





---

## **Deliverable 3.2 – Students support strategies**

**WP3**

---

Version	Date	Author	Institution	Status	Change Description
0.1	30/05/2018	F. Martina	Cranfield University	Draft issue	
1.0	14/07/2018	F. Martina	Cranfield University	Final	Implemented various changes throughout

<b>Author Institution Sign-Off 1</b>	<b>Signature</b>	<b>Date</b>
Filomeno Martina Cranfield University		14/07/2018
<b>Author Institution Sign-Off 2</b>	<b>Signature</b>	<b>Date</b>
<b>Approval Institution Sign-Off</b>	<b>Signature</b>	<b>Date</b>
Filomeno Martina Cranfield University		14/07/2018



Co-funded by the  
Erasmus+ Programme  
of the European Union

This project has been funded with support from the European Commission. This publication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

## Table of Contents

1	Introduction.....	5
2	Welcoming students .....	6
2.1	Accommodation.....	6
2.2	Induction to Cranfield.....	6
2.3	Health & Safety.....	7
2.4	Tier 4 visa students.....	8
3	Student Advice Centre.....	10
4	Individual thesis project in industry.....	11
5	Feedback capture.....	12
5.1	Complaints and Appeals.....	12
6	After the course .....	14
6.1	Employability Enhancement Skills.....	14
6.2	Career continuation service .....	14
6.3	DLHE Destinations Survey – University survey.....	14
6.4	Alumni service .....	15
7	Learning and teaching media.....	16
7.1	ePortfolio .....	16
7.2	Digital learning.....	17
7.3	Audio .....	18
7.4	Digital Publications .....	18
7.5	Online Channels .....	18
7.6	Video .....	18
7.7	eLearns .....	19
7.8	Webinars .....	19
7.9	Discussion boards .....	19
8	Accessibility.....	21
8.1	Type size .....	21
8.2	Type styles .....	21
8.3	Leading.....	21
8.4	Type weight .....	21
8.5	Line length.....	21
8.6	Columns .....	22
8.7	Word spacing and alignment.....	22

The data contained in this document contains proprietary information and it may not be copied or communicated to a third party or used for any other purpose than that which it was supplied without the ADMIRE consortium's prior written consent.



8.8	Setting text.....	22
8.9	Punctuation.....	22
8.10	Navigational aids.....	22
8.11	Media .....	22
8.12	Design.....	23
8.13	Colour .....	23
8.14	Contrast .....	23

## **1 Introduction**

This document covers the support strategies that will be made available to the future students of the Metal Additive Manufacturing (AM) MSc. It incorporates the findings of the needs-analysis and focus-groups exercise, considering the requests coming from prospective students, industrialists, and academics.

It is Cranfield-University-centred due to Cranfield University's foreseen teaching load and award-bearing status. Once the ADMIRE project will be finished, and the other academic partners (Istituto Superior Tecnico, University of Birmingham, and University of Bremen) will have had their respective version of the Metal AM MSc approved, an identical approach will be implemented by the other partners.

## 2 Welcoming students

### 2.1 Accommodation

Students are able to make an application for on campus accommodation once they have been formally offered their place on a full-time course at the University. All applications are made online via the University's EVE portal. Login details are sent to students once their course offer has been sent.

Students are encouraged to apply for accommodation as soon as they receive their EVE login details.

Applications for on campus accommodation are prioritised as follows:

- Disabilities or specific medical consideration.
- Students new to the University, by date application for accommodation received
- Current students, by date application for accommodation received

Medical information should be sent with the application. Due to the high demand for accommodation, it is often not possible to change accommodation offers at a later date.

#### 2.1.1 Room allocations

Rooms are allocated on a first-come, first-served basis in the order the applications were received, and according to preferences where possible. It is important that all applicants read through the information we provide regarding our accommodation carefully to ensure they choose room preferences which most match their requirements.

Room preferences can be changed on request before an offer of accommodation is made; however, the date of the application will be changed to the date the change was made, and may result in the application being unsuccessful.

