

# Anticipatory Approaches for Inclusive Education



CENTRE FOR  
LEARNING  
& TEACHING



IMPACTFUL  
ACTIONS YOU CAN  
TAKE TO SUPPORT  
COMMONLY  
ENCOUNTERED  
NEEDS



## 1. Releasing Core Materials Early

1. What can you do?
2. Resources
3. Benefits / Concerns / Reflections

## 2. Provide Asynchronous Versions of Live Sessions

1. What can you do?
2. Resources
3. Benefits / Concerns / Reflections

## 3. Provide accessible learning materials

1. What can you do?
2. Resources
3. Benefits / Concerns / Reflections

## 4. Structuring information clearly

1. What can you do?
2. Resources
3. Benefits / Reflections

## 5. Removing assessment barriers

1. What can you do?
2. Resources
3. Benefits / Oral & Group Assessments / Reflections





# 1. Releasing Core Materials Early

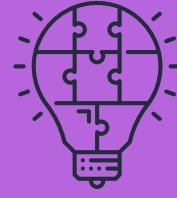
Use this scaled approach based on time, confidence, and ambition.



## Getting Started

### What can you do?

- Identify 1-2 key materials per session (e.g., lecture slides, essential reading) that you can upload in advance versus uploading everything in advance.
- If you can't upload to Moodle at least 24-hours before class, provide a summary or overview of what will be covered.
- Reuse previous slide/notes/videos.
- Provide prompt questions from the reading to help students prepare, if you can't provide core material early.



## Enhancing Access

### What can you do?

- Chunk materials by week/topics and upload in advance.
- Use a clear label, forum post, or email to announce availability.
- Add placeholders when final versions aren't ready.
- Provide glossaries or a "preview space" with terminology or themes.



## Innovative Teaching

### What can you do?

- Use labels and descriptions to provide context and link it to prior learning and/or the bigger picture.
- Record a weekly preview video/audio intro.
- Use forums or interactive tools to support engagement before class.
- Create resources in multiple formats.
- Create activities for students to reflect and test their own understanding of the content.
- Leverage GenAI tools to create summaries, additional resources, or key term guides, ensuring you double check its output for clarity and accuracy.



# 1. Releasing Core Materials Early

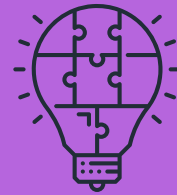
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## Getting Started

### Resources

- [Adding a file to your Moodle space.](#)
- [Adding a folder \(a group of files\) to your Moodle space.](#)
- [Reusing Panopto recordings from previous years for this year's cohort.](#)
- [Sharing a Panopto recording with multiple cohorts.](#)
- [Creating a clear label for your resource on Moodle \(ie. Week 2 Prep – Review Before Class\) or a placeholder for future resources.](#)



## Enhancing Access

### Resources

- [Guidance on creating good slides.](#)
- [Guidance on adding notes to slides so that you don't have information overload on your presentation.](#)
- [How to print/create a PDF of your slides with notes visible.](#)
- [Setting the availability of your resources on Moodle to release on a schedule.](#)
- [Setting the availability of your resources on Panopto to release on a schedule.](#)



## Innovative Teaching

### Resources

- [Setting up a forum in Moodle.](#)
- [Using H5P to create engaging content in Moodle.](#)
- [Creating recordings with Panopto.](#)
- [How to use GenAI to create images and alternative text for images.](#)



# 1. Releasing Core Materials Early

Small changes, done consistently, create big impact. Making one adjustment this term could open the door for more inclusive learning for all.



## Who Benefits - And How?

### All students

Builds confidence, enables preview, and supports preparedness

### Autism, Anxiety, Dyslexia, ADHD, SpLDs

Reduces uncertainty and cognitive overload

### Visual Impairment

Enables pre-annotation and easier processing of content

### Chronic Illness, Fatigue

Supports planning around energy levels and flares

### Deaf, Hard of Hearing

Enables preview of new or technical terminology that can be hard to lip read

### International Students

Time to translate or review unfamiliar terms



## Concern

### Concern:

"I can't share my material ahead of time because of privacy issues/spoiler risks/etc."

### Solution:

- Share guiding questions or themes instead of full slides and notes.
- Provide learning outcomes or a warm-up task.
- Create reflective prep tasks that align with session flow.



## Reflection

### Question to ask yourself:

- What one material do I always use that I could post early?
- Is there any material I shouldn't post early?
- If I can't release core materials, what can I provide instead to prepare students?
- What is the simplest step I could take this week to begin?



## 2. Provide Asynchronous Versions of Live Sessions

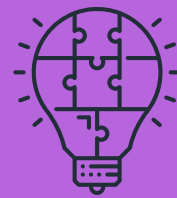
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### Getting Started

#### What can you do?

- Record live lectures for students to watch in their own time.
- Upload PowerPoint slides with note to explain the visuals.
- Reuse recordings or slides from previous years, or a different cohort, if appropriate.



