

An Institution-wide approach to accessibility

Dr Angela Trikić
Head of Educational Development Unit
Angela.trikic@ntu.ac.uk

An Institution-wide approach to accessibility

- Context
- Institution-wide approach – what is it?
- VLE: staff and student perspectives on accessibility
- Sustainability

Institution- wide approach

What does this mean at NTU?

- Process for checking University-wide computer systems for accessibility (IS);
- Establishing selection criteria for a new VLE (VLE Project);
- Formation of Accessibility Working Group.

Criteria for selecting a new VLE

Indicators

- Accessibility compliance
- System features:
 - Tool for staff to add alt tags to uploaded images;
 - Alt tags on all system images
 - Data tables optimised for use with screen readers
 - Documentation to assist students and staff in use of assistive technologies

Contd.. Criteria for selecting a new VLE

Indicators

- **System features:**

- Where frames used, the system supports appropriately titled framesets
- Support for screen reader technology
- Vendor trained in use of CETIS or IEEE Learning Technology Standards Committee Standards
- Support for accessible content creation
- Support for delivery of accessible learning materials
- WYSIWYG content editor with spellchecker.

Forming the Accessibility Working Group

Trigger: the VLE implementation project

Remit:

- To highlight and prioritise accessibility issues to be addressed in relation to the LE;
- Participate and contribute to the Desire2Learn Accessibility Interest Group (D2L AIG);
- Draft policy, guidelines and checklists to support good practice;
- Staff development planning to raise awareness and foster good practice;

Reports to: University eLearning Consultative Group

VLE: methodology focussed on accessibility

Assumption: the VLE is a complex system;
Disabilities are wide ranging.

Two perspectives tested:

- Staff (authors)
- Students (learners)

VLE: scenario-based testing

Staff (authors):

- create a new topic
- create a discussion forum

Students (learners):

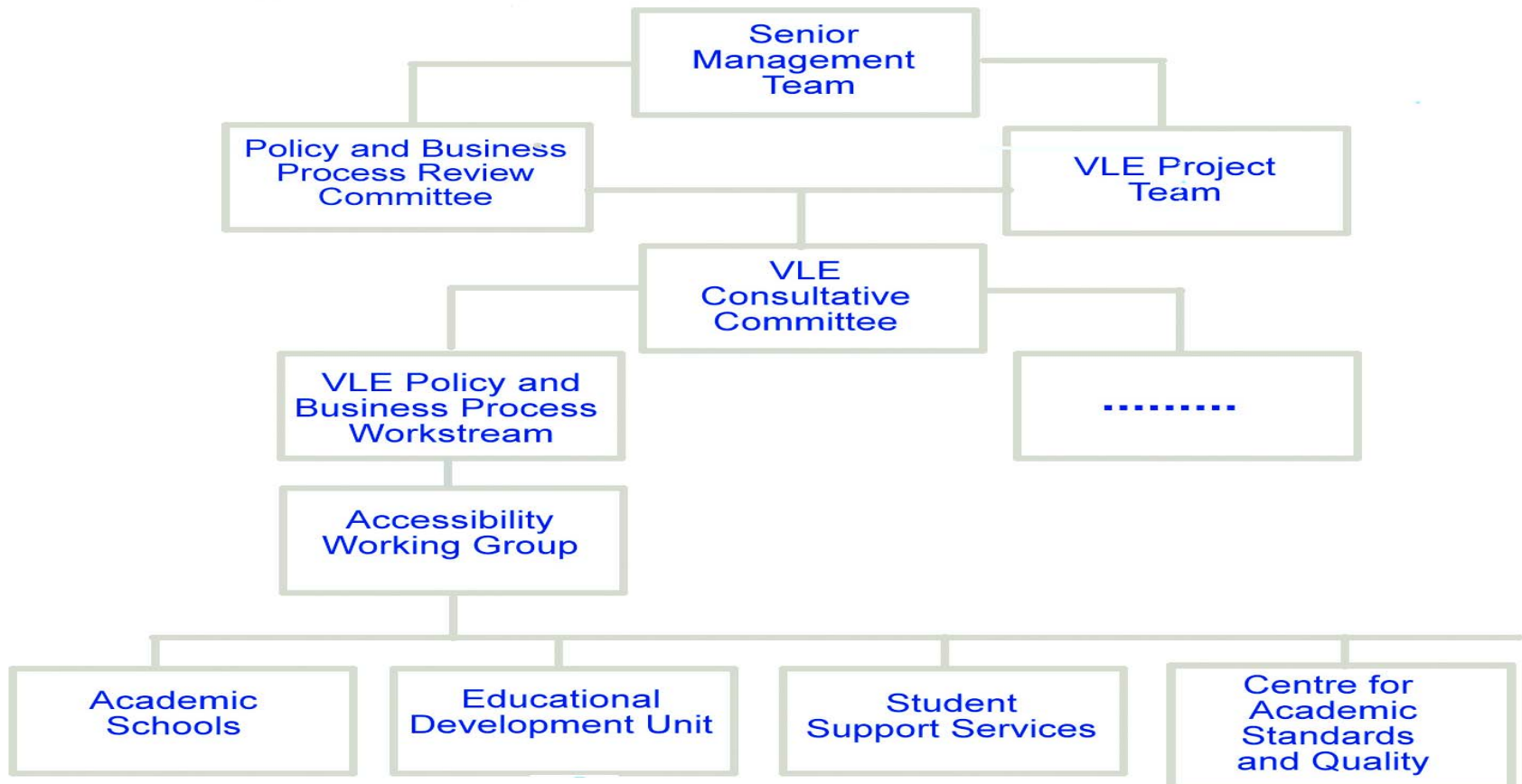
- access a course and view selected content in various formats
- Access discussion forum, read a message and post a message
- access the dropbox and upload a file
- access and complete a survey or assessment