#### 2.1.2 Current students

Students who are currently enrolled on courses should reapply for accommodation if they wish to move on to campus after their course has started. Students are able to reapply by submitting a copy of their existing tenancy/license agreement to the accommodation office. If a tenancy/license is not available, a letter from the landlord stating the notice period required, is also perfectly acceptable. This is to help us advise applicants of suitable vacancies in line with any agreements currently in place with private landlords.

October to March is often when the highest demand for on campus accommodation is experienced. If we were not able to offer you accommodation prior to your arrival we strongly recommend that you secure off campus accommodation as availability is often low during this time.

## 2.2 Induction to Cranfield

Upon joining Cranfield, new students will be offered the following sessions:

- Information technology
- Careers
- Health & Safety
- Student and academic support
- Registry

The data contained in this document contains proprietary information and it may not be copied or communicated to a third party or used for any other purpose than that which it was supplied without the ADMIRE consortium's prior written consent.

- Student immigration and funding
- Library
- Student advice centre
- Cranfield student association president
- Environment
- School assistant registrar
- Heritage exhibition
- Welcome celebrations
- Open doors

These will promote a smooth start of the academic year.

## 2.3 Health & Safety

### 2.3.1 Taught-Course Student Inductions

It is the responsibility of the course director to ensure that students under their control have received a comprehensive Health and Safety induction.

The majority of Taught Course students should receive their Health and Safety induction from the course director, the Schools' Health and Safety Manager or the health and safety lead as part of their Registration programme.

The Student Handbook is available on-line and contains links to the health and safety intranet. The students should confirm they have read and agreed to the terms and conditions of being a student at Cranfield University by completing a section online, which is then stored in SITS.

All students have to complete the above process as part of registration.

Students who live within Cranfield University residential accommodation will have to complete an online fire safety module as part of their residential agreement.

### 2.3.2 Research Student Inductions

It is the responsibility of Student Supervisors to:

- a. Ensure that all new Research students receive a Health and Safety induction which includes fire safety awareness during their first few days of attendance.
- b. Provide appropriate examples during the induction to illustrate relevance to the individual's activities.
- c. Issue new Research students with the Cranfield University health and safety handbook.
- d. Ensure that the appropriate Health and Safety Role Description has been issued to the Research Student and the contents are understood.
- e. Record that the Research student has received the Health and Safety Induction process.
- f. Ensure that all new Research Students are aware of the requirement for a Safety Health and Environmental Log induction when they enter into a high hazard area on site.

### 2.3.3 Visitors

Visitors to Cranfield Campus (including consultants, external examiners, corporate sponsors and visiting lecturers) should receive, via e-mail, a copy of the Cranfield University Health

The data contained in this document contains proprietary information and it may not be copied or communicated to a third party or used for any other purpose than that which it was supplied without the ADMIRE consortium's prior written consent.

and Safety Visitor Leaflet/ Visitor Guide with arrival instructions, prior to arriving on site – this is the responsibility of their hosts.

On arrival, the host should check that the visitor is aware of the contents of the Visitor Leaflet/Guide as part of a general welcome conversation, drawing attention to the key points.

For official delegations the Cranfield University host will provide a copy of the Visitor Leaflet/Guide to the external point-of-contact. On arrival, the host will check that delegates have received a copy and highlight the relevant sections.

#### **2.3.4 Group project and individual-thesis projects**

Students will receive a brief from their supervisors. They will complete a Project Activity List in which all tasks and activities are collected and their relevant risk assessment properly referenced. The students will have to be aware of all risks associated with their projects, as well as the magnitude of the effects and the mitigation strategies put in place. The Project Activity List will be reviewed as needed, in case new activities need to be added following changes to the project scope.

#### **2.3.5 Oversea travels**

For students that require overseas travels for their group or individual projects, for example when visiting one of the industrial partners of ADMIRE, it is necessary to:

- Determine the level of risk of the proposed travel
- Obtain approval in advance by an appropriate manager
- Confirm travel plans
  - Arrange accommodation and travel
  - Check that the university insurance provides cover
  - Check health requirements e.g. general fitness, vaccinations, etc
  - Check passport validity
  - Obtain a visa & work permit if required
  - Check that all goods or equipment that are intended to be taken or brought back are legal for transportation and/or import and/or export
  - Make contingency plans
  - Obtain safety and security briefing
- Provide travel plans and contact details
- Complete travel notification form
- Undertake travel
- Review

## **2.4 Tier 4 visa students**

Once arrived in the UK, Tier 4 students must register with the police within 7 days. They should also keep Cranfield University aware of any changes either with their documents, such as passport, or if they are considering suspending, or changing their course, for example.

