



# Creating Accessible Courses



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# 1. Introduction

Creating training and educational projects in the screen industries that are accessible for Deaf, Disabled, and/or Neurodivergent people can feel overwhelming or intimidating. There is so much to be considered, and you don't want to overlook anything.

That's why the **TV Access Project** has created this toolkit. It will talk you through the accessibility and inclusion issues to consider while you go through the key steps of course creation.

Whether you're just starting out, or are already in the later stages, the guide will help you spot potential barriers and build training that works for all kinds of learners in the screen industries.

## Using this guide

This guide is specifically designed to equip people to confidently and consistently create, shape, and deliver training that is inclusive for Disabled learners. This toolkit is for every type of training, because we have disabled people working in every area of the screen industry.

Remember that anybody may have access requirements, and everybody may do at some point in their life. Considering inclusion fully from the beginning of training or education projects is the best and most resource-efficient way to deliver appropriately for everyone.

It doesn't matter which stage of course development you are in. The materials cover from the first stages, through planning and delivery, and to post-delivery assessment. It is a flexible resource that you can access according to what is most relevant to your needs.

Though this guide is useful for anyone interested in disability inclusion, it is primarily intended for:

- **Academic staff within Further Education (FE) and Higher Education (HE).** This includes Film and TV departments as well as any interrelated departments
- **Quality Assurance teams** responsible for assessing and validating screen industry courses
- Training and outreach programme creators and providers
- **Professional development teams** within broadcasters, production companies, and industry bodies
- **Access Coordinators** to ensure reasonable adjustments are provided for those who need them
- Anyone else intending to create or provide training, development, and courses for people in the screen industries

# 2. The Foundations

## The 5As

The 5As are the TV Access Project's disability access and inclusion principles. Though they were created through an alliance of the UK's largest streamers and broadcasters, they are useful for all training across the screen industries. The 5 As are:

- **Anticipate:** always anticipate that disabled people will be a part of the learning/training process. Then show and communicate how inclusion will look throughout. This ensures structures and environments stay inclusive.
- **Ask:** avoid assuming which access requirements and adjustments must be provided. Let disabled people lead those conversations by asking what requirements disabled people have to fulfil their role.
- **Assess:** be clear about the support that is available before disabled people have to ask. Provide support and continually sense-check the culture so that everyone feels safe to communicate their needs, and confident that those adjustments can be met.
- **Adjust:** any necessary reasonable adjustments to ensure inclusion are put in place early. This includes the relevant expertise and funding, so that Disabled people can participate from the beginning.
- **Advocate:** Disabled talent is championed. This includes supporting career progression, and challenging bad behaviour, language, or attitudes.

You can read the full run-down of information on the 5 As [here](#) and [here](#)

There is legislation that trainers/educators/events must follow to ensure Disabled people are included:

## The Equality Act 2010

In Great Britain, the Equality Act 2010 protects disabled people from discrimination in employment and education and prohibits discrimination in recruitment, employment and job training. This means that educators and employers are required to make reasonable adjustments to enable a disabled person to fulfil the requirements of their role.

It is also the organisation's responsibility to act against harassment and victimisation of disabled people by any employees, consultants, or clients.

For this guide's audience, that means that staff, consultants, and anyone involved in teaching, training, recruitment or professional development should consider access from the point of design of each phase of a process, not just after a problem arises.

This access from the point of design should consider both the educators/trainers/recruiters as well as the people educated/trained/recruited.

You can read the entire overview of the legislation [here](#)

## **The Disability Discrimination Act 1995**

In Northern Ireland, the Disability Discrimination Act 1995 also prohibits discrimination in recruitment, employment and job training. It requires that organisations take practical steps to ensure the removal of barriers to employment, progression, training, etc.

They must also ensure opportunities, pay, and dismissal procedures do not allow for discrimination.

It is also the organisation's responsibility to act against harassment and victimisation of disabled people by any employees, consultants, or clients.

You can read more about the legislation at the government's hub [here](#)

## **Funding for Students**

If training or employment relates to a disabled student, there may be funding available from the Disabled Students' Allowance (or DSA).

The DSA helps students in higher education with costs that come with adjustments due to disability. Reasonable adjustments – as defined by the Equality Act 2010 – can include things like specialist equipment, non-medical helpers such as BSL interpreters, and some disability-related travel costs.

This funding is not meant to replace an employer or organisation's responsibilities with reasonable adjustments, but it can complement them.

