

Study context

There are currently approx. 2,000 SiSE students studying at the OU, on a wide range of modules. They apply for loans and pay the same fees as non-SiSE students. Module teams identify in their Module specification whether their module will be available to SiSE students, and also discuss it with the SiSE team so that it is included in the SiSE prospectus. **Note:** New production modules in their first year of presentation are not usually offered in the prospectus (because often materials are still being written after module start and/or changes & corrections made), *unless* the module is compulsory within a qualification.

Before a SiSE student registers for a module, they will discuss the Module Information Sheet (filled in by the SiSE team and MT outlining minimum requirements) with their Education Officer. SiSE students have no access to the internet, so they **study entirely offline**. All students receive module materials as printed packs, DVDs etc. (see below). A large number of OU modules are now also available on-screen (but offline) on the secure Virtual Campus (VC) (also known, within the OU, as Learn7) and *some* students will have access to this but only during certain hours in their Education Centre (& depending on staff resourcing). The SiSE team is encouraging greater take-up of the VC within prisons as this offers students a much fuller study experience; there are also ongoing pilots in the use of in-cell laptops. However, for the moment, print is the *primary* format.

ALL SiSE students receive:

- Printed packs of online module materials plus: DVD (& contents list) of video & audio files as needed, and hard copy of any course books. In the mailing, they also receive, as standard, the transcripts for all audio & video in the module – this is vital as many students do not have regular access to a computer. Note: OU DVDs currently run only on computers, not DVD players.
- When they first start studying at the OU, they also receive a printed set of Study skills materials, Harvard guide to referencing, Plagiarism guide, OU Assessment Handbook

Those who use Virtual Campus/Learn7VLE, have access to:

- Module site/OSEP design: Study planner & all core material (including video, audio, transcripts & interactives), Assessment section, Resources section, News, Grade record
- ICMA's (standard), cut-down version of glossary, SC Voice recorder (but no access to microphone)
- A secure link for submitting TMAs electronically (i.e. an alternative to the eTMA system)
- Help icon – that links to a Virtual Campus/Learn7 version of the Computing Guide
- Search facility & Progress Bar & Saved for Later feature
- Link to their tutor via a secure relay system (i.e. not a direct email link)
- And students can save locally what they've typed into free response boxes.

SiSE students do **NOT** have access to the internet and therefore they cannot access the following online tools/resources, so an alternative may have to be created to ensure learning outcome(s) can be met:

- Forums, Learning events/Tutorials/Online rooms, OpenStudio, Module Blog, Wiki, Questionnaire tool, Workshop tool, Audio Recording Tool, recording feature of Voice Recorder, DataPlus, Conditional activities, Office 365, Student Home, Library, HelpCentre, OpenStemLabs, Optical Telescope, StudentHubLive
- External/3rd party web sites
- 3rd party tools & specialist software that need to be installed (unless arrangements made with Ministry of Justice)
- Badged Open Courses (BOCs) and MOOCs
- Interactivities - in addition to the above, given that all SiSE students receive printed packs, which they all rely on if or when they cannot use the Virtual Campus, some interactions (e.g. some Structured content and all HTML5 activities) will obviously not 'work' in print, and so an alternative is likely to be needed for these too.

Printed packs are prepared by the Printed Packs team in LDS, following a set of instructions produced by Module teams in the 'Blueprint' template. The **Printed Packs team have outlined that their policy is to 'source from single page view as standard unless specifically asked to use the PDF for a particular reason'** – so this is something for the Module team to be aware of when preparing their Blueprints (Note: With both single page view and PDF there are trade-offs, and neither is ideal, as module materials were not designed for print). Note: Many of the challenges outlined above will also affect – albeit intermittently – students who do not have reliable internet.