### Enhancing Access

#### What can you do?

- Break recordings into shorter segments by topic.
- Use captions for videos and provide transcripts (automatic captions with review).
- Share a weekly summary document in your Moodle space.
- Provide a short written/audio/video recap of in-class discussions.
- Share flipped learning materials ahead of live sessions.



### Innovative Teaching

#### What can you do?

- Offer multiple formats: video, audio, and text.
- Include estimated time to complete for each resource/activity.
- Add asynchronous follow-up tasks like Padlets, polls, or Moodle forums.
- Use asynchronous collaboration if it will enhance your topic: glossary building, forum debates, shared documents.
- Ask students to contribute asynchronous content (e.g. 2-minute explainer videos, blog posts, forums).
- Use interactive tools like H5P to embed reflection questions in videos.
- Integrate GenAI tools to create summaries or alternative formats (with review).



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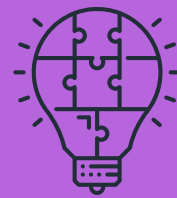
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### Getting Started

#### Resources

- [Scheduling recordings of your live lectures via Panopto.](#)
- [Reusing Panopto recordings from previous years for this year's cohort.](#)
- [Sharing a Panopto recording with multiple cohorts.](#)
- [Guidance on adding notes to slides to explain visuals.](#)



### Enhancing Access

#### Resources

- [How to edit and break recordings into shorter segments on Panopto.](#)
- [How to edit the captions of your Panopto recordings.](#)
- [How to use Moodle Text and Media block to create a short summary.](#)
- [Adding a file to your Moodle space.](#)
- [Adding a folder \(a group of files\) to your Moodle space.](#)
- [Introduction to Generative AI and how it can be used in teaching and learning.](#)



### Innovative Teaching

#### Resources

- [Setting up a forum in Moodle.](#)
- [Using H5P Interactive Video to embed questions into videos.](#)
- [Creating a glossary in Moodle.](#)





# 2. Provide Asynchronous Versions of Live Sessions

Small changes, done consistently, create big impact. Making one adjustment this term could open the door for more inclusive learning for all.



## Who Benefits - And How?

All students	Useful for revision, catching up, and flexible learning. Can improve comprehension and memory as students can revisit lectures at their own pace/schedule.
Autism, Anxiety, Dyslexia, ADHD, SpLDs	Allows pause/replay for note taking and supports information processing.
Visual Impairment	Allows students to use their own assistive technologies to create accessible formats.
Chronic Illness, Fatigue	Enables learning around health fluctuations.
Deaf, Hard of Hearing	Can use captions/transcripts and watch at a suitable speed.
International Students	Allows pause/replay on terms and concepts that are not familiar.



## Concern

**Concern:**  
“My lectures don’t involve me just talking at the front of the room, they also involve students working in groups, so recording it won’t be of any use.”

**Solution:**

- Provide a summary of what was covered during the session instead.
- Edit recordings and eliminate sections that are not useful.



## Reflection

**Question to ask yourself:**

- What parts of my live session could be offered asynchronously?
- Are my recordings accessible (captions, summaries, alternatives)?
- Am I unintentionally excluding students by relying only on live delivery?
- Could I try one asynchronous task this term?



# 3. Provide Accessible Learning Materials

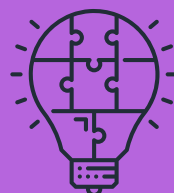
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## Getting Started

### What can you do?

- Identify 1-2 essential materials per session (e.g., lecture slides, essential reading) and make sure:
  - Documents are structured using heading styles.
  - Fonts and formatting are accessible (i.e. Arial font, at least 12pt word size in documents, left aligned text).
  - Images have alternative text.
- Use the Accessibility+ Toolkit to bulk fix accessibility issues in Moodle.
- Check all materials you create with an accessibility checker.
- Always use a mic when giving lectures (if available) to support deaf/hard of hearing/t-loop users in the room and improve audio recording quality.
- Ensure captions are available on video recordings and live captions on online sessions.



## Enhancing Access

### What can you do?

- Upload new materials in their original format (e.g. Word Docs, PowerPoint slides) instead of PDFs.
- Use links to support navigation and make link text meaningful and descriptive.
- Use plain English free of jargon.
- Ensure videos have accurate captions.



## Innovative Teaching

### What can you do?

- Provide students with a glossary for unfamiliar terms.
- Present material in multiple formats (e.g. audio recordings, text, visuals).
- Present materials alongside clear instructions and expectations.
- Use labels/patterns alongside colour as indicators for meaning (e.g. in graphs and charts).
- Move around in your lecture – teaching the same material in different parts of the room can strengthen memory and retrieval.
- Co-create materials with students having them test and provide feedback on how to improve accessibility.
- Use GenAI to auto-generate alt text, summaries or alternative formats.