For further guidance, please consult this DSA guide [here](#)

## **Foundational resources**

ScreenSkills offer two free courses that are available to you and your organisation. They provide a solid base by providing information on the

issues and language involved in disability inclusion. They also provide certification for two years. They are:

### **Addressing unconscious bias**

This course is designed to show how unconscious bias influences the workplace and how it negatively impacts everyone involved. It also provides strategies for effective tackling of bias. You can view it online [here](#).

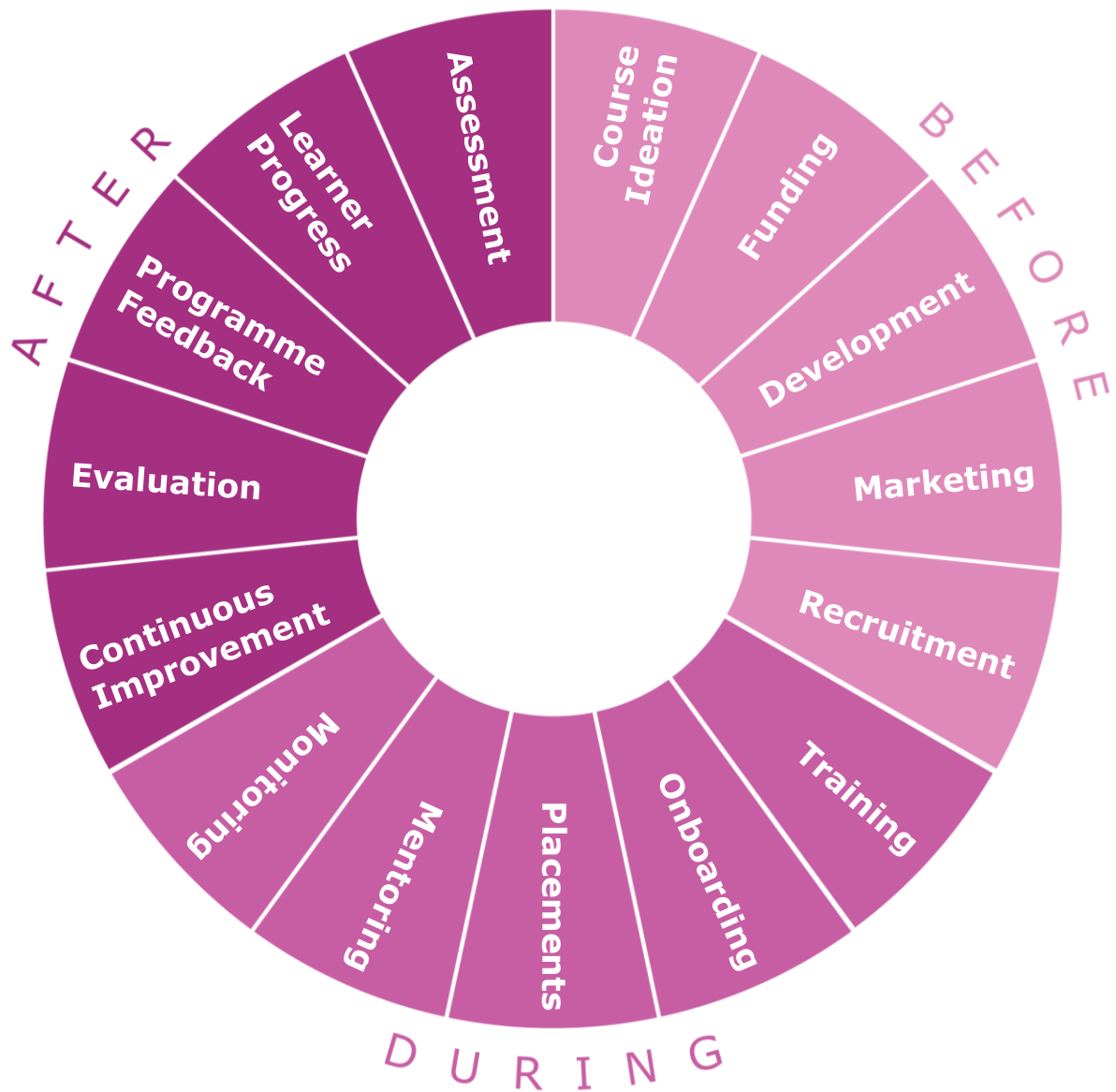
### **Introduction to disability, access, and inclusion**

This course explores the opportunities that everyone has to make the industry more accessible for deaf, disabled, and/or neurodivergent people. It includes information on communities, terminology, legal responsibilities, and practical steps to confidently put access and inclusion into practice. You can view it online [here](#).

