



Caption.Ed Guidance

SFE, SFW, SFNI & SAAS Software Justification



CareScribe

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Recommendations for Caption.Ed – Important Information

SFE Funded Students

On the 15/12/2020 SFE alongside the Department for Education amended the terms under which they would accept recommendations to Caption.Ed. They stated they would approve Caption.Ed only for:

1

STUDENTS WITH HEARING IMPAIRMENT

2

STUDENTS WHO NEED SOFTWARE FOR CAPTIONING...

3

...ONLINE STUDY MATERIALS ONLY

We understand that Caption.Ed can provide a huge benefit for students with a much wider range of needs and that the software can provide much greater benefits to hearing impairment students than just the core captioning functionality.

However, for Caption.Ed to be recommend, it must be recommended for the above three criteria only. For example, recommending Caption.Ed for transcription will result in it being rejected.

Guidance for SFE Funded Students

Hearing Impairment

Disability	Impairment	Disability and impairment focused recommendation	How Caption.Ed helps	Important additional consideration to include	Recommended final statement
<p>Hearing impairment</p>	<p>Hearing impairment</p>	<p>This student has a hearing impairment and as such requires support with interpreting and consuming information provided in an audio format. This student will have to carry out a significant amount of self-directed learning, and online study research during their course on platforms that either not provide captions, or don't provide accurate automatic captions. Note the student will also have study related in person conversation outside of structured formal teaching.</p>	<p>Caption.Ed provides high quality automatic captions for any live, or pre-recorded media and can be used in face-to-face meetings, seminars and study events, whereby the audio information would otherwise not be able to be consumed by this student. These captions will provide the student with a medium in which they can better process the information provided.</p>	<p>Whilst the HEP may be required to provide captions for their own media, lectures and seminars, they are not required, nor is it reasonable to expect them, to provide captions for third party media. This student is required to part-take in self-directed learning and online study research during their course and as such will be required to utilise a wide range of third-party study related resources.</p>	<p>Please note this recommendation is in keeping with the criteria set out by Student Finance England in your publicly published guidance on when Caption.Ed software can be recommended as issued on 15th December 2020.</p>

Guidance for SFW, SFNI or SAAS Funded Students

Hearing Impairment

Disability	Impairment	Disability and impairment focused recommendation	How Caption.Ed helps	Important additional consideration to include
Hearing impairment	Hearing impairment	This student has a hearing impairment and is unable to consume audio information.	Caption.Ed provides high quality automatic captions for any live, or pre-recorded media and can be used in face-to-face lectures. These captions will provide the student with a medium in which they can better process the information provided.	Whilst the HEP may be required to provide captions for their own media, lectures and seminars, they are not required, nor is it reasonable to expect them, to provide captions for third party media. This student is required to part-take in self-directed learning during their course and as such will be required to utilise a wide range of third-party study related resources.

Dyslexia – Impaired Auditory Processing

Disability	Impairment	Disability and impairment focused recommendation	How Caption.Ed helps	Important additional consideration to include	Evidence Base
<p>Dyslexia</p>	<p>Impaired Auditory Processing: Inconsistent listening comprehension: Auditory perceptual differences</p>	<p>Dyslexia is defined by the International Dyslexia Association (2000) as a "language-based disability in which a person has trouble understanding words, sentences or paragraphs, both oral and written language are affected. This student struggles with impaired auditory processing which is a hallmark feature of dyslexia. As a result, when presented with information verbally they will struggle to process and retain this information. Unfortunately, during their studies much of the study related information they will be required to consume will be provided as an electronic audio/video stream or presented verbally such as in face-to-face lectures or seminars. Similarly, the student will be required to partake in self-directed learning and will need to be able to access a wide variety of study material separate to those provided by the university.</p>	<p>Caption.Ed provides high quality automatic captions for any live or pre-recorded media and can be used in face-to-face lectures. These captions will provide the student with a medium in which they can better process the information they are being provided. It is widely acknowledged the benefits captions can offer to students with dyslexia due to the inherent deficit in auditory processing.</p>	<p>Whilst the HEP may be required to provide captions for their own media, lectures and seminars they are not required, nor is it reasonable to expect them, to provide captions for third party media. The student is required to partake in self-directed learning during their course and as such will be required to utilise a wide range of third-party study related resources.</p>	<p>There is an abundance of evidence to support the beneficial use of captions for those with dyslexia. Amongst this is a national research study which takes a closer look at the benefits of captions. This study yields evidence that caption tools can aid with so much more than hearing loss, demonstrating that captions are extremely helpful for individuals with learning difficulties such as dyslexia. We would invite you to review their findings which demonstrate 75% of students reported using captions as a learning aid. When asked how captions help as a learning aid, 52% of students reported comprehension, 33% reported accuracy, 20% reported engagement, and 15% reported retention.</p>

