Issue 06 – May 2014

Welcome to the May edition of the Additional and Complex Needs newsletter from College Development Network (CDN). We hope you will find this information both relevant and useful.

We would be interested in your feedback of this issue. The next newsletter will be out in June, if there is anything you would like to contribute or a feature that you would like to be included, please email Lorna Peggie.

College Development Network Training Events

Anticipating Reasonable Adjustments

This session was provided in response to requests from CDN's Access and Inclusion Forum and college equality practitioners. Delivered in partnership with the Equality Challenge Unit (ECU), David Bass (ECU) and Chris Brill (ECU) discussed what we mean by disability and what is reasonable when making anticipatory and individual adjustments. Lesley Carcary from LEAD Scotland shared some current scenarios and participants explored possible responses.

Issues which emerged were:

- Competence Standards: What core competencies are students expected to demonstrate and when/how can reasonable adjustments be made?
- Roles and responsibilities: What support should be provided by institutions as reasonable adjustments, and what should be provided via other resources?
- Is it ever ok not to make adjustments?
- Managing disabled students' expectations.

Follow this link to view the ECU training materials used at the event.

Ensuring Equitable Student Support Services within College Regionalisation

ECU has just published, on their website, some practical guidance for colleges, gathered during the initial research they undertook regarding equitable student support services.

As a result of the research they have embarked on a number of follow up projects. They have been working together on reasonable adjustment guidance and admissions, both of which will result in further support for colleges.

For ideas on how to provide effective support for all students, especially throughout the process of regionalisation, visit the Equality Challenge Unit website

Supporting Individuals

For guidance and support on meeting individual needs, LEAD Scotland Information Service is open to anyone with a disability or health condition, including those who support them, across the whole of Scotland.

You can contact them by:

Freephone helpline: 0800 999 2568 (open Tuesdays, Wednesdays and Thursdays.)

Email: info@lead.org.uk

SQA Update

Get Up To Speed with Developments at SQA National 1 and 2

Three UHI colleges met together at Inverness College to take part in a College Development Network workshop on developments at National 1 and 2. In addition to hearing about current units and planned developments, lecturing staff explored a range of applicable teaching approaches using resources produced in Boardmaker Plus.

Participants were enthusiastic about the opportunities presented by new developments at National 1 and 2 and were keen to work with their feeder schools to provide a joined up curriculum.

National 1

Unit Specifications, Unit Support Notes and Unit assessment support for Units in Phase 2 have now been published. Phase 2 units include Communication, Number skills and Performance Arts.

Phase 3, which includes ICT, Creative Arts, Social Subjects and Practical Skills units, will be published in May.

All National 1 units will be available for centres to deliver from August 2014.

SQA Announces New Partnership with SignVideo

SQA has partnered with SignVideo to enable deaf British Sign Language (BSL) users to contact them conveniently in their own language. BSL users, with access to a computer, a webcam and a broadband connection, are now able to connect to a SignVideo interpreter instantly and make a free BSL interpreted call to the SQA Customer Support Team.

A BSL Live link is now available on the contact page of the SQA Website where you will find an explanation of the operating system requirements and how to use the link.

For further details go to http://www.sqa.org.uk/sqa/69543.html

Upcoming Events

TechDis Thursday - Test the accessibility of your prospectus

Date: 15 May 2014   **Start Time:** 13:00

As part of Global Accessibility Awareness Day, Techdis have moved the May TechDis Tuesday to a Thursday. During this online workshop you can test the accessibility of your organisation's prospectus. This practical and interactive session, will take you through 5 basic checks:

- magnification,
- reflow,
- keyboard only navigation,
- colour changing,
- text selectability.

http://tiny.cc/AccessibleProspectus

Accessible Wordpress

Date: Wednesday 21 May 2014   **Start time:** 1230 – 1300

Wordpress is now the world's most popular content management system. 'What's not to like? It's open source, free and has an infinite number of plugins that will do just about anything imaginable. I'm using it myself and I suspect your institution is too'. So, we are all on the Wordpress bandwagon, having jumped on board there is one subject we are now going to have to face up to - accessibility!

