1. Maximise electronic resources i.

- Give preference to electronic ('born-digital') resources that meet minimal accessibility standards and support the use of productivity tools (assistive technologies).
- Make module outlines accessible electronically (e.g. via Moodle) at least 4 weeks before the module starts.

1. Maximise electronic resources ii.

- Make lecture/seminar slides [accessible](#) electronically (e.g. via Moodle) at least 24 hours before the session to enable all students to prepare (particularly students with notetaking difficulties).
- Make prioritised [reading lists](#) available at least 4 weeks in advance to accommodate the provision of [alternative formats](#) and support those with slow reading speed.

Prioritised reading lists: working together

Dear SSW,

Reading List **801 has been reviewed for alternative formats and all available E-Resources have been purchased and will be linked to the list once they're available. The following items were not available to buy as eBooks and so require scanning

Recommended- Available in library in hard copy

Discovering statistics using IBM SPSS statistics: and sex and drugs and rock 'n' roll – Andy P. Field, pub SAGE, ISBN: 9781446249185

Many Thanks
Christine
Templeman Library

2: Make documents easy to navigate and understand.

- [Accessible Word documents](#) (essentials).

3: Make presentations meaningful.

- [Accessible PowerPoint](#) (essentials).

Sensus Access @ Kent

- The facility for staff and students to quickly convert documents to a more accessible format enables learners to realise potential and participate fully.

- Promotes self-sufficiency in learning and teaching across the institution.

- Device and operating system neutrality.

Document types being submitted:

PDF – 95.8%

Image 2.5%

Microsoft PowerPoint – 0.8%

Microsoft Word – 0.8%

Output of converted formats:

Microsoft Word - 58.8%

Microsoft Excel - 24.4%

PDF - 10.1%

RTF - 5.9%

Text - 0.8%

4: Provide alternative media but make it accessible.

- Give text alternatives for the key teaching points in [images, tables, graphics, videos and audio](#).
- [Creating accessible resources](#).

5: Make assessments accessible.

- Vary [assessment methods](#) and make them appropriate to [learning outcomes](#). When you assess a disabled student, make sure you're assessing their knowledge, skill and understanding, not their disability.
- Consider if [assessment methods](#) are varied and appropriate to [learning outcomes](#).

Contact

- If you would like any further information about working with accessible resources please contact:

- opera@kent.ac.uk