Scope: testing on all pages of VLE that would be visited to carry out above tasks

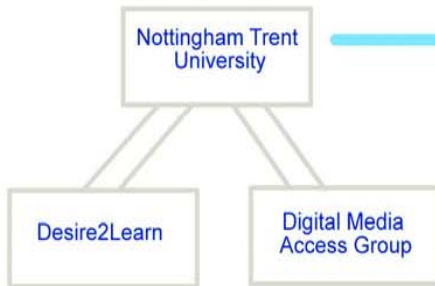
Developing a sustainable approach: effective structures

Pre-condition: Management support and commitment; sufficiency of staff expertise; external collaboration.

Embedding Accessibility in Organisational Structure



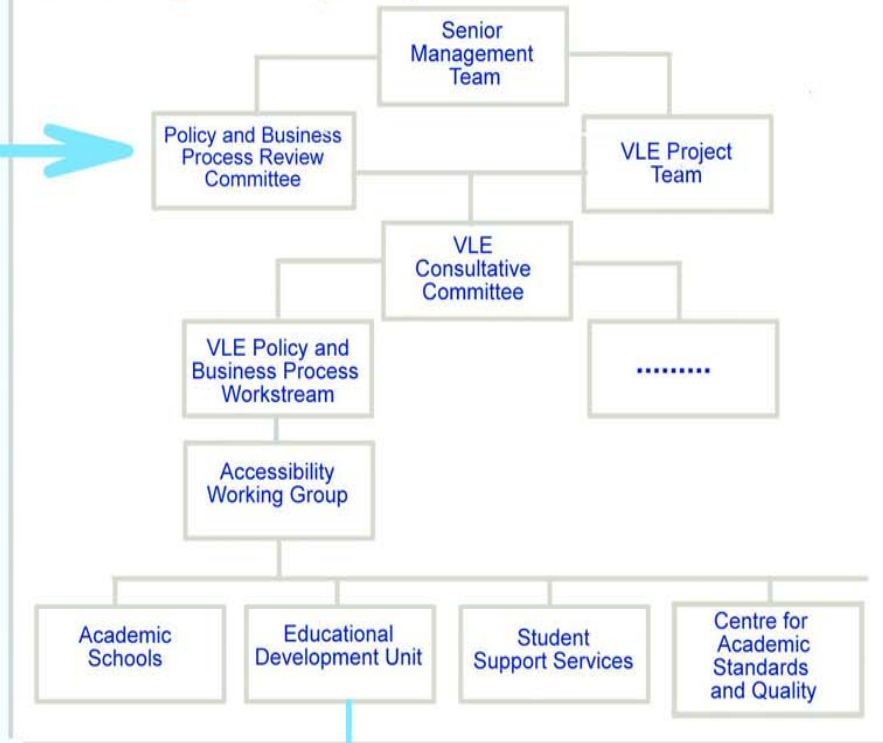
Embedding Accessibility through Collaboration