Tier 4 students should also be aware of their rights to work as is stated on their BRP card. If they are unsure of when they can and cannot work, they can see an advisor within Student Immigration and Funding.

During registration Tier 4 students will receive a guide to Tier 4 Responsibilities. Cranfield also offers presentations providing information about the Student Immigration and Funding Team and the services which they provide.

The data contained in this document contains proprietary information and it may not be copied or communicated to a third party or used for any other purpose than that which it was supplied without the ADMIRE consortium's prior written consent.



Tier 4 (General) visa extensions are dealt with on an individual basis and Tier 4 students should seek advice from a member of staff from the Student Immigration team to find out whether they are eligible to extend their visa.

Cranfield usually support a Tier 4 (General) visa extension for the following reasons:

- a new student joins Cranfield from another university
- they progress onto a higher level course at Cranfield e.g. MSc to PhD
- they have an extension of registration
- they have an extension to their thesis submission date
- they have a revise and represent for their thesis (case-by case basis and only if agreed by the school)

Cranfield usually recommend a minimum of eight weeks to prepare to submit a visa application before the visa expires. It is Tier 4 students' responsibility to ensure that they meet the requirements of the Tier 4 (General) visa and they must refer to the Tier 4 (General) policy guidance when completing their application.

The Student Immigration and Funding office is able to assist with visa applications that are submitted before the current visa expires. If the visa has already expired, Cranfield University advise that Tier 4 students contact an immigration solicitor for advice. Cranfield University may be unable to support extensions for students whose visas have already expired.

The University reserves the right to withdraw a Tier 4 sponsorship or advise Tier 4 students to return to their home country to apply for a visa.

#### **2.4.1 Requesting a CAS number**

Under the Tier 4 (General) immigration rules, the University will need to act as Tier 4 students education sponsor. Cranfield confirm to the Home Office that the university is happy to sponsor Tier 4 students by providing them with a Confirmation of Acceptance for Studies (CAS). This is a number and is not a physical document which Tier 4 students need to include in your application.

All students will need to request their CAS number by completing the CAS Request Form and returning it by email to [studentimmigration@cranfield.ac.uk](mailto:studentimmigration@cranfield.ac.uk)

Each CAS number issued by the Home Office costs the University £21, so if there will be any changes which require Tier 4 students to request a second CAS before their visa expires, students must wait until these have been completed before submitting their request e.g. a second extension of registration.

#### **2.4.2 ATAS Clearance**

ATAS certificates are only valid for six months after they are issued. Therefore, if Tier 4 students are extending their Tier 4 (General) visa for any purpose and require an ATAS certificate for their course, they will need to apply again to the ATAS team.

For MSc students, an up-to-date list of any modules that Tier 4 students have to re-take including their thesis and the JACS code are needed.

ATAS applications can take up to 20 working days to be processed so it is advised that Tier 4 students apply as soon as possible.

The data contained in this document contains proprietary information and it may not be copied or communicated to a third party or used for any other purpose than that which it was supplied without the ADMIRE consortium's prior written consent.

### 3 Student Advice Centre

For many people, university is a place to make lifetime friends, gain a wealth of experience, strengthen the students' academic education and enhance the skills to take the students' career to the next level.

It may be daunting to start with, but there is plenty of help and support available to the students. The most important thing is to seek information, advice or support whenever needed.

Everyone needs help sometimes; the Student Advisers and Learning Support Officers are on hand to help the student work through any difficulties no matter how big or small they may seem. The Advice Centre will provide an integrated, professional, student-centred service which offers information, advice, guidance and support to enable the students to develop and achieve their full potential.

If the students are worried or concerned about some aspect of their personal or academic life, the Student Advice Centre can support them in accessing appropriate support so that they can resolve the issue and concentrate on their studies. The Student Advice Centre offer a practical and holistic approach to coping with common issues faced by students. The Student Advice Centre will listen to the students, help them explore their options and assist them in accessing any support or resources that they may need.

