clearly stated in the course documentation. Such a circumstance is likely to be extremely rare in the fields covered by the Business School, but may arise on Law programmes which involve a 'fitness to practice' requirement.

It is advisable to offer a variety of assessment options e.g. a learning log **or** a video diary, so that students are able to choose the method most appropriate to their circumstances. In practice this requires a great deal of creative thinking and mapping of academic parity between assessment methods.

At present most modules offer no or only very limited choice and provide adjustment by exception – however, it is foreseeable that this will not be acceptable in future. Consideration of how assessment may be presented in different formats while preserving parity will be increasingly necessary.

There is some good guidance available on alternative assessment options at the Open University website at <http://www.open.ac.uk/inclusiveteaching/pages/inclusive-teaching/types-of-assessment-adjustments-for-disabled-students.php>

Information

It is important for students entering into a programme of study to have detailed information relating to the assessment strategies in operation throughout the different stages and levels of that programme. This means:

- clear, early provision of assessment descriptions including submission dates and the volume and type of preparation / research required. Students may use this as a key criteria in module choice, particularly if they are looking from the perspective of their particular disability.
- clearly stated assessment criteria for all assessed activities to allow:
 - parity to be transparent where there are alternative assessment formats available.
 - the learning outcomes to be met.
 - equal opportunity for achievement.

Feedback

Consideration also needs to be given the how feedback is given after an assessment has been undertaken. It should be in an accessible format and address all of the reasons why the student did not pass the assessment and what they need to work on to ensure success next time. Feedback should ideally be typed so that it is legible and given within the UWE stipulated 4 week turn around time. Electronic marking may provide better accessibility to feedback for some students.

Alternative conduct of assessment

The practical aspects of conduct of examinations will normally be arranged through the Exams Officer working with the Faculty Disability Contact and the Disability Service, to ensure that the examination is accessible and the answers can be appropriately recorded. Examples of reasonable adjustment might include additional time, provision of a separate room, amanuensis or the use of a computer to type answers. Tutors would not normally need to be involved in arranging this. However, in some circumstances it may be necessary for tutors to be present to read papers /record answers where the language is very specific or tables require interpretation, or where a viva is a suitable alternative assessment method. Tutors may also be asked to comment on the content of an examination paper that has been translated into 'plain English' e.g. for a deaf student, to ensure that the appropriate academic meaning is still apparent.

Additional time is the most common adjustment required in exams and tests. Any adjustment agreed for an exam must equally apply to in-class tests or online assessed exercises. It is important to ensure the exams officer is aware of time constrained coursework assessments so that a separate room or other provision can be made for students with this entitlement. It is also important to ensure that online test time constraints can be adjusted appropriately if the students are able to access the tests in their own time.

Additional time for non time constrained coursework is less common. The University operates a 'no extension' policy. Faculty policy is that all coursework information should be published at the start of the academic year, to allow students to plan their own work programmes. Where this is done, longer deadlines will not normally be necessary, unless there are intervening factors, such as unpredictable episodes of ill health or a failure in support services. Even in these circumstances the decision may be that such issues should be dealt with via extenuating circumstances rather than reasonable adjustment.

From September 2010 it is proposed that all adjustments will have to be approved and signed off in the Disability Services so that a central and equitable system is developed. The decisions on individual cases will be made with the input of academics where necessary. Students are not permitted to negotiate individual deadline adjustments with their tutors.

UWE regulations do not allow for disability to be routinely indicated on assessment submissions. This is often an issue for dyslexic students who may experience problems with grammar, spelling and presentation. However, the institutional expectation is that students will take up appropriate support to be able to present their work at the required standard. eg use of a literacy tutor provided by the Disability Service and paid for by Disabled Students Allowances. Where this is not possible, then alternative assessment formats may need to be considered which allow the student the opportunity to produce work at a comparable standard to other students.

