# Guidelines for creating accessible recorded online lectures

It is likely that you will be providing on-line lecture materials for students who have chosen not to disclose their disability or do not yet have a diagnosis.

# Preparing to record

* Ensure that lighting is good and highlights the face of the lecturer.
* Ensure the picture quality is as high as possible so that the image is clear.
* Ensure that the audio quality is of a standard that students are able to hear all participants clearly. It may be useful to do a test before delivering the lecture.
* Make sure there are no shadows falling onto the lecturer’s face as this will make it difficult for the student to lip read or pick up or interpret facial expressions.
* Keep the background lighting even and not too bright as this will throw the participants face into silhouette, making it difficult for students who rely on lip reading or picking up information from facial expressions.
* Keep hands and fingers away from the face and look directly into the camera so that the face can be seen clearly.
* Use a plain light background behind the lecturer so there are fewer visual distractions.
* Keep background noise to an absolute minimum. Background noise is distracting and can be picked up by hearing aids/ radio aids at the same volume as speech. It is difficult to ‘cancel out’ background noise, when using such devices.
* Make sure the doors and windows are shut to reduce external noise.
* Be aware that there is likely to be ‘echo’ sounds if recordings are made in a room with no carpet/curtains/soft furnishings.
* Ensure there is good contrast between the participants and the background. Where possible, wear plain dark clothes with no patterns as this will be distracting to the student if they are to concentrate on hearing and lip reading, or need to focus on the speaker’s face or audio.

# Delivery

* To help relieve the burden on working memory and the requirement to understanding non-verbal communication (including inference), please use straightforward and unambiguous phrasing where possible and avoid multiple parts to questions, insofar as possible.
* Provide a synopsis at the start of the lecture & effective signposting throughout. At the conclusion of each lecture, review major points. The use of built in quizzes or multiple choice questions during the lecture can assist the student in checking their understanding as the lecture progresses.
* Please provide clear signposting of important information, use explicit, rather than implied language and avoid non-verbal cues as the student may not be able to follow non-verbal clues or facial expressions.
* Please highlight key references to guide the student in the background literature.
* Provide reading lists showing a hierarchy of importance or relevance to the lecture/argument.
* Provide questions in written as well as verbal form.
* Consider uploading the lecture in two or three sections so that students can manage their time, symptoms and energy.
* Check with students that they can see and hear you and that the visual and sound quality is sufficient.

# Accessible materials

* The most accessible documents are Word documents which have been set up with proper headings, titles and tables. Further details are available on the [accessible teaching content pages](https://www.staffnet.manchester.ac.uk/umitl/teaching-toolkits/online-teaching/accessible-teaching-content/) on the ITL website.