### 3. Course creation stages

This guide will be useful to you no matter the stage of a training or education project you are at.

**Click on the stage below for relevant guidance.**



# 4. Stages

## Course Ideation

**The ideation stage starts when an idea for a new training or education course is first developed, or a need for training is spotted. That first planning session that follows is a great time to build a strong foundation for the accessibility of the whole learning experience.**

### **Ideation in practice might look like:**

- A production company is seeking to widen their pool of skilled producer/directors.
- A university identifies a new course for development.
- An employer spots a lack of leadership training for disabled staff, so wants to form a suitable team to guide and develop a course.



### **These reflective questions will help you navigate this stage:**

1. There are lots of trainers with lived experience and subject matter expertise. Have disabled experts or disabled trainers been involved in developing this initial idea?
2. Would this work best if designed in official partnership with disability organisations or individuals?
3. Which stakeholders would be involved in any stage of the project?
4. Are there assumptions about learners' needs or abilities that could unintentionally shape the project?
5. Where might hidden barriers show up in this training? Can these be explored early?
6. How can opportunities for intersectionality (e.g., combining disability with other underrepresented identities) be considered from the outset?

### **Links to more information about Ideation**

ScreenSkills Introduction to disability access and inclusion [here](#)

ScreenSkills Access Coordinator skills [here](#)

ScreenSkills Addressing unconscious bias basic awareness in the workplace [here](#)

ScreenSkills training Your Life at work series [here](#)

BIFA Film Equality, diversity and inclusion training [here](#)

# Funding

**This is when funding and other resources are applied for and secured for development and/or implementation. Special attention should be paid to the costs associated with all relevant inclusion and accessibility adjustments.**

## **Funding in practice might look like:**

- Allocating part of the budget for an Access Lead throughout the length of the project.
- Including costs for different formats of training materials, including Easy Read, audio, or BSL interpretation/captioning.
- Allocating funds to ensure all staff involved are trained on inclusion best practice and disability inclusion.



## **These reflective questions will help you navigate this stage:**

1. What costs related to full accessibility for participants must be included in the budget?
2. Would it be easier and more cost-effective to allocate funds for a disability specialist or stakeholder to help plan?
3. Is there a contingency fund for unanticipated access costs that might arise throughout the project?
4. Are the cost estimates for adaptive technology, assistive devices, and captioning/transcription for the participants accurate and realistic?
5. Are there any concerns about stakeholders/decision-makers above the project being unaware of the costs/necessity of true accessibility?
6. What types of potential funding sources or grants have been created specifically for accessibility and inclusion initiatives?

## **Links to more information about Funding**

ScreenSkills Bursary guidelines [here](#)

ScreenSkills Script to Screen with Easy Read, Audio and PDF formats [here](#)

Equality Act 2010: guidance [here](#)

Full-time Disabled Students' Allowance [here](#)

Postgraduate Disabled Students' Allowance [here](#)

# Development

**This stage involves developing ideas, a plan and/or the curriculum for the course. It will prioritise accessibility and inclusion that enables full participation of all attendees.**

## **Development in practice might look like:**

- Understanding and then integrating the 5 A's resources to guide the accessibility of the design of both training and implementation.
- Sourcing and booking a venue that meets accessibility standards, from building location to wheelchair access to the environment needed for hearing loops.
- Schedules that consider the frequency and environments of breaks for participants with sensory, energy, and cognitive issues.
- Developing a curriculum, tasks, and activities that are accessible.



## **These reflective questions will help you navigate this stage:**

1. Before creating the course content, have disability guidelines, including the 5As and the Disability Act been consulted and understood?
2. Is the project team aware of what makes a venue accessible, and how to find these venues?
3. Have the necessary communication strategies been considered for participants with a variety of access requirements?
4. Do the teams need help with sourcing reliable accessible material providers and teaching strategies?
5. Has the team considered the compliance of the accessibility standards of any digital content or materials that will be used?
6. How do the development plans in totality align with the broader accessibility and inclusion goals of the development stage, as well as stakeholder and legal targets/goals?