Anonymous marking may be compromised where adjustment is made on an exceptional basis e.g. where a typed exam script is received due to use of amanuensis, rather than the standard hand written script. In this case it is expedient to ensure that the paper is independently moderated.

5. Faculty and Institutional Support

5.1 General Support

All faculties have an Administrative and an Academic Disability Contact. They work in close communication with each other. The Administrative Contact is responsible amongst other things, for collation of records and processing information, and advice on standard issues and cases. The Academic Contact is responsible amongst other things, for communication with academic staff regarding adjustments and advising the student and Disability Service on course specific issues relating to access and adjustments. If you need advice on accessibility or inclusive teaching, or have concerns about a student, or are advised of a disability by a student and it does not appear that this is already known, the Faculty Disability Contacts are your first point of call.

The Disability Service provides central advice and support for students and is also developing its role as a provider of training for staff. They are able to provide generic advice on specific disabilities, but will normally work through the faculty contacts.

In the near future all programme managers and module leaders should be offered and undertake training in disability awareness and inclusive teaching. The DS will also be offering additional specialist training in relation to particular disabilities.

5.2 Mental Health

The Faculty operates a 'duty of care' register through the Student Advice Centre. Should you perceive that a student is acting in a way that might indicate unusual stress or inappropriate behaviour arising, for example, as anger, withdrawal or sudden change in appearance or demeanour, you can email the SAC with the student name and simply state 'I am concerned'. If multiple concerns are expressed the SAC will attempt to contact the student, and may involve the Wellbeing Service. See Appendix 4 for more detail on this process.

The Wellbeing Service is a central service which provides support for students with mental health issues and works closely with Faculty Academic Disability Contacts on specific cases. They are able to provide crisis and ongoing support and will take direct referrals, or contact a student direct as result of your concerns if the situation demands. They have a useful 'traffic light' system for tutors which allows judgement to be made on next steps should a student raise immediate concerns. This can be found in Appendix 5.

6. Resources

The following list provides links to a variety of helpful resources. There are numerous resources available and this is just a small selection.

www.open.ac.uk/disability Lots of helpful information for students and for supporting students. For the section on inclusive teaching go to: <http://www.open.ac.uk/inclusiveteaching/>

<http://www.uwe.ac.uk/advice/disability/> Contains general information on supporting disabled students.

Health and Social Care StudentNet – Disability Guidance
<http://hsc.uwe.ac.uk/net/student/introductionandlegislation.aspx>

www.uwe.ac.uk/studentservices/wellbeing The Wellbeing Service website. Contains information regarding general mental health issues, relaxation, etc.

Teachability Project - <http://www.teachability.strath.ac.uk/>
University of Strathclyde 2000 – 2005.

This is an online resource pack aimed at academics to help them review their curriculum design and delivery and ensure it is accessible as possible. It is hoped that upon closer examination, it will become apparent which elements can be revised thus removing or reducing inadvertent barriers which prevent disabled students from successfully participating in their chosen programme of study. A fully accessible curriculum means that only minimal and infrequent adaptation needs to be made for individual students depending on the nature and extent of their impairment or (even better) access requirements. Eight booklets available on-line:

[Creating accessible information about courses or programmes of study for disabled students and applicants.](#)

[Creating accessible course or programme design and structure for disabled students.](#)

[Creating accessible lectures for disabled students.](#)

[Creating accessible seminars and tutorials for disabled students.](#)

[Creating accessible placements, study abroad and field trips for disabled students.](#)

[Creating accessible practical classes for disabled students.](#)

[Creating accessible e-learning resources for disabled students.](#)

[Creating accessible examinations and assessments for disabled students.](#)

SWANDS, <http://www.plymouth.ac.uk/pages/view.asp?page=3243>

An audit and guidance tool for accessible practice within the framework of teaching the learning, 1992 – 2002). The South West Academic

Network for Disability Support (SWANDS) was a HEFCE funded project of nine HEIs in the South West, co-ordinated and managed by the Disability Assist Services at the University of Plymouth. This document is a comprehensive staff development resource.