The Student Advice Centre's aim is to help the students feel more able to cope and take responsibility for their own physical, emotional and social wellbeing. The Student Advice Centre can, if required, refer students to counselling services.

The Student Advice Centre will be happy to accompany the students in any meeting with their supervisor/School and although the Student Advice Centre are not able to speak on the students' behalf, they can be there to support you during the meeting. If the students need information or support with any aspect of their university life, then the Student Advice Centre will do their best to help.

Learning Support Officers are based in the Student Advice Centre and offer information, guidance and support to students with learning and disability support needs.

These advisers will offer students one-to-one consultations where they can discuss:

- How a disability is affecting the studies
- What adjustments can be made to enable the students to get the most out of their studies
- Special Examination arrangements where applicable
- Liaisons with academic, accommodation and library staff, etc. to ensure support is put in place
- Organise full diagnostic assessments
- Advice on dyslexia and other Specific Learning Differences (SpLDs)
- Advice on Disabled Student's Allowances (DSA) and other available funding
- Dyslexia screening information
- Cranfield's Dyslexia Policy and Student Disability Policy

The data contained in this document contains proprietary information and it may not be copied or communicated to a third party or used for any other purpose than that which it was supplied without the ADMIRE consortium's prior written consent.

## 4 Individual thesis project in industry

Individual projects can be carried out in partnership with an industrial sponsor. Such projects can be delivered:

- fully on university premises
- fully on industrial premises
- partially on university premises and partially on industrial premises

In any case, the student will be allocated an industrial supervisor. The role of the industrial supervisor is to provide industrial guidance and scope. If the student spends some time or full time on industrial premises, the industrial supervisor is also in charge of the student's local management.

Typically, the company will have to pay a fee, to be agreed beforehand with the university. The company and the university will agree on contractual terms and conditions that cover the thesis project. Such agreement also includes a non-disclosure-agreement (NDA) covering the company, the university, and the student. Such agreement must be put in place even if an NDA between the company and the university is already in place, as normally these exclude students.

If the student needs to relocate in order to be present at the company's site, the accommodation and living expenses must be covered by the sponsoring company, whenever possible.

Note regarding above: in France, students whose internship lasts at least 2 months have to be paid a minimum wage ( $\cong$  500-600€ depending on number of workdays). Therefore the travel, accommodation and living expenses are generally covered by the student (but may be covered by some grants), except if the company has another policy.

IREPA LASER will offer at least one internship position per year, depending on the ongoing projects in the selected period, with a focus on LMD-CLAD® process. The work could deal with materials processing, process development or machine optimisation (e.g. process monitoring or machine enhancement) and will be part of a public or industrial project in which IREPA LASER is involved in. The student will be supervised by a R&D or process engineer, and will be coached on laser and materials safety and trained on AM machines. They will have access to the CLAD® machines and to various lasers, as well as to 3-axis CNC machines, in compliance with the other activities and the schedule of each machine.

## 5 Feedback capture

Feedback will be constantly captured via the following means:

- AM council
- Student module evaluation form: an opportunity to provide written feedback on a specific course including both teaching and assessment aspects.
- Course representatives: responsible for listening & talking to the students on their course, representing their opinions and views to the University staff and passing information back to their colleagues. Representatives sit on all key Committees and Boards.
- Student surveys: provide an opportunity for the students to provide feedback to Cranfield on a variety of topics, to give opinions on what you enjoyed about your studies as well as the things you feel could be improved upon.
- Postgraduate Research Experience Survey: national survey looking at academic experience of our research student
- Postgraduate Taught Experience Survey: national survey looking at taught course academic experience
- Topic of the month: short surveys on our support services and campus facilities

### 5.1 Complaints and Appeals

Before submitting an appeal or complaint, the student should consider carefully the circumstances or reasons that may have led to this result and what caused it. If the student believes that his/her concerns are not a result of your own actions or inactions, there are generally two avenues open to him/her:

**Academic appeal** - this is appropriate when the student believes something has gone wrong with the assessment process, and the marks he/she has been awarded are unfair or wrong.