## **Links to more information about Development**

ScreenSkills What is TAP and what are the 5As? [here](#)

ScreenSkills TAP On the job information [here](#)

ScreenSkills and TAP launch 5As inclusion training materials [here](#)

Government's accessible communication formats [here](#)

ScreenSkills Diversity equity and inclusion for the screen industries [here](#)

Government's accessibility requirements for public sector websites and apps [here](#)

Celebrating Disability Writing an impactful training session [here](#)

Building and running a course - best practices course content [here](#)

# Marketing

**The marketing stage educates and informs on the training/course in a way that is accessible and inclusive. This ranges from marketing materials and messaging, as well as sourcing partnerships and stakeholders that can broaden outreach, eliminate barriers, and attract disabled participants and learners.**

## **Marketing in practice might look like:**

- Ensuring that the design and the message of the marketing materials are accessible in everything from clear language to readable fonts, alt text, and colour schemes.
- Partnering with disability-led or funding companies, charities, and other organisations that can share information with their networks.
- Using multiple channels to reach the broadest audience possible, whether that be email lists, social media channels, spokespeople or influencers, podcasts, and websites with impactful SEO.



## **These reflective questions will help you navigate this stage:**

1. Is there a particular part of the disabled community most at risk of being overlooked, and what steps can be taken to ensure that doesn't happen?
2. Are the natural questions that disabled people have regarding accessibility, support and adjustments already integrated into the marketing materials?
3. Do any materials involving digital marketing (both from the in-house team and any stakeholder/partner teams) meet current accessibility standards?
4. Do current communication channels need to be changed/adapted for inclusion?
5. Are there any plans for accessibility testing of the marketing materials, channels, and formats?
6. Have the additional questions or concerns of potential attendees been considered and resulted in including links to additional information, contacts or resources?

## **Links to more information about Marketing**

Disability arts online accessible marketing [here](#)

Access All Areas language to use [here](#)

Government's inclusive communication [here](#)

We are Unlimited Accessible Marketing Guide [here](#)

Government's using a range of communication channels to reach disabled people [here](#)

Disability connect making marketing accessible [here](#)

# Recruitment

**This stage selects and confirms the cohort of learners via an accessible and inclusive process. This can involve everything from the application standards and questions to interviews and decisions.**

## **Recruitment in practice might look like:**

- A team brings in a disability expert to ensure that the criteria, applications, and any interview/selection bias are not impacted by overt or unconscious bias.
- Preparing and sharing an accessible version of the DSA guidelines (when relevant) to facilitators and checking with applicants regarding funding.
- Ensuring accessibility of the application and hiring process (including job adverts, applications and their portals, interviews, and assistive technology)



## **These reflective questions will help you navigate this stage:**

1. Are the team and any stakeholders fully aware of the legal and organisational requirements for candidate applications, assessment and selection?
2. Is there a plan to ensure that no bias influences the candidate criteria, applications and selection?
3. How clear and consistent are the processes for gathering information on and implementing any reasonable adjustments and support throughout? Is there a designated point of contact responsible for this?
4. What is the strategy to reassure disabled applicants that their transparency about any and all requirements will not count against them as candidates?
5. Are there plans to include both in-person and online interview accessibility?
6. Will candidates be given any interview information and questions ahead of time, so that they may fairly prepare?

## **Links to more information about Recruitment**

ScreenSkills Inclusive hiring for the screen industries [here](#)

Bridge Group Toolkit for screen industries [here](#)

Government's disability confident guide for employers [here](#)

ScreenSkills Tackling harassment and bullying at work [here](#)

Government's access to work [here](#)

# Onboarding

**This stage responds to and confirms access requirements in place, and provides the information and support needed in advance of learning delivery in an accessible and inclusive environment.**

## **Onboarding in practice might look like:**

- Signposted information on access/disability support on multiple platforms, as attendees might not be informed of all issues or support available
- The team gathers all information about adjustments - such as Access Passports - and plans for any unanticipated changes (like new roadworks outside the training building, which could create sensory problems for a neurodivergent learner).
- A disability Access Lead conducts an audit to ensure no issues have been overlooked, and the best resources for support have been procured.



## **These reflective questions will help you navigate this stage:**

1. Has your team provided different ways (online form, email, phone call, an accessibility advocate) for attendees to share any additional accessibility requirements?
2. How does the onboarding process create space for any changes in adjustments or resources?
3. Is there a clear timeline/deadline for adjustments to be met, and are the team, learners, and service providers aware?
4. Have there been any accessibility challenges or outright barriers identified, and is the right person handling the solution?
5. Are all onboarding materials taking into account the variety of communication differences, preferences and styles, and how they might clash with each other?
6. Has consideration been given to not just telling, but showing the attendees that the organisation is committed to accessibility and inclusion?