<http://www.learnhigher.ac.uk/learningareas/learningforall/home.htm>

List of resources: competence standards; inclusive teaching practice; inclusive curriculum practice; student engagement; inclusive assessment; inclusive technology; admissions/marketing; impact assessment; disability equality scheme.

Higher Education Academy

<http://www.heacademy.ac.uk/ourwork/learning/disability/resources>

<http://www.techdis.ac.uk/> provides expert advice and guidance with an emphasis on disability and technology.

www.studentdepression.org A very popular site for information about depression, probably the most common mental health issue amongst students.

www.mind.org.uk A very comprehensive site with lots of resources and sources of help.

Working with students with Asperger's or on the Autistic Spectrum:

<http://www.nas.org.uk/nas/jsp/polopoly.jsp?d=1011&a=4525>

<http://www.nas.org.uk/nas/jsp/polopoly.jsp?d=1011&a=15419>

Working with deaf students:

<http://www.strath.ac.uk/disabilityservice/informationforstaff/workingwithstudentswhoaredeaforhardofhearing/>

Appendix 1: Undergraduate Blackboard Courses - Button Names

In addition to the above changes I would like to encourage undergraduate module leaders to move to a common set of button names within Blackboard. Student feedback indicates that one of the common problems is that different modules put content in different places.

I would not wish this to limit your creativity in the use of Blackboard but is just intended to ensure some commonality in the students' experience of the Blackboard environment.

BUSINESS SCHOOL MINIMUM REQUIREMENTS AND NAMING CONVENTIONS	
BANNER	To identify module title and code with module run (useful where multiple concurrent module runs)
ANNOUNCEMENTS	Welcome and how to use the module's Blackboard course, what they will find where (especially lecture slides), expectations about use, how communication is to be handled within the module (Blackboard announcements, Portal announcements, UWE email)
STAFF DETAILS	Preferred mode of contact, email address, office hours. Photos (available from LARTU)
MODULE INFORMATION	Module specification (link to UWE pages http://info.uwe.ac.uk/modules/) Module handbook.
TEACHING MATERIALS	Materials that support face to face sessions i.e. lectures or seminars. University week number to be used as identifier (so that numbers used link to students' timetables) <i>in addition</i> to any other.
ASSESSMENT	Assessment strategy for the module, Component B /coursework and Component A/exam Feedback strategy for the module. Details of assessments – assessment criteria, marking grids, generic feedback. Exams – revision materials, links to past exam papers in the Content Collection Links as appropriate to the Library's IskillZone http://iskillzone.uwe.ac.uk/ for the development of Information Literacy skills to support assignment work. Links to BBS 'Right Write' and Study Skills website as appropriate http://www.uwe.ac.uk/bbs/students/studyskills/index.shtml Links to BBS Current Student WebPages for general guidance on assessment processes and university regulations. (http://www.uwe.ac.uk/bbs/students/)

Any further menu buttons are optional, but those not populated are to be removed.

Appendix 2: User agreement for audio recording of lectures on personal devices

Audio recording of lectures delivered as part of your studies is permitted. You may record lectures on the following conditions:

- Audio recordings must be used for the student's personal study purposes only
- Examples and anecdotes used in the lecture must not be used for wider dissemination outside the module cohort
- Audio recordings must not be placed or permitted to be placed on other media for general access
- Audio recordings must not be sold
- Audio recordings must not be transferred or transmitted to third parties as a substitute for attendance without the explicit permission of the lecturer or Disability Service
- Support workers using such recordings to assist disabled students are also bound by these terms

Breach of this agreement will normally result in withdrawal of the facility.