Does Wordpress help us create websites that don't discriminate against a section of our audience? What tools, if any, are available to help us? What are the potential problems?

In this Webinar we will explore just that very topic - how to develop and manage an accessible website using Wordpress.

http://tiny.cc/AccessibleWordPress

Margaret McKay, Advisor: Inclusion, Jisc RSC Scotland

Supporting Deaf Students at College and University

A free conference organised by The BRITE Initiative and NATED Scotland on Friday 30 May from 1000 to 1600 at Thomson's Land, Moray House School of Education, University of Edinburgh, Holyrood Road, Edinburgh EH8 8AQ

This event will be relevant both to those new to this area of support and to experienced practitioners, providing opportunities to learn about the latest developments in support strategies. To find out more go to http://www.brite.ac.uk/deafstudents

Lead Scotland National Conference 2014: Post-16 Education and Employability

Organised by Lead Scotland this conference will take place on Thursday 05 June at Kings James by Thistle, Edinburgh.

The keynote speaker will be Michael Russell MSP, Cabinet Secretary for Education and Lifelong Learning, and the conference themes will be around post-16 education and employability for learners with additional support needs.

Please refer to link for further details and to book a place

ICT and Inclusion Event

BRITE have partnered with CALL Scotland for the last three years to deliver this free event in Inverness on Tuesday 10 June and Edinburgh on Wednesday 11 June. Consequently there is much content applicable to the FE sector as well as many talks crossing over between school/college. Places are limited so book early.

Full details here: http://www.ictandinclusion.org.uk/Home/

National Developments

Self- Directed Support (SDS) Act is Launched

The Scottish Parliament has passed a new law on social care support, the Social Care (Self-directed Support) (Scotland) Act 2013.

The Act gives people a range of options for how their social care is delivered, beyond just direct payments, empowering people to decide how much ongoing control and responsibility they want over their own support arrangements.

The Act requires council's to offer people four choices on how they can get their social care. The choices are:

- Option 1: direct payment
- Option 2: the person directs the available support
- Option 3: the local authority arranges the support
- Option 4: a mix of the above.

Read here how Cameron McKendrick a student on the Elmwood Campus of Fife College uses SDS with the support of Enable.

Around Colleges

Borders College students get SMART

College department teams have been exploring the potential of SMART table, a multi touch table, for collaborative learning. The table comes pre-loaded with a range of activities including

- multiple Choice: Students answer questions by dragging their answer to a central image
- hotSpots: Students identify parts of a diagram by dragging labels to the correct spot
- media: Students drag or resize photos and videos.

Using the Table toolkit lecturers can devise and upload their own materials. They can also use materials devised in SMART Notebook, including video content. It can also be linked to the SMART interactive whiteboard. SMART exchange enables sharing of materials.

Students with additional needs have enjoyed using the number, word and problem solving games. Lecturer Gail Hendry explained that "Students really benefit from the interactive aspect. SMART table encourages them to work together on learning activities which are fun. Students enjoy the games and find them easy to operate." One student who finds it very difficult to interact with others has been observing at the edge and Gail believes that he will soon find the confidence to take part, which will be a real breakthrough. She can also see potential for sharing information with new students using, for example, pictures of staff members, college locations and the activities which take place there. It could also be used for planning activities such as shopping, fundraising events and residential trips.

The SMART table surface is non scratch and spill proof and virtually impossible to knock over. Possible drawbacks are that it is not height adjustable and though it claims to be wheelchair accessible this is not always the case. Also it is limited to SMART software.

For more information about how SMART table has been used by other Borders College teams see the JISC case study.

Excellent practice identified by Education Scotland at Moray College

The Study Bar

The Study Bar is a successful initiative introduced to ensure all learners have access to support that assists them to develop more effective study skills during their programme of study in the college. Historically, the majority of learners who engaged in study skills had specific learning disabilities and had been referred through the personal learning support plan process. A drop-in service specifically set up to provide study skills support for all learners, as part of the wider learner support available, was greatly underutilised. Following a learner evaluation in 2011-12, the Study Bar was established and promoted effectively during pre-entry and induction activities. As a consequence, there has been greater uptake of study skills assistance by learners with no disclosed disability. Learners who use the facilities are invited to speak to new groups and speak positively, stressing the importance of using the Study Bar as part of their learning.