## **Links to more information about Monitoring**

ScreenSkills From script to screen onboarding trainees. [here](#)

Inclusion Geeks Onboarding inclusively [here](#)

ScreenSkills Onboarding [here](#)

Screen Network Inclusive Recruitment Toolkit [here](#)

ScreenSkills Work well series [here](#)

Film and TV Charity Get support [here](#)

# Training

This stage selects and confirms the cohort of learners in an accessible and inclusive process. This can involve everything from the application standards and questions to interviews and decisions.

## Training in-person

**The in-person delivery stage involves the actual presentation of the training or education course face-to-face. This requires ensuring physical accessibility that is actively provided before, during, and after the event.**

### **Training in-person in practice might look like:**

- Appointing a point of contact onsite who participants can approach for immediate support or adjustments (and giving attendees communication access to this person before training begins)
- Using a variety of training methods that meet the needs of all attendees including providing notes ahead of time, a BSL interpreter, dyslexia and colour vision deficiency-friendly presentations, loop technology readiness.
- Allowing for frequent breaks and a quiet room to accommodate attendees with unique physical, sensory and energy requirements.



### **These reflective questions will help you navigate this stage:**

1. Has the right person (such as an access coordinator) conducted an access audit of the location, assessed the structure of the training course, the course content and methods of study, and has a key contact for any questions around accessibility been assigned?
2. Have Access Passports been discussed and prepared?
3. Have you provided all attendees with a way to disclose accessibility requirements?
4. Is the building, the neighbourhood, the transport in proximity to the building, and emergency escape plans accessible?
5. Has your team considered all aspects of accessibility, including often overlooked issues like lighting, space between seats, flexible seating, any drink/food refreshments, temperature, and outside/inside noise, and noise bleed?
6. Are communication protocols inclusive, such as introducing speakers, using microphones effectively, descriptions of visual information?

## Links to more information about Training in-person

TAP TV Access Project resources and links [here](#)

Government's inclusive language [here](#)

Scope Checking event venue accessibility [here](#)

Business disability forum Accessible and inclusive events [here](#)

Staffs Accessible events in HE [here](#)

HSE Government Disability at work [here](#)

## Training online

**This stage delivers accessible training via online/digital platforms. It's a common misconception that online delivery has fewer accessibility issues to anticipate, but that is often not the case. The issues are just different.**

### **Delivering training online in practice might look like:**

- Choosing a digital platform which has had its accessibility tested with things like live captioning, keyboard navigation, screen readers, a BSL interpretation window, etc.
- Course facilitators decide to cut up the module content (either during or after) into different speeds depending on the attendees' needs - long-form video (5 videos 60 minutes long each, or micro-tracks (30 videos of 10 minutes long).
- Eliminating a requirement for attendance at a specific day/time, and instead providing a video of the course material, visual and audio resources, and follow-up online Q&A sessions.



### **These reflective questions will help you navigate this stage:**

1. Will a recording, summaries, Q&As, and other accessible materials be available afterwards so that attendees can access the full range of course content when they are best able to absorb it?
2. Do facilitators understand that attendees might not want to use video/participate, and attendance may vary?
3. Would it be best if learning facilitators had an online assistant/moderator who could navigate accessibility issues as they came up, monitor any changes in attendees, ask questions on their behalf, etc.?
4. Are any breakout rooms that are part of the course accessible to everyone throughout the exercise?
5. Are there a variety of communication and engagement methods (chat responses, verbal discussions, visual boards, polls, using avatars and visual signals, offered to include learners?

6. Have attendees been fully briefed on who to contact before the session to test tech, and who during the session to contact about technical or accessibility problems?

### Links to more information about Training Online

Ability Net E-learning accessible meetings and events [here](#)

Government's accessibility requirements for public sector websites and apps [here](#)

Continual Engine accessibility checklist for online courses [here](#)

Digital Learning Institute Improve-accessibility-in-online-learning [here](#)

Ability Net How to run an accessible meeting [here](#)

# Complementary support

The complementary support stage involving placements focuses on partnerships with industry to offer accessible and inclusive work experience.

