

## Practical Tips for Inclusive Teaching and Learning

1. Put **lectures notes and/or relevant learning materials on Blackboard** in advance (minimum: 48 hours before a teaching session).
  - a. Using the [VLE](#) to do this will make accessing learning much easier and more flexible for all students, including disabled students.
  - b. Access to materials in advance will help students with some specific learning difficulties prepare for sessions better and can aid all students.
  
2. Prepare **accessible documents**
  - a. Use the 'Styles' feature of [MS Word](#) to structure documents, making it easier for students to navigate and use other assistive software. See more on accessibility features in [MS Office 365](#)
  - b. Handouts should be in 12-point font as a minimum size (ideally 14 point). Further information at [AbilityNet](#)
  - c. All presentations should be easy to read (with a font large enough to read by all when displayed on the screen) and with numbering to aid access for students. There is an Accessibility Checker built into PowerPoint and for more details on this and other practical advice see [WebAim](#)
  - d. [Alternative approaches](#) to learning materials can include pod or screen casts as well as other forms of multimedia.
  - e. Pod- and screen-casts should, ideally, be accompanied by a transcript, unless (in the case of a screencast) it is obvious from the image on the screen what is being explained verbally.
  
3. Use [accessible reading lists](#) for your programmes. The **University's online reading list system**, [Talis Aspire](#), is designed to be accessibility compliant. An accessible reading list is structured purposefully to encourage student progression and manage the transition through programmes.
  
4. When planning **student assessments** think about the diversity of your student cohort. Different forms of assessment should be considered to ensure students are able to demonstrate their learning. The University of Reading [Engaging Everyone site](#) and the [Learn Higher](#) resource site can support you with this.
  
5. The **inclusion of activities beyond the lecture/seminar** format can provide great opportunities for learning, but do consider diversity issues for activities such as [group work](#), [field work](#), [practical work](#), [placements](#), and [study abroad](#).

The University has a legal (as well as moral) duty to follow good practice in supporting disabled students. All teaching colleagues are strongly urged to follow these basic suggestions and share with teaching assistants/new colleagues/anyone teaching students.