Dyslexia – Attention / Concentration Deficit

Disability	Impairment	Disability and impairment focused recommendation	How Caption.Ed helps	Important additional consideration to include	Evidence Base
Dyslexia	Attention/concentration deficits	<p>It is well established that attention deficits (often visuospatial) are common symptoms of dyslexia. When in a study environment, the student frequently struggles to maintain concentration on the information provided. Unfortunately, this often results in critical information being missed which then limits comprehension of the information being provided. This will result in the student being at a disadvantage when compared to their peers.</p>	<p>Caption.Ed provides high quality automatic captions for any live or pre-recorded media and can be used in face-to-face lectures. These captions will provide the student with a medium in which they can better process the information provided. The captions also remain on screen beyond the moment of the spoken audio and allow the student to compensate for any lapses in concentration by retaining the context of what is being said which assists overall comprehension of the information.</p>	<p>Whilst the HEP may be required to provide captions for their own media, lectures and seminars they are not required, nor is it reasonable to expect them, to provide captions for third party media. The student is required to partake in self-directed learning during their course and as such will be required to utilise a wide range of third-party study related resources for which no captions will otherwise be provided.</p>	<p>There is an abundance of evidence to support the beneficial use of captions for those with dyslexia. Amongst this is a national research study which takes a closer look at the benefits of captions. This study yields evidence that caption tools can aid with so much more than hearing loss, demonstrating that captions are extremely helpful for individuals with learning difficulties such as dyslexia. We would invite you to review their findings which demonstrate 75% of students reported using captions as a learning aid. When asked how captions help as a learning aid, 52% of students reported comprehension, 33% reported accuracy, 20% reported engagement, and 15% reported retention.</p>

Dyspraxia

Disability	Impairment	Disability and impairment focused recommendation	How Caption.Ed helps	Important additional consideration to include
<p>Dyspraxia</p>	<p>Difficulties with concentration</p>	<p>It is well established an attention deficit is a common symptom of dyspraxia. When in a study environment this student frequently struggles to maintain concentration on the information provided. Unfortunately, this often results in critical information being missed which then limits comprehension of the information being provided. This will result in the student being at a disadvantage when compared to their peers.</p>	<p>Caption.Ed provides high quality automatic captions for any live or pre-recorded media and can be used in face-to-face lectures. These captions will provide the student with a medium in which they can better process the information provided. The captions also remain on screen beyond the moment of the spoken audio and allow the student to compensate for any lapses in concentration by retaining the context of what is being said which assists overall comprehension of information.</p>	<p>Whilst the HEP may be required to provide captions for their own media, lectures and seminars, they are not required, nor is it reasonable to expect them, to provide captions for third party media. This student is required to part-take in self-directed learning during their course and as such will be required to utilise a wide range of third-party study related resources for which no captions will be otherwise provided.</p>