# 3. Provide Accessible Learning Materials

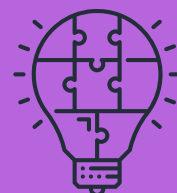
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## Getting Started

### Resources

- [5 Steps towards accessible content](#)
- [Microsoft Office accessible templates](#)
- [Using the Microsoft Accessibility checker to review new materials being created.](#)
- [Checklist for an accessible PowerPoint](#)
- [Checklist for creating Accessible PDF files](#)
- [Making content created in Moodle accessible](#)
- [Guidance for planning and delivering accessible lectures](#)
- [Designing Accessible PowerPoint slide decks](#)
- [Making videos accessible](#)



## Enhancing Access

### Resources

- [Make your Outlook email accessible to people with disabilities – Microsoft Support](#)
- [Microsoft accessibility tools for vision](#)
- [Microsoft accessibility tools for hearing](#)
- [Microsoft accessibility tools for neurodiversity](#)
- [Microsoft accessibility tools for learning](#)
- [Microsoft accessibility tools for mobility](#)
- [Microsoft accessibility tools for mental health](#)



## Innovative Teaching

### Resources

- [Improve the quality of captions in Panopto and Zoom](#)
- [Foreign Language Captioning in Video Recordings](#)
- [Rehearse your slide show with Speaker Coach](#)
- [Guide to setting up a Moodle Glossary.](#)



# 3. Provide Accessible Learning Materials

Small changes, done consistently, create big impact. Making one adjustment this term could open the door for more inclusive learning for all.



## Who Benefits - And How?

All students	Accessible formats enhance flexibility - materials can be used on multiple devices and across different contexts.
Autism, Anxiety, Dyslexia, ADHD, SpLDs	Clear layouts, appropriate fonts, and flexible formats reduce cognitive strain and support understanding. Structured, clutter-free documents help maintain focus and improve engagement with key content.
Visual Impairment	Accessible formats (e.g., alt text, screen reader-friendly docs) allow independent access to materials.
Students with physical and temporary disabilities	Keyboard-navigable materials reduce barriers for those who cannot always use a mouse or standard input tools.
Deaf, Hard of Hearing	Captions and transcripts for audio/video support understanding and equitable access.
International Students	Plain English, visual supports, and definitions reduce language-based barriers and aid comprehension.



## Concern

**Concern:**  
“The materials are provided by an external, I don’t have the ability to make them accessible.”

**Solution:**  
Key pieces of information need to be accessible to all. If the context that information is presented in isn’t accessible look at alternative texts or videos. Both the original and alternative can be available to students, but let students know it covers the same information.



## Reflection

- Question to ask yourself:**
- Would my learning material still make sense if a student accessed them without me present to explain it?
  - What is my students’ prior knowledge? Will they all be approaching the material in the same way?
  - If my material isn’t accessible, what else can I provide my students to ensure their understanding?



# 4. Structuring Information Clearly

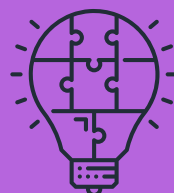
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## Getting Started

### What can you do?

- Clearly signpost contact hours, how and where students can contact you and what students can talk to you about.
- Identify 1 or 2 new key concepts and connect them to previous knowledge.
- Provide assessment deadlines well in advance.
- Prioritise resources in your reading list to help students manage their time and focus their reading.
- For new units use the Moodle templates with its organised sections and heading suggestions to set-up your unit.



## Enhancing Access

### What can you do?

- Use the Bath Blend Baseline handbook and checklist for a framework and tips on structuring your digital information.
- Explore connections between topics being taught and the bigger picture.
- Provide a glossary of common terms.
- Use polls to check student understanding.



## Innovative Teaching

### What can you do?

- Work as a course team to structure information consistently and clearly across all units on the course.





# 4. Structuring Information Clearly

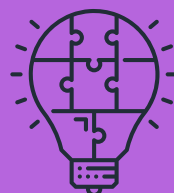
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## Getting Started

### Resources

- [Setting up a Moodle assignment with a deadline, assignment details, and so that they appear in students' dashboards on Moodle.](#)
- [Tips to connect prior knowledge to new learning.](#)
- [Using Moodle "Text and Media" activity to add contact details.](#)



## Enhancing Access

### Resources

- [The Bath Blend Baseline checklist, an easy-to-follow framework that you can use to design and improve the digital learning experience of your students.](#)
- [Guide to setting up a Moodle Glossary.](#)
- [How to use Menti for synchronous and asynchronous polling.](#)
- [How to set up a reading list.](#)
- [Strategy on using graphics to connect course material to the big picture.](#)



## Innovative Teaching

### Resources

- [Tips to work effectively as a teaching team.](#)





# 4. Structuring Information Clearly

Small changes, done consistently, create big impact. Making one adjustment this term could open the door for more inclusive learning for all.



