

Supporting Hearing Impaired Students During Remote Learning

Disability Services have contacted all students registered with us who have a sensory impairment and will update PLSPs accordingly. However, the following guidance is good inclusive practice for all students (whether they have registered with Disability Services or not), and will support students while we are updating PLSPs to reflect the change to remote T&L.

Communication is important:

- Lecturers should have regular check-ins with hearing impaired students to discuss how things are going with remote working.
- Ensure students have fully understood all remote learning / online teaching.
- Make sure students can access tutorials i.e. university staff could talk to their students through text conversations (i.e. Teams Chat) rather than relying on video or phone. This might be a bit slower than a voice conversation, but it ensures hearing impaired students have access to the information, and is a reasonable adjustment.
- Provide students with the ability to ask questions in their preferred format.
- When using Video make sure the camera is clearly on the face to aid students who rely on lip reading to supplement what they have heard.
- Make sure group work is carried out from an accessible platform for a hearing-impaired student.
- Not all hearing impaired students will have the same access requirements as each other. It's vital that academic staff discuss this on an individual basis.
- Academics should expect an increase in requests for clarity – across all students, but particularly for students with PLSPs.

Accessible Information:

- Use plain English or Cymraeg Clir.
- Use bullet points to keep things simple.
- Use Headings and Introductions.
- Refer to other useful resources, e.g. from external sources, which may already include subtitles etc.

The above teaching approaches make for more inclusive teaching practices, and will benefit all students.