**Complaint** - because the student believes that the University (or people within it) have either not behaved appropriately, or not provided the expected level of support. This may include, for example, poor quality teaching or supervision by academic staff, a lack of learning support facilities or resources, or unfair or inappropriate treatment by either staff or other students.

Where students are the subject of a complaint, this may lead to a disciplinary investigation or an investigation into academic misconduct.

The University has approved procedures for the management of all of these. For each process, separate Handbooks are produced for both staff managing an investigation, and for students involved in the process.

At Cranfield, the feedback makes a real difference. With the students' input, all parties can work together to improve the learner experience for everyone.

Feedback is collected in several ways throughout the time at Cranfield, and this is used to improve the Cranfield experience. In response to this feedback, Cranfield will invest in what matters to the students and will improve those areas the students felt could be better.

Cranfield work in partnership with the students to evaluate and improve the quality of Cranfield by asking them to complete surveys alongside other activities to capture their

The data contained in this document contains proprietary information and it may not be copied or communicated to a third party or used for any other purpose than that which it was supplied without the ADMIRE consortium's prior written consent.

**TITLE:** Deliverable 3.2 – Students support strategies

**Subject/Deliverable:** WP3



academic experience and feedback on Cranfield's support services. The surveys don't take long to complete, and the results are used to make the changes the students want to see.

The data contained in this document contains proprietary information and it may not be copied or communicated to a third party or used for any other purpose than that which it was supplied without the ADMIRE consortium's prior written consent.

## 6 After the course

### 6.1 Employability Enhancement Skills

Transferable/employability skills are increasingly important to prospective employers who are looking for applicants with something more to offer than just subject knowledge, as important as that is.

"Good employability skills are a combination of transferable skills, knowledge and attitude" (CEO Assoc. of Graduate Recruiters, AGR 2015)

So how does one gain the important skills needed to impress employers?

The course modules will provide the majority of the core transferable skills recommended for progression to a successful career and life-long learning. Students may also have gained skills from previous institutions, employment, voluntary work, etc. These are all valuable and can be included in the evaluation of the competency level.

To ensure that a consistent approach towards employability skills, the Cranfield Competency Framework is available.

### 6.2 Career continuation service

After the course it is essential that students keep connected with the university so that it can continue to support the search for employment. This framework is called 'Career continuation service'.

What's the continuation service?

- DLHE survey
- Alumni services

The continuation service is an extension of the career development service. Once signed up the students will be able to:

- access permanent and interim opportunities through Symplicity
- arrange telephone and Skype coaching appointments
- develop their CV further
- receive guidance on changing career or industry
- attend on campus events and networking opportunities
- access links to external conferences, career events and trade shows
- view current news and articles on employment themes

### 6.3 DLHE Destinations Survey – University survey

It is vital that the students complete the survey when it is released, which happens 6 months after graduation. As an institution, Cranfield has to collate alumni destination information for Higher Education Standards Authority (HESA). The results are published nationally and:

- provide evidence of the best institutions for students' careers
- ensure that being a Cranfield alumnus is an asset to the student.

The survey is usually managed by an outsourced provider but members of the Career Development Service will be in touch to encourage the students to participate.

The data contained in this document contains proprietary information and it may not be copied or communicated to a third party or used for any other purpose than that which it was supplied without the ADMIRE consortium's prior written consent.

## 6.4 Alumni service

- Online alumni directory: contains details for all alumni who have graduated from Cranfield University. Search for an alumnus by name and quickly obtain contact details, or search the directory by sector, location and course studied.
- My Cranfield programme: provides the student with lifelong contact with his/her cohort. Directly email the entire class or specific individuals at the click of a button.
- My Profile: special interests: tailor Cranfield's communication with the student. Interested in defence, enterprise, finance, marketing or supply chain & logistics? Join these networks to receive industry specific thought leadership articles, invitations to events and quarterly e-newsletters.
- International communities: join communities that are relevant to the student and stay updated on local alumni events or news from across the globe.
- Career Moves Direct: subscribe to this monthly e-bulletin for updates on new vacancies.
- Alumni news and events: check out our monthly e-newsletter and join other professionals at our many alumni events.
- Personal development: 25% off on Cranfield's executive development programmes.
- Stay involved: as a school ambassador, the student can become an alumni buddy and offer advice to prospective students, provide a written or video testimonial about his/her Cranfield experience or refer friends and colleagues.