## Who Benefits - And How?

All students	Reduces time spent on clarification. Increases students' self-reliance as they will be able to navigate through the information presented independently.
Autism, Anxiety, Dyslexia, ADHD, SpLDs	Easier on navigation and memory. Predictable sequence lowers stress.
Visual Impairment	Proper use of headings, lists, and alt text ensures accessible navigation and understanding.
Students with Specific Learning Differences (SpLDs)	Enables easier scanning, comprehension, and note-taking with well-formatted and structured resources.
International Students	Explicit organisation supports comprehension.



## Reflection

### Question to ask yourself:

- Have students done this before? If so, have I referenced to them when/where they have? If not, what steps have I set in place to prepare them to do the task?
- What activities have I set for me to understand my students' current level of knowledge and understanding?
- Is the structure of my information similar to other units my students are taking? If not, am I making it clear to the students on my structure?





# 5. Removing Assessment Barriers

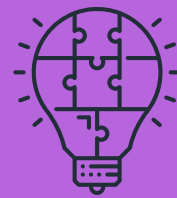
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## Getting Started

### What can you do?

- Provide assessment briefs and marking criteria as soon as possible.
- Provide students with past examples of assessments.



## Enhancing Access

### What can you do?

- Set assessments as a course team to ensure that deadlines are not bunched together.
- Provide students opportunity to engage in formative assessments.
- Provide students with marking guides/rubrics before the assessment deadline so that they can evaluate their own understanding.
- Provide students examples of assessments with answers and feedback.
- Provide students with feedback and feed-forward to their assessments so they can see areas to work on before their next assessment.



## Innovative Teaching

### What can you do?

- Work with students to co-create assessments (ie. tasks, marking criteria).
- Build in student autonomy in how they are assessed and how they can present their knowledge and understanding.
- Create assessments that build on prior student knowledge and skills and communicate the connection to students.
- Create a space where students can ask questions about their feedback to better prepare them for future assessments.



# 5. Removing Assessment Barriers

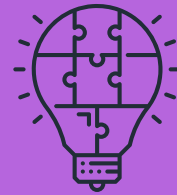
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## Getting Started

### Resources

- [How to attach files \(like assignment briefs and previous exam examples\) onto Moodle.](#)
- [Template and guidance on writing clear and effective assignment briefs.](#)



## Enhancing Access

### Resources

- [Setting up a Moodle assignment with a deadline, assignment details, and so that they appear in students' dashboards on Moodle.](#)
- [How to set up a Moodle quiz for formative assessment.](#)
- [Guidance on H5P, which can be used to create formative assessments.](#)
- [How to set up a Moodle forum, which can be used to provide students with assessment answers and whole cohort feedback\).](#)
- [Tips on creating exemplars.](#)



## Innovative Teaching

### Resources

- [What is co-creation?](#)
- [Case studies on students as co-creators to transform education.](#)
- [Strategies on how to design assessments to support student choice.](#)
- [A diverse option of assessments to build in choice.](#)



# 5. Removing Assessment Barriers

Small changes, done consistently, create big impact. Making one adjustment this term could open the door for more inclusive learning for all.



## Who Benefits - And How?

### All students

Structured rubrics and exemplars give clearer expectations. Advance information allows time for planning. Agency to pick assessment question can match cognitive strengths.

### Neurodivergent students (e.g. ADHD, Autism, Dyslexia)

Clear, literal criteria and consistent rubrics remove hidden rules, reduces decoding load, and can act as a checklist for students to stay on task. Predictable timelines support routine. Advance information enables planning.

### Visual Impairment

Early access to digital briefs means time for Braille/screen reader conversion.

### Students from widening participation backgrounds

Clearer criteria and scaffolded assessment reduce hidden curriculum.

### Students with anxiety or mental health challenges

Knowing expectations early reduces uncertainty. Agency in choice lowers performance pressure.

### International Students

Clear, literal criteria and consistent rubrics remove hidden rules and reduces decoding load.



## Oral & Group Assessment

More detailed guidance has been created for oral & group assessments:

[Anticipatory support and reasonable adjustments for oral assessments](#)

[Anticipatory support and reasonable adjustments for group work assessments](#)



## Reflection

Question to ask yourself:

- Can I work with my fellow teaching team to see how we can minimise barriers?
- What formative assessment tasks have I set so students understand how to approach my assessment?
- Does my feedback to students give them actionable advice on how to improve on their future assessments?
- Can I provide my students choice in how they are assessed (ie. the task, the conditions or the timing)?



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PRODUCED: SEPTEMBER 2025