## Complementary support: Placements

**Make sure you have a clear understanding of who is managing the responsibility of the placement, whether the university, broadcaster or third party.**

### Complementary support with placements in practice might look like:

- Learners who need sensory-controlled environments or less movement working on a visual medium (like animation) would be allowed remotely work with permission and ability to dip in and out of work (like via Miro Board)
- The placement organisation could meet with the training organisation, an Access Lead, and the learner to discuss how to support reasonable adjustments, and regular check-up chats throughout the placement.
- Advocates would keep on the lookout for unconscious bias as well as prejudice that impacts the work environment.



### These reflective questions will help you navigate this stage:

1. How will you ensure there is ongoing, clear communication between everyone involved throughout the placement process? Have you considered what role of Access Passports can play?
2. Has the placement organisation provided detailed information on their accessibility strategies, induction process, and do they have a proven track record of true inclusion?
3. Is there a clear and detailed job description, clarity about the flexibility of working hours, and an accommodating location (in-person, online, hybrid) for the placement?
4. How will you determine whether the learner/placement is comfortable and feels supported, and their well-being is a priority throughout the process?
5. Is there a system that collects actionable feedback before, during the placement, and not just afterwards?
6. Is there an emergency/contingency plan in place in case the job or the environment is unsuitable for the placement?

## Links to more information about Placements

ScreenSkills Diversity and inclusion training [here](#)

ScreenSkills TAP On the job [here](#)

Government's Employing disabled people and people with health conditions [here](#)

Access to work [here](#)

Create Access Career access in the creative sector [here](#)

Supporting industry placement students with SEND [here](#)

## Complementary support: Mentoring

**The mentoring stage involves channelling support from experienced industry people to mentees. This can be done in a variety of ways but should ideally work with the requirements of the mentee and the talents and availability of the mentor.**

**Complementary support with mentoring in practice might look like:**

- A mentor offers text-first mentoring, using the channels that a mentee needs/prefers for example by WhatsApp, Slack, etc.
- A mentoring organisation offers a live Q&A session with real-time skill development (which suitable) for an entire cohort with an industry leader via Discord
- The training organisers facilitate training for the mentors on accessible communication, reasonable adjustments in training, knowledge-sharing, relationship development, and other inclusive practices



**These reflective questions will help you navigate this stage:**

1. What is the method for mentor selection, and what steps can be taken to ensure that the mentor has no unconscious or overt bias/prejudice?
2. When it is clear that there is no alignment between mentor and mentee, what is the process for choosing another mentor?
3. How will mentor/mentee matching be determined to ensure the mentor's expertise aligns with the mentee's development goals?
4. Have all mentors been provided with the training, resources, support, and dedicated platforms needed?
5. What steps have been taken to check on and evaluate the relationship from both sides throughout the course of the relationship?
6. Which safeguards will need to be put into place to ensure there is confidentiality and trust between the mentors and mentees, and have mentors undergone disability inclusion training?

## Links to more information about Mentoring

ScreenSkills mentoring resources [here](#)

Creative Access mentoring resources [here](#)

Disability Rights UK leadership academy programme [here](#)

Business Scope reverse mentoring with disabled colleagues [here](#)

BBC reframing disability mentoring programme [here](#)

# Monitoring

**The monitoring stage requires creating and implementing checkpoints throughout the programme. These checkpoints are designed to centre participant wellbeing and accessible, impactful learning.**

## **Monitoring in practice might look like:**

- The project team creates a traffic-light system (green/amber/red) for attendees. This system can run all the time, or at intervals, and monitors everything from accessibility of the lessons to energy levels, and cognitive and sensory load.
- Integrating demographic data into the creation of the monitoring system to ensure the individual needs of each attendee are met, instead of a blanket one-size-fits-all approach.
- Bringing in a disability advocate to help ensure that any responsive planning and changes during the course of the monitoring period are not only effective, but as real-time as possible.



## **These reflective questions will help you navigate this stage:**

1. How often would checkpoints need to be fixed in order to get the most useful information out of them, and were both facilitators and learners/disability advocates involved in this decision-making?
2. Are the check-in tools accessible to all involved, and how is privacy/anonymity guaranteed?
3. Is there a contingency plan in place if monitoring reveals that the project is inaccessible, or in another way ineffective or even dangerous to participants?
4. How will the data from the monitoring be gathered, aggregated and interpreted, stored, and remain in compliance with industry and legal requirements?
5. Do the questions that are involved in monitoring take into account not just performance, but wellbeing issues including burnout, overload, masking, changes in circumstances, and stress levels?
6. Because not everyone feels comfortable giving honest feedback (especially during a project), who will monitor warning signs and at-risk attendees?