Appendix 3: UWE library services alternative formats: information for faculty

Our service definition is below:

Services

- The alternative formats service will convert core texts.
- Additional readings will be the responsibility of support workers.
- The Alternative Formats Officer can provide advice and training for students and support workers so that they can produce their own formats.
- Faculties will be responsible for producing their own materials in alternative formats, with advice from the Alternative Formats Officer.

Scanning

- Scan journal articles and chapters from books
- Can produce PDF or Word format
- Can download to CD or e-mail to student
- Can scan whole books where visually impaired copyright applies

DAISY format

- Documents can be produced in DAISY format, so audio formats can also be produced.

Liaising with publishers

- to check whether an alternative format is already available.

Braille

- Up to 6 pages of text (unchecked)
- Larger documents to be outsourced.

PDFs

- Make PDFs accessible for screen readers

Re-formatting text

- Change fonts
- Line spacing
- Print on coloured paper.

Train support workers

- Train to use scanners and produce alternative formats.
- Core texts are the responsibility of the institution and additional readings, the responsibility of support workers.

Services that cannot be provided

- Video transcriptions or sub-titling (will be outsourced if it cannot be done elsewhere in UWE)
- BSL (will be outsourced)
- Braille transcriptions for exam papers, tables, diagrams as accuracy cannot be checked (will be outsourced)
- Raised diagrams (will be outsourced)
- Reading texts
- Examination materials should be made accessible by those who produce them.

Turnaround time

- 10 working days.

Access to the service

- Students would need to be referred by the Disability Service or by their faculty or school. Disability contacts in the faculties could refer them to the service. This needs to be recorded.
- An initial appointment to be set up with the Alternative Formats Officer to discuss requirements, if feasible. For students based at other campuses this may be phone or e-mail contact.
- Core texts would need to be identified by the schools or faculties.

Charges

- Charges will cover materials only
- Printing, photocopying and braille will be charged at 4p per sheet..
- CDs will not be charged for.
- Some materials which are outsourced may be covered by the library alternative formats budget.
- Students may be able to claim from the Disabled Students Allowance.

For further information please contact Matt Chapman,
Alternative Formats Officer, Matthew.Chapman@uwe.ac.uk
0117 3283691

Appendix 4: Duty of care - guidance notes for staff

Our aim is to :

- provide appropriate and timely support for vulnerable students, particularly those with mental health issues
- fulfil the university's duty of care towards students and staff.

'Duty of care' can be broadly defined as showing reasonable care (within the limits of resources, etc) towards our students, so that they don't suffer harm that was reasonably foreseeable.

What you might notice

If you suspect that a student might harm him/herself or someone else, you could contact urgently the Wellbeing Service (86268), or BBS Student Advice Centre (82900 or bbs.sac@uwe.ac.uk) in the first instance.

Otherwise you may notice that a student:

- seems extremely distressed
- displays what strikes you as disruptive, unusual or concerning – perhaps repetitive – speech or behaviour
- writes material of a personal nature that causes you some concern
- tells you personal material that concerns you
- shows evidence of self harm
- may be in need of professional support.

What you can do

Inform BBS SAC of the incident / occasion, either by e-mail (bbs.sac@uwe.ac.uk) or by handing a written note to an Adviser (in 2C8). This could be:

- a few factual details of the occurrence / matter of concern (bearing in mind that a student can request to see anything that has been written about him / her)
- a note saying simply 'Noting concern'.

Each note needs to give a student name and number and the date of the incident / occasion.

What BBS Student Advice Centre will do

We'll keep and regularly review an electronic record of student names, numbers and dates of 'notes of concern'.

Where a pattern seems to be evolving, if appropriate we'll contact the staff concerned to discuss, and possibly make contact with the student to explore the situation / offer support. This may be done in consultation with the Wellbeing Service.

We may make a written summary of staff concerns.

Paper records will be kept with all SAC records, which are confidential and separate from the main student files.