## 7 Learning and teaching media

When developing new content, accessibility to everyone will be a top priority. The following tools will be available:

- VLE accessibility (Blackboard or Moodle); most of Cranfield's courses are supported using the VLEs. Academics can also transform their existing face-to-face lecture material successfully into an eLearning course using VLE tools and techniques. A blend of online activities with face-to-face lectures should also be considered
- IT Services aims to offer facilities suitable to all users, taking into account the specific needs of users with disabilities. Various assistive technologies are available for users with disabilities, and some are already installed on Cranfield's PCs.
- ePortfolio

### 7.1 ePortfolio

A portfolio or ePortfolio, in the context of personal development and reflection at Cranfield, is somewhere to digitally store evidence of learning or skills development. There are many tools available in the market which can be used to help you do this: Word, Office 365 OneNote, Evernote, Google Docs, Mahara, PebblePad and many others. Some of these are available at Cranfield.

ePortfolios are useful for:

- organising the work;
- competency mapping and evidencing;
- Group Project planning & presentation;
- Showcasing skills gained & work done;
- Personal & professional development.

#### 7.1.1 Who can use a portfolio?

Anyone, from Masters students reflecting upon competence in various skills and building a personal record of achievements, doctoral researchers recording their research projects to academic staff doing the PGCAP using portfolios for their reflective activities. The portfolio is an ideal tool for recording information and reflection on learning.

#### 7.1.2 Which portfolio tool?

Any method can be used to store reflections, but here are three to consider.

##### 7.1.2.1 PebblePad

PebblePad is shortly to be available for Masterships' students to record competencies and skills gained during their work-based project against a standard.

Conversation, communication and collaboration is easy in PebblePad; items can be shared with trusted individuals, published to group pages or made public to the world-wide web. It's intuitive template and workbook builders let staff design and share resources exactly as needed.

##### 7.1.2.2 Mahara

Mahara is a flexible online space that enables the students to pull together evidence and reflections to support a number of processes and activities. Comprising of three distinct sections:

The data contained in this document contains proprietary information and it may not be copied or communicated to a third party or used for any other purpose than that which it was supplied without the ADMIRE consortium's prior written consent.



1. Content to store data
2. Portfolio to present and publish work
3. Groups to collaborate with peers

Mahara enables the students to build web pages to present their outcomes to a variety of audiences:

- The world-wide web (great for CVs and showcase portfolios)
- Lecturers, managers and mentors (great for professional development portfolios)
- External assessors (great for competency-based portfolios)
- Just the student (great for your own private career plans, projects and personal development).

### **7.1.2.3 OneNote (part of Office 365 suite)**

OneNote is a digital note taking tool to help the students capture ideas, document meeting actions, track projects, collaborate with others, store important information. It gathers notes (handwritten or typed), drawings, screen clippings and audio/video commentaries.

The interface provides an electronic version of a tabbed ring-binder, into which the student can directly make notes and gather material from other applications.

## **7.2 Digital learning**

Digital learning (delivering content online) is a technology-supported mode of learning which enables students to study more flexibly and remotely.

It may incorporate a variety of platforms to deliver content and allow the academics to interact with other students. Platforms may include one or more of the following:

- virtual learning environment, e.g. Blackboard, Moodle;
- ibooks;
- bespoke elearns;
- webinars;
- portfolio;
- discussion boards and forums;
- video streaming services, e.g. Ensemble.

The basic idea is to:

1. plan the course outline in line with the ILOs
2. research and gather the material
3. prepare the environment
4. deliver it
5. evaluate and reflect.

Cranfield's TEL and CAAS teams can work with the academics step-by-step to help them visualise their course, create their audio / visual content, incorporate activities and build in the assessment.

## 7.3 Audio

Creating an audio file to replace, support or expand a section of learning material is one of the simplest ways to deliver content in an alternative way. To ensure accessibility guidelines are met, all audio (and video) content must be accompanied by a full transcript.