Tips for Module Teams during module design

General

1. When deciding if a new module or qualification is to be made available to SiSE, discuss this with SiSE Accessibility Team (SiSE-Accessibility@open.ac.uk), **especially if students have to use particular software** in order to meet learning outcomes; also discuss with Production Managers and with relevant SPM & LD in LDS to ensure that **an inclusive approach** is taken from the outset and work required to create alternative activities is factored into design and production, and included at 'handover' (Note: Re-designing Production initiative will be reviewing all processes)
2. Refer to competence standards *Understanding the interaction of competence standards & reasonable adjustments* (ECU, 2015) to ensure you consider **different ways learning outcomes can be assessed**. Discuss potential alternative activities with your Module Team Accessibility Coordinator (**MTAC**) and Faculty Accessibility Coordinator (**FAC**).
3. As new content is added to the VLE, go to Downloads and **check how the print-out 'works' from a student perspective**
4. If you have specific queries, contact **SiSE Accessibility Team** (SiSE-Accessibility@open.ac.uk)

Different types of activities

Assimilative – acquire information through e.g. video, audio, text, images, animations

- Develop alternative activities for **bespoke HTML5 interactives** that are key to meeting learning outcomes
- Video and audio produced or sourced by the V&A team & embedded in the module will have transcripts – the Print packs team collate these into a document which is included in the print pack for SiSE. Note: Linking out to external video or audio (e.g. YouTube) is not recommended in any context
- Work with OU Library to ensure that **journal articles** will be made available to SiSE students (see below)
- **External/3rd party websites & resources** – where activities relate to external websites (guidance currently being clarified by CFAWG/SEGA)

Finding & handling info – search, investigate & analyse info & data e.g. on Library, 3rd party sites etc.

- Web search is an important DiL skill, but very difficult to replicate for SiSE. However, through a collaboration between the Library, SiSE team & OUSA a volunteer project has been set up to support **web search** in L2, L3 & PG modules i.e. student provides search terms, and volunteer locates the relevant material. For more info, contact [Cheryl Coveney](#)

Communicative & collaborative – discuss & share via e.g. forums, learning events

- **Forums** - consider using mock-ups of forum threads (or screenshots from first year of presentation *provided that all names are removed, and content doesn't directly or indirectly identify an individual*) that student could use as a basis for an activity & discussion with their tutor. Synchronous activities such as **tutorials** - SiSE students will be in contact with their tutor via email or phone and sometimes F2F.
- **Collaborative** activities - if collaboration is part of assessment/key to meeting learning outcomes, you may have to develop an alternative/adjusted task; mark students on individual work/contribution (& reflection).

Productive – create an artefact e.g. e.g. presentation, blog, lit reviews, portfolio, mindmap, video, audio, report, action plan, poster, infographic, wiki, essay, project, interview, podcast, image

- Most students have limited access to **production tools**. MS Word is generally available on computers in Education Centres, but students may only have limited access to the computers during week. So TMAs may often be handwritten.

Practice (experiential & interactive/adaptive) – apply knowledge & skills

- Most **Structured Content interactives** will work in Learn7/VC; in print, the activity will display in either *single page view* or *PDF of web pages*, but there are some issues re: how answers display.
- **Standard HTML5 interactives** (e.g. drag & drop) – again these will usually work in Learn7/VC; in print, in *single page view*, some may display OK but any activity with drop-down menus will need an alternative & answers; in the *PDF of web pages*, alternatives (& answers) will always be needed for any Standard HTML5 interactive. **Bespoke HTML5 interactives** – again, these should work in Learn7, but in print they will always need an alternative (& answers)

Assessment – demonstrate knowledge and skills

- For students posting their assignments to the OU via the Education officer, make sure each **ICMA** is an individual document, rather than all ICMA's being collated into a single document (so that each can be posted separately)
- If **exams** are required, contact the SiSE Accessibility Team (SiSE-Accessibility@open.ac.uk)

Tools & software (OU & third party)

- **Moodle tools** (e.g. **Workshop**), **0365 tools** & **AdobeConnect** for SiSE students (whether using computer or print pack), many of these tools will not be available – so alternative activities will have to be developed.
- **3rd party tools & external resources & courses** (e.g. **BOCs**, **MOOCs**) - ensure alternative activities are developed as needed

- Discuss with SiSE team early in module design if any **subject-specific software** needs to be installed – it may not be possible.

**Document
status:**

Draft



Final



Date: 07/07/2021

Version: v.4

Please send feedback to: Gill Macmillan, Learning Design team, LDS gill.macmillan@open.ac.uk

With thanks to the following for their input & feedback:

Tracey Walder & Sian Linnell – SiSE team, Academic Services

Emma Elder & Brian Foster – Printed Packs team, LDS

Andre Maingot – IPR team, LDS

Cheryl Coveney – Library, LDS