## **Links to more information about Monitoring**

Business Disability Forum data monitoring asking about disability [here](#)

E learning measuring the effectiveness of accessibility features in training programs [here](#)

Government guidance and tools for digital accessibility [here](#)

Business Scope how to phrase your disability monitoring questions [here](#)

# Assessment

**The assessment stage generally evaluates how well the learning process meets both the educational objectives set before implementation, and the accessibility targets.**

## **Assessment in practice might look like:**

- A team consults with the learners to create a secondary assessment category that evaluates the accessibility of the learning materials, structure, and the cognitive and physical impact of the course.
- Creating a choice of assessment environment. This includes in-person and online, single assessor or panel, or even digital assessment (like in the form of multiple choice/Q&A).
- Safeguards (like an independent, disability advocate assessor) are put into place to identify and support attendees who might feel intimidated or hesitant about the assessment process.



## **These reflective questions will help you navigate this stage:**

1. Who determines the criteria for assessment, and how will the milestones be chosen?
2. Are there a variety of formats (focus groups, anonymous surveys, audio forms, observation, reflective journals, etc)?
3. Are the rooms in-person assessments taken in accessible?
4. Have the educators also been invited to participate as their feedback and observations are important to adjustments to future sessions?
5. Who conducts the assessments? Have they received sufficient training for fairness and accessibility in evaluation?
6. Will the assessment findings be reported back to participants, partners, and stakeholders? How will this be done?

## **Links to more information about Assessment**

Work Safe understanding DSE assessments for disability [here](#)

IncludED A guide to designing inclusive assessments [here](#)

Liverpool designing inclusive and accessible assessments [here](#)

Mentimeter formative assessment examples and ideas [here](#)

Reading University using a variety of assessments to support inclusive learning [here](#)

Edutopia 7 smart, fast ways do formative assessments [here](#)

# Feedback: learner progress

**This stage focuses on figuring out if the learning objectives have been met for each individual learner. This involves defining what success and drawbacks mean.**

## **Feedback on learner progress in practice might look like:**

- Learning dashboards that are created by an expert who can personalise the controls and categories measured, monitoring in real-time without relying on the learner's energy levels.
- Adopting a unique criteria of personalised success that accommodates the different ways that learners both learn and show progress.
- Follow-up surveys or interviews, which give attendees time to fully absorb and process the programme, avoiding putting attendees on-the-spot before they're ready.



## **These reflective questions will help you navigate this stage:**

1. Have the learners been consulted to take into account their goals, requirements, adjustments, and strengths into the criteria?
2. How will the assessors/facilitators give fair feedback that not only identifies successes, but areas that have room for improvement?
3. How many channels have been offered to the learners, and is there any flexibility in case circumstances change or learners prefer a different method?
4. How will the learner progress information be collected, collated, and interpreted, and what is the goal?
5. How quickly will pivots in strategy and interventions be put in place once it's clear that goals aren't being met?
6. Is there either an unconscious or overt priority of learning goals/objectives being prioritised over the wellbeing of each learner?

## **Links to more information about Feedback: Learner Progress**

ScreenSkills continuing professional development templates and resources [here](#)

Venngage Create accessible reports [here](#)

ScreenSkills what is tap and what are the 5As [here](#)

Feedback Fruits best-strategies to promote self-regulation and autonomy [here](#)

# Programme feedback

**This stage involves getting feedback and insights from the instructors, learners, and anyone else in the programme. The feedback focuses on their satisfaction of the overall experience and its impact.**

## **Programme feedback in practice might look like:**

- Ensuring that participants aren't required to give lengthy responses by providing them with multiple choice, emoji-led queries and polls.
- Bringing in truly anonymous "safe space" platforms and currently worded questions which avoid identifying participants and encourage honesty.
- Creating visual, audio, and kinaesthetic findings for participants and stakeholders so that everyone can understand the information.



## **These reflective questions will help you navigate this stage:**

1. Would participants appreciate the option of creative gamified feedback, including progress bars and levels, challenge missions, and rewards?
2. How will criteria and feedback gathering differ depending not the participant's role, goal, and support requirements?
3. Are there any information-gathering methods that give a better engagement level and lower fatigue rate than a straight-up universal survey?
4. How will the feedback be given to all in a transparent and accessible way?
5. Has the assessment criteria been shaped in a way that assesses the programme in a 360-degree way, to include partners, mentors, etc.?
6. How will the feedback be given to evaluators to shape any future learning projects in a concrete and time-bound way?