One project managed by the Study Bar is Kickstart, created to address the sometimes difficult transition from community education to further education. Typically the programme is run over two days with a significant emphasis on developing effective study skills. In the six years since the project began the format has changed significantly through learner demand, to include those who are making the transition into higher education or are adult returners. Learners who complete the Kickstart programme have greater confidence in their return to studies and are better prepared and informed to access additional support to help them complete their programmes successfully.

City of Glasgow College Joint Gold Winners at Game Changer Awards

Borne out of shared anticipation and excitement for the Commonwealth Games, Universities Scotland and Colleges Scotland teamed up together to host a one-off award ceremony that recognised and celebrated the many contributions that staff and students in Scotland's further and higher education sectors are making to ensure that Glasgow 2014 is a fantastic success and will deliver an enduring legacy for Scotland's people.

The Creative and Cultural Award for Colleges was won by City of Glasgow College – 'Come Oan Get Aff' Drama Production.

This initiative has seen a group of 18-24 year olds with a diverse range of learning difficulties at City of Glasgow College putting on a unique drama production. The production, in which the students researched the Games and devised scenarios to perform, has made links with the Glasgow City Bus Tour, Commonwealth Games 2014 and Gorbals Recycles-Market on the Green charity shop.

The City of Glasgow College is seeing significant success in supporting and developing students with learning difficulties. This initiative has shown that the students are capable of creative and cultural performances that are a great credit to their spirit of fun and only the enterprise. They have also seen that this type of activity can be hugely inspirational to not participating students but also to those who have been involved in their journey of discovery. Glasgow 2014 has been a major catalyst in identifying new opportunities for students with learning difficulties and this learning process has shown all involved how these students can contribute to society. The City of Glasgow College is committed to continuing to develop its support activities to enhance their experience of student life and to help prepare them for active and purposeful lives.

ICT Tips

Accessibility of Tablets – Part 2

This is the second in a series focusing on the accessibility features built into the operating systems used by tablets. The first section looked at iOS (iPad); this one looks at Android, next time – Windows 8.

Android Settings

The first thing to note is that not every tablet running Android will have the same features. When or if Android gets updated is a decision left to the hardware manufacturer. They may decide not to update Android on a tablet they consider to be out of date. The details below are for the latest version of Android – 4.4 (also known as Kit Kat). Earlier versions may not have all the accessibility features described.

To see these features, go to **Settings> Accessibility**.

TalkBack

Designed for blind or visually impaired users, Talkback speaks out items on the screen. Users can move their finger around the screen and it will read out what is underneath, or they can use a swipe left or right (or up and down) to 'scan' through items. Double-tapping anywhere on screen selects the current item. To scroll when Talkback is on, the user must drag two fingers up or down.

Magnification Gestures

Turning this setting on will give the option to zoom in at any time by triple-tapping the screen. The user then adjusts the zoom level by pinching two fingers together (or spreading them apart). To move around the zoomed in screen use two fingers to drag around. Triple-tap again to turn off.

Text Size

The **Large text** option increases the size of the text on screen and applies across most apps. For a more nuanced text size choice you need to come out of Accessibility Options and go into Display options where you can choose from Small, Normal, Large or Huge text sizes.

Text-to-Speech Output

Under this setting the way voice output sounds on the Android device can be altered. Choose from male or female voices and adjust the speed at which they speak. There are pre-installed voices made by Google, but other voices can be downloaded e.g. from Ivona or Cereproc.

Touch & hold delay

To access many features on Android, the user needs to hold down a finger on the screen until a pop-up menu appears. For users with dexterity difficulties this may prove to be an issue and pop-up too quickly. Here the time before it pops up can be lengthened.

Speech Input

Android's functions can be accessed by speech. If the user says "OK Google" when on the home screen a box will pop up enabling them to search for something on the internet or send an email. As with all voice recognition, it is not 100% accurate and so may come up with unexpected results.

