# Accessibility Compliance Student Interns

# Department of Geography and Geology

* Academic staff using the captioning service = 11
* Interns currently offering the service = 9

An advert was placed on our Geosciences Noticeboard in August 2020 – initially we recruited 6 Interns. Due to the success and demand of the service, we recruited a further 5 in November 2020. Work rate of the Interns varies due to the volume of their academic demands, ensuring they always put their studies first.

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| Month | Length of recorded content (mins) | Time taken to compete captioning process (hrs) |
| September 2020 | 896 | 53 |
| October 2020 | 3617 | 200 |
| November 2020 | 1731 | 141 |
| December 2020 | 1094 | 106 |
| January 2021 | 702 | 60 |
| February 2021 | 2110 | 89 |
| March 2021 | 1118 | 65 |

Workflow process**:**

## Pro’s and cons:

* Tutors would not have capacity to caption recorded material if we had not had this system in place
* However, we also do not have capacity to assess the quality of the captioning that the students complete. I have carried out limited QA and have found issues which were addressed.
* Each month students send in claim forms that require a significant amount of time in approving and sending on for payment.
* Staff record the work through a shared spreadsheet and this is based on honesty. We do not specify a number of videos captioned/minutes captioned/per hour. Students are provided with recorded content, they complete the captioning task and then report to the tutor the number of minutes this took them. Time taken to caption varies greatly due to clarity of the spoken word, complexity of the recording, individual learning needs etc.
* Student are advised to manage their own workload and be clear on whether they can take on work or not. Their academic studies are their first priority. Given this, Intern capacity varies over the months as deadlines approach etc.
* Each tutor has a designated Intern for which they work directly with. This was a positive change from the original as I was dealing with all the matching initially. However, it is challenging to find the correct match – some tutors noted that matching a first year student for example, is tricky as they are not aware of the specific language and terms used within the subject. Also, matching an intern with one tutor increases an effective working relationship, but decreases job satisfaction as they are captioning material they may also be learning from. This has been seen as a positive and a negative from some. There may be merit here in matching and Intern to a subject with no prior knowledge.
* Through feedback from our Interns, we have been able to understand the student experience much quicker. It was noted that a large proportion of the recorded content was inaudible as the tutor was too far away from the main microphone. We have since purchase wireless microphones for each tutor.
* The start of the session does not require recording as this may involve a register being taken. Only begin a recording once the session material has begun.
* We nominated 3 Interns and have been shortlisted for the EHU Careers Awards.