The Digital Media Access Group (DMAG) were commissioned by NTU to conduct accessibility testing of the D2L VLE, with respect to the environment, the needs of the students, and the staff as authors. Communication between the three facilitates developments

This level of the organisational structure provides a fast track mechanism for identifying and implementing policy/process changes

Embedding Accessibility in Organisational Structure



As accessibility issues for the community are identified, problems are dealt with at this level, via the EDU. The EDU identifies solutions, raises awareness, trains and educates. Outcomes include the embedding of policy, guidelines, checklists, in training courses etc

OUTCOMES, e.g.:

Policy

University policy for the accessibility of elearning materials

Guidelines

For creating accessible content for elearning materials

Checklist

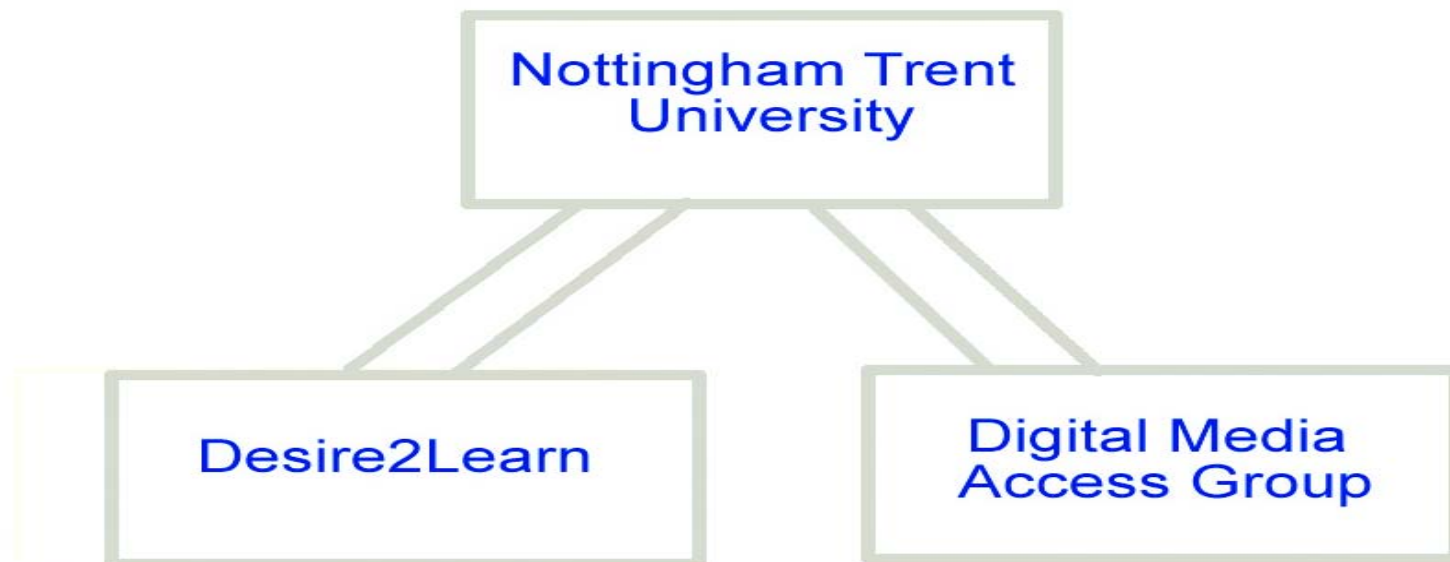
To facilitate compliance with main accessibility issues

Reporting

Regular benchmark reporting to monitor accessibility achievements and to promote progress

Effective Processes

Embedding Accessibility through Collaboration



The Digital Media Access Group (DMAG) were commissioned by NTU to conduct accessibility testing of the D2L VLE, with respect to the environment, the needs of the students, and the staff as authors. Communication between the three facilitates developments

Effective and developing relationships

Accessibility – What's next?

- Review work of Accessibility Group post-VLE implementation
- Use DMAG report to inform future priorities.
- Continue collaboration with D2L AIG
- Advise central Professional Development Unit programme
- Monitor and track progress

Thank You

Questions?