Disability Inclusion Journey

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My background

Accessibility Practice

Accessibility Research

Organisational leadership in Inclusion and Accessibility
Approach to Disability

- Not medical
- Not technical
- Socio technical
- Removing barriers
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

- 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

• 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
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
Current challenges

• No administrative staff who can check VLE pages
• No resource for staff development in this area
Year 3: Digital Strategy
Thank you