## **Links to more information about Programme Feedback**

Business Disability Forum staff consultation methods [here](#)

Smart Survey training surveys how to run them [here](#)

Disability Scotland training-feedback [here](#)

Disability gateway use feedback to evaluate [here](#)

NHS helping people with learning disability give feedback (easy read) [here](#)

# Evaluation

**The evaluation stage involves reflecting on the course in the short and long-term, including selection process, learner numbers, completion rates, satisfaction, and employment outcomes.**

## **Evaluation in practice might look like:**

- Allocating enough staff time and budget is needed for the adaptations and enhancements to improve this or other educational projects in the future.
- Bringing a trained assessor to set KPIs that make the best use of learning, satisfaction, accessibility, employment, etc.
- Finding and engaging with learners who did not complete the course to understand the challenges and barriers that did not surface in the feedback-gathering stages.



## **These reflective questions will help you navigate this stage:**

1. Are there any similar programmes in the industry that could be used as peer benchmarks to bring a new level of evaluation to the project?
2. How much time and resources will be needed to collect, interpret, collate, and act on the feedback, and does it need to be done in stages?
3. Will there be reflective practice reports written, and who is best to ensure that it is accurate, fair, bias-free, and accessible?
4. Is an advisory board the best resource for ensuring no stones are left unturned in implementing changes?
5. Would long-term outcome mapping (such as tracking attendees' employment) be useful over the course of a year or longer to understand the true impact of the project?
6. Is the project prepared for any internal or external audits by industry bodies, boards, or other stakeholders?

## **Links to more information about Evaluation**

Ability net learn from disabled people & adjust your working practices [here](#)

Government's making disability research work for you [here](#)

Eval Academy 10 tips for making your evaluation report more accessible [here](#)

University of Cambridge reflective writing [here](#)

Intrac Outcome Mapping [here](#)

# Continuous Development

**This stage determines how the project impacts the pathways for the project's participants. This can include the immediate impact as well as alumni cohorts and emerging opportunities.**

## **Continuous Development in practice might look like:**

- Integration into disability-focused alumni networks to tackle the common feelings of isolation that come with being a disabled person in the screen industries.
- Alumni-led workshops, which allow the previous attendees to build on what they have learned, and give new attendees the benefit of their knowledge and experience.
- A team heading up a cohort of attendees that enables them to create content about their experiences, learning journeys, and success stories.



## **These reflective questions will help you navigate this stage:**

1. How will any course content, learning environments, facilitators, partners, or other stakeholders who are not compatible with future goals be disengaged from?
2. How have the learners been encouraged and enabled to contribute their time or knowledge back to the community or future participants?
3. What kinds of impact on learners and the wider industry do you hope this project has going forward in the future?
4. Do you plan on facilitating any future alumni/cohort meet-ups, networking, and/or career advice?
5. Is there an opportunity for a follow-on education/training programme (or multiple programmes) to continue the momentum?
6. Is there potential for more depth or expansion in the current programme objectives, partners, and/or other stakeholders?

## **Links to more information about Legacy**

Business Disability Forum performance management [here](#)

Government impact of training programmes for people with disabilities report [here](#)

Never learning how to make workplace training accessible [here](#)

# 5. Conclusion

**Accessible training isn't about just ticking boxes. It's about ensuring that everyone involved from the educators to the administrators, learners, partners, and stakeholders feels truly welcome and supported.**

Feel free to continue to use this guide as well as the other ScreenSkills and TAP resources to keep checking in and enhancing your course to provide the best experience possible.

You've already made the decision to centre inclusivity and accessibility. You just need the information and resources to empower your learners and the industry at large.

If you have any further questions or additional concerns, please refer to these contacts:

## Who We Are

Formed in 2023, in response to Jack Thorne's McTaggart lecture, TAP is a collective of nine UK broadcasters and streamers who have come together to create a substantive and permanent structural shift to ensure access provision for Disabled talent. Our goal is **full inclusion by 2030**.

## Thanks

Thank you to everyone part of the Training, Education and Outreach workstream who contributed to creating this toolkit for the TV Access Project.

**TV Access Project**

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