## 7.4 Digital Publications

Compiling the material into a well-designed digital book allows the audience easy access to engaging learner friendly information, whilst keeping in mind the exact learning needs. Digital Publications can include interactive content such as:

- Bespoke graphics and imagery.
- Embedded video and audio files.
- Embedded interactive animations (iBook only)
- Hyperlinks and Multi-State Buttons (for document navigation, cross-referencing, opening external URLs and email).
- Forms for gathering user input which have the potential to be exported for use in Excel. (PDF Only)
- Notes and comments can be added and saved to both PDFs and iBooks when opened in certain applications, such as Adobe Acrobat Reader DC and iBooks respectively.

## 7.5 Online Channels

Taught courses will use either BlackBoard or Moodle but there are additional online channels that can be used to supplement these to support learning, such as Yammer and iTunesU.

### 7.5.1 Yammer

Organise team communication in one place with Yammer Groups. Staff and Students have access to Yammer using their email addresses.

### 7.5.2 iTunesU

It allows the creation of amazing lessons and the delivery of everything the students need to stay engaged. Assignments can be built in minutes.

## 7.6 Video

The TEL team can produce video content in 3 distinct ways:

- Live Action
- Screen Capture
- Animation/Motion Graphics

The TEL team will work closely with academics and staff to decide which option, or combination of options will deliver the greatest learning impact.

The data contained in this document contains proprietary information and it may not be copied or communicated to a third party or used for any other purpose than that which it was supplied without the ADMIRE consortium's prior written consent.

### 7.6.1 Ensemble Video

Ensemble allows academics to upload, manage and publish videos, which can then be linked to, or streamed from various platforms including Blackboard, the website and the intranet.

## 7.7 eLearns

An eLearn is used when a part or a module of a course is enhanced digitally. eLearns can be as simple as audio over imagery (a common alternative to talking through PowerPoint slides) or it can be a fully interactive click-through document with a quiz at the end. They can include animation, graphics, PowerPoint slides, audio or video; the possibilities are endless! eLearns can consist of:

- Bespoke graphics and imagery
- Embedded video and audio files.
- Embedded interactive animations
- Hyperlinks and Multi-State Buttons (for document navigation, cross-referencing, opening external URLs and email).
- 'Check Your Understanding' style quizzes and SCORM compliant assessments.

## 7.8 Webinars

Short for Web-based seminar, a webinar is a presentation, lecture, workshop or seminar that is transmitted over the web using video conferencing software. A key feature of a Webinar is its interactive elements: the ability to give, receive and discuss information in real-time.

## 7.9 Discussion boards

They are an online communication tool. Forums are like rooms where there are lots of conversations about a specific topic going on. Within each of these forums there are many threads which contain messages on a particular subject or question. Blackboard and Moodle both have a discussion board tool. Benefits of using discussion boards:

- Learners can continue an in-class discussion outside normal time-tabled classes;
- All learners can participate;
- Some learners are not confident enough to speak out in face to face classes but are willing to contribute to discussion boards;
- They give learners time to reflect on their thoughts before contributing;
- They allow learners to work on their reply and check for grammar and spelling before posting - useful for learners whose first language is not English;
- They allow learners to practice their writing skills in a more informal way;
- They offer peer learning opportunities.

### 7.9.1 How will it work?

1. Start the conversation - put the first post up yourself to encourage learners to contribute. It will also give them an idea as to the type of language, style and post length that they should use.
2. Make your expectations clear, let your learners know how often they should contribute and when you are going to check and respond by.
3. Encourage your learners to participate by providing feedback on their posts and focused discussions. No one will want to take part if they don't know what they should be talking about.

The data contained in this document contains proprietary information and it may not be copied or communicated to a third party or used for any other purpose than that which it was supplied without the ADMIRE consortium's prior written consent.

4. Make sure that you deal in confidence with any inappropriate behaviour, this could include; dominating the conversations, acting inappropriately within the forums or putting other learners down.
5. Motivate your participants, let them know the benefits of carrying on the conversation outside of the classroom and the opportunity to get peer support when learning new concepts.
6. Let your learners know that you appreciate their efforts in the forums by responding to their messages, either in class or in the forums themselves - make your presence known!
7. Make sure that your conversations are wrapped up, summarise threads and close discussions down to prevent any more posts before you move on, otherwise trailing posts get forgotten making the submitter feel overlooked.