ADHD

Disability	Impairment	Disability and impairment focused recommendation	How Caption.Ed helps	Important additional consideration to include
<p>ADHD</p>	<p>Inattention</p>	<p>Inattention is one of the diagnostic markers for a diagnosis of ADHD. When in a study environment, this student frequently struggles to maintain concentration on the information provided. Unfortunately, this often results in critical information being missed which then limits comprehension of this information. This will result in the student being at a disadvantage when compared to their peers.</p>	<p>Caption.Ed provides high quality automatic captions for any live or pre-recorded media and can be used in face-to-face lectures. These captions will provide the student with a medium in which they can better process the information provided. The captions also remain on screen beyond the moment of the spoken audio and allow the student to compensate for any lapses in concentration by retaining the context of what is being said which assists overall comprehension of information.</p>	<p>Whilst the HEP may be required to provide captions for their own media, lectures and seminars, they are not required, nor is it reasonable to expect them, to provide captions for third party media. This student is required to part-take in self-directed learning during their course and as such will be required to utilise a wide range of third-party study related resources, for which no captions will be otherwise provided.</p>

Anxiety and Depression

Disability	Impairment	Disability and impairment focused recommendation	How Caption.Ed helps	Important additional consideration to include
<p>Anxiety and Depression</p>	<p>Concentration</p>	<p>This student struggles with anxiety and/or depression and as a symptom of this has impaired concentration. In a study environment this student frequently struggles to maintain concentration on the information they are being provided. Unfortunately, this often results in critical information being missed which then limits comprehension of the information being provided. This puts the student at a significant disadvantage to their peers.</p>	<p>Caption.Ed provides high quality automatic captions for any live or pre-recorded media and can be used in face-face lectures. These captions will provide the student with a medium in which they can better process the information provided. The captions also remain on screen beyond the moment of the spoken audio and allow the student to compensate for any lapses in concentration by retaining context of what is being said which assists overall comprehension of information</p>	<p>Whilst the HEP may be required to provide captions for their own media, lectures and seminars, they are not required, nor is it reasonable to expect them, to provide captions for third party media. This student is required to part-take in self-directed learning during their course and as such will be required to utilise a wide range of third-party study related resources.</p>

ASD

Disability	Impairment	Disability and impairment focused recommendation	How Caption.Ed helps	Important additional consideration to include
<p>ASD</p>	<p>Auditory Processing Impairment</p>	<p>This student has ASD when viewing study events in person, live or pre-recorded media. This is caused by audio processing issues the student experiences and, due to auditory overload, all or most of the audio could be rendered totally meaningless. Consequently, this will lead to information provided being difficult for the student to comprehend, placing them at a disadvantage to their peers. Whilst all of us miss words from time to time, missing words for someone on the autistic spectrum, such as this student, can lead to significant frustration and distress further confounding the difficulties in comprehension when presented with information in a purely auditory format.</p>	<p>Caption.Ed provides high quality automatic captions for any live or pre-recorded media and can be used in face-to-face lectures. These captions will provide the student with a medium in which they can better process the information provided. The captions also remain on screen beyond the moment of the spoken audio and allow the student to compensate for any lapses in concentration by retaining the context to what is being said which assists overall comprehension of information</p>	<p>Whilst the HEP may be required to provide captions for their own media, lectures and seminars, they are not required, nor is it reasonable to expect them, to provide captions for third party media. This student is required to part-take in self-directed learning during their course and as such will be required to utilise a wide range of third-party study related resources.</p>

Blogs and articles about the benefits captions for learning

Why Captions Matter for Everyone

<https://www.caption-ed.com/why-captions-matter-for-everyone/>

A Rising Tide: How Closed Captions Can Benefit All Students

<https://er.educause.edu/articles/2017/8/a-rising-tide-how-closed-captions-can-benefit-all-students>

Captioning to Support Literacy

<http://www.ldonline.org/article/61302/>

Why Gen Z Loves Closed Captioning

<https://onezero.medium.com/why-gen-z-loves-closed-captioning-ec4e44b8d02f>

Lights, camera, caption! Why subtitles are no longer just for the hard of hearing

<https://www.theguardian.com/tv-and-radio/2019/jul/21/subtitles-tv-hearing-no-context-twitter-captions>