# Using Moodle for Access and Inclusion

Moodle is an important platform at UAL, and its effective use helps to create an inclusive learning environment. Putting resources on Moodle, especially in advance of taught sessions, supports access and inclusion for disabled students. It is also likely to benefit all students.

There are many reasons why putting resources on Moodle in advance can be helpful:

- Students can prepare for taught sessions.
- Having resources in advance allows students to listen and engage, rather than worry about note-taking.
- Students can change resources to accessible formats if they need to.
- It allows students to make the most of assistive software.
- It gives students time to think of questions in advance.

Examples of information it is helpful to put on Moodle include:

- Lecture slides (e.g. PowerPoint) or notes.
- An outline of the session.
- Glossaries and key terminology.
- Prioritised reading lists.
- Assessment briefs.
- Handouts or guidance notes that will be discussed in the session.

Not all of this information is required for every session. For example, prioritised reading lists or glossaries could be provided at the start of the year, and added to if necessary.

These case studies show how putting information on Moodle in advance can support disabled students:

**Case study 1**
Keiko uses assistive software called Audio Notetaker. This allows her to bring recordings, notes, and lecture slides together. Because her lecture slides are published on Moodle in advance of the session, she is able to upload the slides to her software before the lecture. This supports her to take effective notes and recordings. This in turn supports her when she comes to write her essay.

**Case study 2**
Nick, Chiara and Muhammad are in the same year of the same course. Nick requires information in large print. Chiara prints her handouts on coloured paper. Muhammad uses screen-reading software to read documents. Their tutor puts their assessment brief on Moodle in an accessible format two days before the briefing. This allows all three students to ensure the document is accessible to them on the day of the briefing. This supports their independence.

**Case study 3**
Jamie is Deaf, and attends taught sessions with a British Sign Language interpreter. Jamie shares glossaries and lecture slides with their interpreter in advance. This allows their interpreter to learn the signs for any specialist terminology, and to share these with Jamie before the session. This means that Jamie is able to get the most out of their taught sessions, Jamie also has fewer individual questions during and after the session.

## Digital Accessibility Regulations

It is a legal requirement for web pages – including Moodle and Canvas – to meet digital accessibility requirements. The level of accessibility required is WCAG 2.1 AA. More information can be found at: https://www.w3.org/WAI/WCAG21/quickref/

Examples of WCAG 2.1 AA requirements include:
- Being able to navigate the site using a keyboard only.
- Having alt-text on all images.
- Writing in clear English.
- Using sufficiently contrasted colours.

If you need advice about ensuring that your Moodle pages and resources are accessible, please contact your local TEL Coordinator or Digital Learning: https://canvas.arts.ac.uk/sites/explore/SitePage/50376/digital-learning.

## What if my lectures slides contain 'spoilers'? Or what if I finalise my resources the night before?

The more information you can provide in advance, the better. An outline with key words, or certain slides missing, will be helpful to many students. After the session, the remaining information can be uploaded to Moodle. If you are worried that sharing certain information in advance may spoil the learning experience, just share as much as you can.

## What about copyright?

There are several exceptions to copyright law which allow copyright works to be used for educational purposes. You should ensure that works are referenced, and that the use is 'fair dealing'(i.e. will not undermine sales of a copyright work). Further information can be found online: https://www.gov.uk/guidance/exceptions-to-copyright#teaching

## How can I find time to implement this?
Putting resources on Moodle may be a positive investment in time. Less time may be needed to change formats for individual students. Students are more likely to come to sessions prepared with questions, rather than asking after the session. Additionally, less time may need to be spent repeating information and catching students up on sessions they miss. Having access to resources on Moodle supports students to be independent learners.
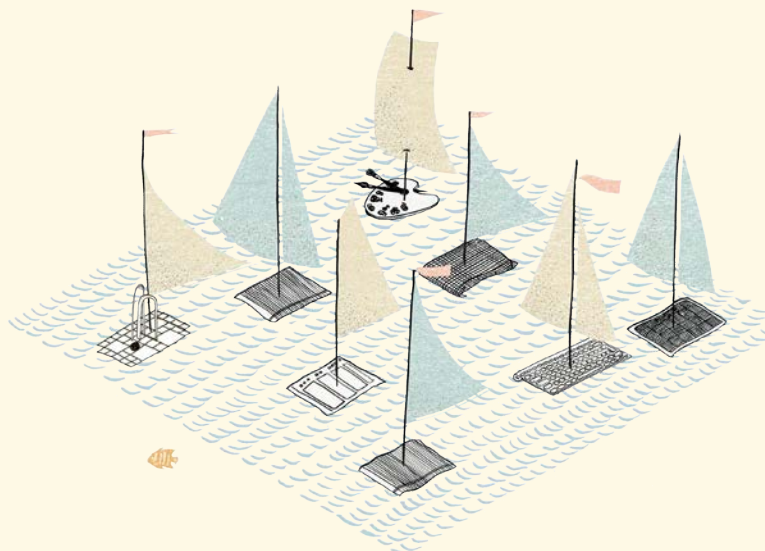
Effective use of Moodle supports UAL to meet its duty to make anticipatory adjustments under the Equality Act 2010. It also supports inclusion for all students, irrespective of whether they have disclosed that they are disabled or not.

The Disability Service can provide training and consultancy about using Moodle inclusively. Please contact the Disability Service on 020 7514 6156 or email disability@arts.ac.uk to discuss further.

## References

Equality Act 2010. Available at: http://www.legislation.gov.uk/ukpga/2010/15/contents

WC3 (2019) Web Accessibility Initiative. Available at: https://www.w3.org/WAI/WCAG21/quickref/

**Disability Service**
Inclusive, individual, empowering

disability@arts.ac.uk 020 7514 6156
Search for 'Disability' at arts.ac.uk

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Please contact us if you need this information in a different format.