Useful Web links

Android accessibility   http://pauljadam.com/androida11y/

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JISC

DART 2.1 is Launched

Disseminating Assistive Roles and Technologies: Access 1:1 support for your college
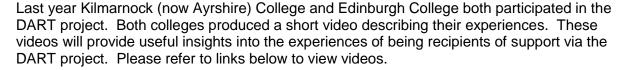
The Jisc *funded Disseminating Assistive Roles and Technologies* (DART2.1) project has been funded for academic year 2014/15, and staff involved in supporting students with barriers to learning in Scottish FE colleges, are now invited to apply to become involved.

Chris McKenzie Assistive Technologist, Strathclyde University at DART training day

The DART2.1 Project seeks to:

- improve Assistive Technology practice in the FE sector,
- provide Assistive Technology training events,
- support the use of Assistive Technologies in specific FE colleges who are successful in applying to become involved in deep 1:1 support,
- produce Assistive Technology case studies for the sector,
- conduct original research in order to understand the changing nature of how Assistive Technology is used in the College sector (note this research will be compared longitudinally with previous research).

Last year Kilmarnock (now Ayrshire) College and Edinburgh College both participated in the DART project. Both colleges produced a short video describing their experiences. These videos will provide useful insights into the experiences of being recipients of support via the DART project. Please refer to links below to view videos.

Kilmarnock College video

Edinburgh College video

Jisc are pleased to announce that the Jisc funded Dart2.1 applications are now open.

The closing date for applications is Thursday 08 May 2014. Successful applicants will be informed mid May.

Visit the DART2.1 website for more information and to access the application form.

Assistive Technology in Further Education Research

TheDartProject

The Disseminating Assistive Roles and Technologies Project (DART2.1) are launching the newly funded project with the publication of the research report that was prepared as an outcome of the previous DART2 project, which took place last academic year. This report was completed based on an online questionnaire that was presented to staff in Further Education colleges in Scotland, Wales and England. The research report was conducted by Natspec (The Association of National Specialist Colleges).

Purpose of research
The purpose was in part to find out the training needs of colleges, but also to gain more understanding of the state of Assistive Technology (AT) in further education. Results from the survey revealed many positive findings - respondents spoke enthusiastically of the AT they provided for their students with disabilities and learning difficulties, and how important this was in supporting students' success and further progression. However the research also highlighted a wide variation in the level of support available.

The main areas covered in the questionnaire were:

- Whether colleges had someone in a specific AT role,
- Provision of training in AT,
- Provision of AT assessment for individuals,
- Funding of AT and whether students were able to retain equipment post college,
- Relationship between those providing AT support with Learning Support Depts. and IT Depts.

Read the full Assistive Technology in Further Education report at: http://tiny.cc/ATinFE

ENABLE: The Second International Conference on Using New Technologies for Inclusive Learning

The second international conference organised by the Enable Network for ICT Learning for Disabled People. Delegates are invited to attend in person or to participate online/virtually.

Online booking opened on 01 April 2014   http://tiny.cc/EnableConference

The conference will be organised into a number of themes centred on the use of information and communication technologies (ICT) to support lifelong learning by disabled adults and older people. As a guide to the types of topic you might like to refer to our website and in particular the 2013 conference section.

Delegates will vote for the Hans-Heinrich Bothe Award for Best Paper in memory of a colleague who died in a tragic accident in the Tyrol, 31 July 2013.

The book of abstracts will be distributed in electronic format. Full papers will be submitted after the conference and published on-line and as an e-book.

Free Stuff

Money Skills Resources for Working with Students with Learning Disabilities

These materials and videos are part of the Barclays Money Skills resources for people with a learning disability, a project managed by BILD for Barclays Money Skills.

The people in the films are from Somerset Advocacy and Our Way Self Advocacy and the film was made by Webenable.

The films are part of a package of resources, 'Banking made clear', to support people with learning disabilities to manage their money, use bank accounts and keep safe when doing so.

http://www.bild.org.uk/about-bild/ourwork/money-skills/

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