

Disability Inclusion in a Computer Department

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“with all those inclusive measures in place, we reduce the amount of individual adjustments sent to departments by 85%”

- Head of Disability and Wellbeing Services

My background

Accessibility Practice



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graph TD; A[Accessibility Practice] --> B[Accessibility Research]; B --> C[Organisational leadership in Inclusion and Accessibility];
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Accessibility Research

Organisational leadership in Inclusion and
Accessibility

Overview



CONTEXT



PANDEMIC AND EXAMS



3 YEAR PLAN WITH
REFLECTIONS

Exams

Open book –
academic integrity

Randomised
questions and
answers -
academic integrity

Small components
for breaks

48 hr window –
flexibility

Oral presentations

Plan Year 1: Exploratory Work

IT IS

Disability and
Wellbeing

Library

Employability

Legal Teams

Plan Year 1: VLE and Classroom Structures



CONSULTATION-
BASED



TEMPLATE



GUIDE



MONITORING
SYSTEMS

Year 1: Staff Development 1

- VLE / LMS structure
- MS Teams meetings
- Classroom management
- Accessible Panopto usage and guidance
- Checklists
- 2 Workshops per term
- Running accessibility checking for a range of file formats

Year 1: Staff Development 2

- Understanding disability
- Understanding Dyslexia
- Understanding Neurodiversity / Autism Spectrum
- Understanding Mental Health : Depression, Bi-polar, Anxiety / Stress
- Assistive Technology to academic staff in the department of Computing
- Staff survey

Year 1: Work on VLE / LMS

- Consistent template for all module pages in the department
- Required information for when students start term
- Required information before each lesson
- Required information after each lesson
- Monitoring

End of Year 1 Reflections

- 88% students rated the structure of the VLE as inclusive and accessible
- 62% thought the VLE had improved within a year
- They said the navigation had improved and the pages were easier
- Requested similar structure for Panopto

Year 2: Wider College

Institutional
review

GAP analysis

5 other
departments have
been reviewed

Year 2 Staff Development

- MS Word
- MS PowerPoint
- LaTeX
- PDF
- Maths accessibility
- Coding accessibility

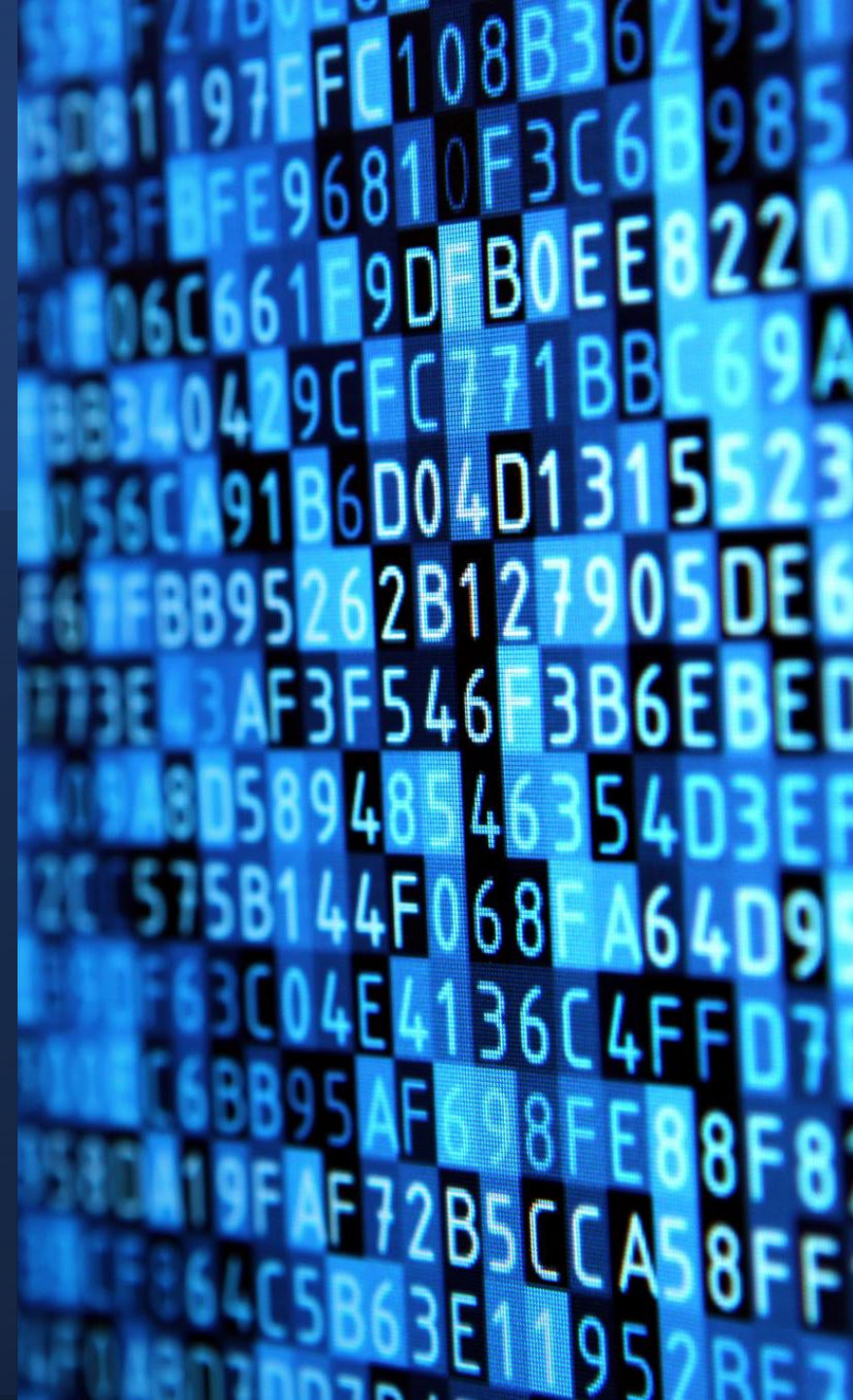
Summary of changes

- Every module structure looks the same
- pre-course information is available the week before teaching starts on all modules (module overview, information about module leader, office hours, assessment details, reading list, lecture schedule)
- All assessments provide overview, type, rubric/marking scheme and say which learning outcomes are assessments
- All teaching resources (at the very least the structure of a session) are made available 48hrs / 2 working days before sessions and the recording and full material within 24hrs after
- Word, PowerPoint and PDFs are made fully accessible to screen readers but there are some gaps in coding, maths and Latex formats.
- We provided recordings of all lectures; all recordings have captions and the navigation is accessible.
- Our exams can be taken at anytime and 3 times the needed time is already built in and they are broken up into small chunks so you can take breaks at several points.
- All assessment have built-in options

Ongoing conversations

- Number of deadline extensions for coursework
- Marking criteria for spellings and grammar
- Group assessments and individual reasonable assessments

Year 3: Digital Strategy; University Strategy



Thank you

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