# General guidance for working with D/deaf or hearing impaired students

1. **Note-takers** may be present in all sessions and on field trips
2. **Sign language interpreters** may be present in taught sessions (they should be able to work where they have a direct line of sight to the student)
3. All **teaching materials** (including lecture notes/in-class handouts/weekly readings) should be **provided in advance** of session to which they relate.  This will ensure the student is able to prepare for the session so they are able to participate fully.  They should be made available no less than 24 hours before the session, ideally via QMPlus.
4. **Details of all taught elements** (lecture/seminar timetables / field trips / etc.) should be **communicated to DDS and the student as soon as possible** in order identify any potential difficulties and allow time to organise any human support (sign language interpreters / note takers can require over 4 weeks notice in busy periods and are (of course) subject to availability – as such the more notice the more chance of us being able to support students appropriately)
5. Staff should **face the class when speaking**, and teaching should take place in well-lit rooms.  They should **speak to the student**, not the interpreter.
6. **Q-Review should be used** where present (it may be possible to allow any sign language interpreter to appear on the video (this would depend on room layout, etc.)  If possible, this should be allowed.
7. Place teaching aids (such as flipcharts, etc.) near the interpreter (if present).  **Allow extra time with teaching aids** – a sign language user can only look at the aid *or* watch the interpreter.  As such, whilst reading the aid they may miss the accompanying information.
8. Consider **room layout** where possible to ensure there is a clear line of sight between the student and the interpreter.  For tutorial/seminar sessions this may involve setting the room up in a U, in order to enable students to see one another and the interpreter.   In-session **debate/discussion** needs to be managed to ensure only **one person speaks at a time**.
9. All **instructions** should be **provided in written format.**
10. **Visual aids/diagrams can be very useful**, as some Deaf/deaf student have more difficulties with written English than their peers.  A well designed, clear diagram can be a good aid for all students.
11. All **videos** used must be **subtitled**
12. Group work may present challenges, such as availability of interpreters (as required).  As such, consideration of this should be made.  When working at scheduled times, a quiet environment should be made available. Extensions/modifications to coursework may be required to enable group meetings to take place at times when support staff are available.  **Assessments such as group work and presentations** should, therefore, be **considered carefully**.
13. **Consideration of all environments** (such as lectures, seminars, field trips, office hours, etc.) should be taken, and potential problems identified as early as possible.
14. If **face masks** are required please consider the impact this will have on D/deaf or hearing impaired students, many of whom rely on lip-reading in conjunction with other strategies to access auditory information. Consider masks with transparent sections, such as this.

