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# Digital student exemplars

## Enhancing the digital experience of students

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This case study is relevant to the digital student challenge:

### Deliver a relevant digital curriculum

## Engaging and supporting learners by improving curriculum accessibility through use of assistive technologies

Teachers, trainers and assessors at **Runshaw College** are receiving training on the concepts and use of digital accessibility software to enhance the student experience. This is being offered as mainstream provision for all students at the college rather than for discrete groups.

Ensuring that staff are able to use text-to-speech software in particular, and have access to a range of materials to support their use, will help to meet changes in guidance from the **Joint Council for Qualifications** (JCQ) who specifically reference use of computer readers rather than human readers as an acceptable means of supporting the reading element within GCSE English examinations.

Expected outputs from the project include a:

- » Structured web-based training programme for staff based on a mobile application
- » Targeted video resources and accessible digital documents for: text-to-speech tools in the classroom; digital accessibility basics; sourcing and identifying accessible documents; and producing accessible documents using digital technologies

**This project is part of the learning futures programme, commissioned and funded by the Education and Training Foundation.**

## How does this meet the challenge?

- » The project is extending staff knowledge of the way that digital technologies can support accessibility and inclusion in the broadest sense
- » It is also extending the range of approaches to assessment that is likely to have wider impact on a wide range of qualifications
- » The project formally acknowledges the importance of digitally accessible software

- » The training supports staff and benefits learners by facilitating greater learner independence

## Find out more:

Learning Futures: [Runshaw College](#)

## Contact:

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