## 8 Accessibility

It is important to produce collateral that is accessible to all, especially learning material.

To make sure materials are accessible, the following guidelines should be adhered to wherever possible. They are based on the RNIB and the British Dyslexia Association guidelines, plus practicality based on Cranfield's collateral requirements.

- Always ensure the correct roundel marquee is used.
- Use the correct fonts.
- Do not 'over-design'. Present your information clearly.
- Consider the application e.g. Are you creating a content heavy document? Minimal branding can be used on internal pages to allow for more usable space for key content.
- Please always consider Accessibility (page 102) and how our many learners, partners and colleagues consume content.

### 8.1 Type size

- Use a minimum type size of 10pt for print.
- Digital should be 10pt minimum.
- PowerPoint should be 24pt minimum where possible, but consider the amount of content, whether this needs to be printed etc. 24pt is an ideal, but often impractical.

### 8.2 Type styles

- All text should be sentence-case.
- Avoid the use of capitals for continuous text. E.g. AVOID THE USE OF CAPITALS FOR CONTINUOUS TEXT.
- Avoid italic text where an alternative emphasis, such as bolder weights, is available.

### 8.3 Leading

- Increased leading aids legibility - e.g. 10pt text to have 14pt leading.

### 8.4 Type weight

- People with sight problems often prefer bold or semi-bold weights to normal ones.
- Avoid light type weights where possible.

### 8.5 Line length

- Ideally, line length should be between 60-70 letters per line. Lines that are too long or too short tire the eyes.
- Sentence and paragraph lengths should also be neither too long nor too short.
- Do not break words by a hyphen at the end of a line.

The data contained in this document contains proprietary information and it may not be copied or communicated to a third party or used for any other purpose than that which it was supplied without the ADMIRE consortium's prior written consent.

## 8.6 Columns

- Make sure the margins between columns of text clearly separate the text. If space is limited, use a vertical rule.

## 8.7 Word spacing and alignment

- Keep to the same amount of space between each word. Do not condense or stretch lines of type.
- Aligning text to the left margin makes it easy to find the start and finish of each line, and keeps the spaces even between words.
- Avoid justified text, as the uneven word spacing can make reading more difficult for people with sight problems.

## 8.8 Setting text

- Avoid fitting text around images if this means that lines of text start in a different place. This makes them difficult to find.
- Avoid starting a sentence at the end of a line.
- Use bullet points and numbering rather than continuous prose.
- Avoid vertically set text (text that reads down or up a page as opposed to across). This is extremely difficult for a partially sighted reader to follow.

## 8.9 Punctuation

- Putting semi-colons, commas, or full stops after bullet points helps make text-reading software pause correctly.
- Try not to over-use acronyms (e.g. School of Management as opposed to 'SoM'). Screen readers try to pronounce acronyms and nonsensical words if they have sufficient vowels/consonants to be pronounceable so consider how this will be presented to the user.

## 8.10 Navigational aids

- It is helpful if recurring features, such as headings and page number, are always in the same place.
- Rules to separate different sections are also useful.
- Leave a space between paragraphs, as dividing the text up gives the eye a break and makes reading easier.
- Avoid abbreviations if possible or provide a glossary of abbreviations and jargon.
- For long documents include a contents page at the beginning and an index at end.

## 8.11 Media

- Paper should be thick enough to prevent the other side showing through.
- Use matt paper rather than glossy.

## 8.12 Design

- Always consider the application. The amount, colour and setting of the content should take into account all of the above considerations - e.g. Posters should have minimal text, clearly displayed with prominent calls to action.

## 8.13 Colour

- Green and red/pink text are difficult for colour-blind individuals to read.

## 8.14 Contrast

- The better the contrast between background and text, the more legible the text will be.
- White backgrounds can appear too dazzling for people with dyslexia. Cream is often recommended but consider the application, cost and suitability.
- The contrast will be affected by the size and weight of the type.
- Any heading colour must have a good contrast with the background.
- If using white type, make sure the background colour is dark enough to provide sufficient contrast.
- Avoid using text on top of images.