Appendix 5: Crisis Response Plan –

Risk Assessment

In all cases of concern, within normal working hours, please do not hesitate to contact the Wellbeing Service on: 0117 32 86268 (reception), 86270 (Diane Zimmer), 86271 (Jenni Horsfall), 86274 (Karen Garmston) or if unavailable then the Counselling Team on 0117 32 82558/ 81646.

Below is a suggestion of questions to consider when faced with a situation where a student appears to be in crisis. To help your assessment please complete as much as you can and refer to the risk management plan for further guidance.

		Yes	No	Unsure
1	Is there evidence of self neglect? e.g. student not been eating/ is very unkempt			
2	Is the student's anxiety or low mood impacting on their daily life e.g. their studies?			
3	Is there evidence that the student has moderately self harmed? e.g. superficial cutting			
4	Has the student become very withdrawn e.g. staying in their room more than usual?			
5	Is the student talking about suicide and/or expressing plans to end their life?			
6	Is the student very depressed with one or more of the following: isolating themselves, a history of attempted suicide, using drugs/ alcohol, known mental health condition, friends are concerned?			
7	Is the student behaving in an aggressive/threatening manner and appears to be mentally distressed e.g. expressing paranoid ideas about others, experiencing hallucinations / voices?			
8	Are there significant injuries from the student self harming e.g. deep cuts?			
9	Has the student been threatening another with a weapon?			
10	Does the student appear to be at significant danger from another?			
11	Has the student caused harm or is seriously threatening harm to anyone else?			
12	Has the student made an attempt to kill themselves?			

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Out of Hours Risk Management Plan

Based upon your risk assessment please use the following table as guidance for how to respond. This code is a GUIDE so there may be occasions when your decision is different. Remember all you can do is your best at that time.

Level of Severity	Emergency 8-12	High 5-7	Moderate 1-4
Definition	Violent or threatening behaviour to self and/or others; actively suicidal.	Unstable functioning; maybe acutely psychotic and at risk to self/others; significantly depressed with clear suicidal intent.	Functioning significantly affected, very distressed and/or fearful, may have suicidal thoughts.
Examples of Behaviour	Overdosed; deep wrist cuts; have injured others, have a weapon and threatening to use it, maybe intoxicated.	Expressing suicidal thoughts, significant self harm behaviour, clear paranoid ideas, and distressing/derogatory command hallucinations.	Highly anxious, chaotic presentation, pacing, insomnia, isolating/withdrawn, uncharacteristic behaviour.
Action	<p>Call the emergency services on 9999 (if using an internal phone)</p> <p>If using a mobile ring 0117 3289999 which connects to the Gatehouse staff who coordinate emergencies.</p> <p>This applies for all campuses in Bristol.</p>	<p>Telephone student's GP and request an urgent appointment and/or contact Out of Hours GP 0845 1205585. Suggest student goes to A&E or telephone for an ambulance if things worsen.</p> <p>If already involved with mental health services then contact the South Glos Home Intervention Team on 0117 378 4250 or the City Wide Home Intervention team on 08459 000075.</p>	<p>Minimise escalating situation by reducing stimulus e.g. asking others to leave. Remain calm, supportive and reassuring. Ask student what would help. Encourage student to make an appointment with their own GP ASAP.</p> <p>Ask student to make an appointment with the Wellbeing Service ASAP on 0117 3286268 (or get consent to do so yourself).</p>
Additional Information	Keep yourself and others out of danger and debrief afterwards with Wellbeing staff.	<p>Keep yourself and others out of danger, remain calm, encourage others to move away and debrief afterwards.</p> <p>If there is any danger of risk to self or others do not hesitate to call the Police (9)999. If using a mobile call 999 and the Gatehouse on 0117 3282552 (who coordinate emergency calls)</p>	<p>Provide telephone support numbers.</p> <p>Samaritans 0845 7909090/ 0117 983 1000</p> <p>MindLine 0808 8080330</p> <p>SaneLine 0845 767 8000</p> <p>NHS Direct 0845 4647</p>

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