**Guidelines for the Use of Computers in Examinations for Students Who Are Blind/Vision Impaired**

To accommodate students who are blind or vision impaired during examinations that utilize computers, universities need to create specific guidelines that address both the setup and operation of the necessary technologies. These guidelines can ensure that all students have equitable access to examination materials and can perform to the best of their abilities. Here's a detailed set of guidelines tailored for this purpose:

**1. Pre-Examination Setup**

* **1.1 Accessibility Audit**: Conduct an accessibility audit of examination venues to ensure that they are fully accessible for students who are blind or vision impaired. This includes checking for adequate space for special equipment, accessible entrances, and suitable desk heights.
* **1.2 Technology Provision**: Arrange for the necessary technology based on the specific needs of each student:
	+ **Blind students**: Provide document reading software, word processing capabilities, (Braille displays, and Braille embossers).
	+ **Students with low vision**: Set up screen magnification software and provide large computer monitors as needed.
* **1.3 Software Configuration**: Install and test all software well in advance of the examination, including text-to-speech programs, Braille translation software, and screen readers. Ensure compatibility with the examination format.

**2. Examination Materials Preparation**

* **2.1 Electronic Formats**: Convert all examination papers into electronic formats that are compatible with text-to-speech software and Braille translation devices. This includes ensuring that the documents are properly formatted without inaccessible elements like images without alt text.
* **2.2 Practice Sessions**: Offer practice sessions for students to familiarize themselves with the equipment and software. This should include navigating the examination interface and using the assistive technologies effectively.

**3. During the Examination**

* **3.1 Technical Support**: Provide immediate technical support to address any issues with assistive technology during the exam. This should include on-site IT staff who are trained in accessibility issues.
* **3.2 Adaptive Equipment Use**: Allow the use of personally approved adaptive equipment if the institution’s provisions are inadequate or unfamiliar to the student, subject to prior approval.
* **3.3 Monitoring and Assistance**: Have trained invigilators present who are familiar with the needs of visually impaired students to assist with any non-technical issues that may arise.

**4. Post-Examination**

* **4.1 Feedback Collection**: After the examination, collect feedback from students and invigilators on the effectiveness of the technology and accommodations provided. Use this feedback to make improvements for future examinations.
* **4.2 Examination Review**: Offer students the opportunity to review their answers post-examination if they wish to ensure that their responses were correctly recorded by the adaptive technologies.

**5. Continuous Improvement**

* **5.1 Training for Staff**: Provide ongoing training for staff and faculty on the latest developments in assistive technologies and accessibility best practices.
* **5.2 Updating Equipment and Software**: Regularly update software and equipment to incorporate the latest accessibility features and ensure compatibility with new technology.

**Conclusion**

By implementing these guidelines, universities can create a supportive and equitable examination environment for students who are blind or vision impaired. This not only ensures compliance with legal standards for accessibility but also promotes an inclusive academic community.